Independence
COMMUNITY COLLEGE

Independence Community College
On Notice Report
Higher Learning Commission
March 1, 2019

Independence Community College was placed on-notice by the Higher Learning Commission Board of Trustees on November 27, 2017. In its action letter, the Board stated that accreditation areas related to data collection and analysis, strategic planning, budget planning, and program review are areas of concern, and outlined nine specific areas in which the board expected to see significant improvement when it conducted a focused site visit in spring 2019.

The College has fully embraced the HLC Board's requirements and has worked to improve in each of the areas specified. This report provides evidence that the College is no longer at risk for non-compliance with the Criteria for Accreditation and Core Components identified in this action and that it has ameliorated the issues that led to its on-notice designation. Process improvements and policy changes have focused on this effort, significant resources have been devoted to this effort and the results, as this document will demonstrate, have been substantial and effective.

The result of this effort has been considerable, and the remainder of this report is devoted to those outcomes. In summary, however, the past year and a half has seen significant, culture changing, accreditation driven improvements to our campus, ranging from policy to practice. These include:

- A comprehensive process for collecting, analyzing and addressing complaints from any constituency;
- Institution-wide focus on Title IX training and compliance;
- Development of a comprehensive Technology Plan that permits long-term financial planning and creates greater network and cybersecurity;
- Development of a long-term Facilities Plan that permits long-term planning for deferred maintenance, safety, and ADA compliance;
- Completion of a comprehensive review of civil rights, ADA compliance, and Title IX compliance;
- A complete overhaul of the program review process, with up-to-date annual and cumulative reviews for all programs, providing a data-driven basis for improvements at the course, program and institutional levels;
- Enrollment in HLC's assessment academy, implementation of the new assessment plan, and quarterly assessment reviews conducted by all areas of the college as part of the operational plan process;
- Data-driven operational plan reviews and strategic plan reviews, with only quantitative data used in the evaluation process;
- Appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs, incorporated into operational plans and the College's Strategic Plan;
- An evolving student-developed student government program, which now plays a permanent role in the President's Cabinet;
- Formation of a Faculty Senate, with the president of that organization representing faculty as a standing member of the President's Cabinet;

- An annual strategic plan process that stipulates that questions of strategy occur prior to budgetary decisions; and
- A comprehensive strategic planning process which is broadly inclusive, is led by an external coordinator, and uses the most comprehensive data gathering process the College has ever used for strategic planning.

In terms of resources, the College has made this effort a priority. Although ICC is the smallest community college in Kansas, it has made significant resource allocations to make sure that it is not merely meeting the expectations of HLC but is in fact exceeding them. Examples of these resource allocations include:

- Purchase and implementation of Maxient complaint data collection software, at an initial cost of $12,000, and an annual maintenance cost of $5,000;
- Creation of a Compliance Officer and Title IX Coordinator position, staffed by an attorney licensed in the state of Kansas, at an annual cost of $85,960, which includes both personnel costs and the operating expenses of that office (it should be noted that ICC is the only community college in the state of Kansas which employs a full-time compliance officer responsible for all areas of compliance);
- Enrollment in HLC's Assessment Academy, at a cost of $9,000, in addition to employee time;
- Upgrades to academic spaces and other student-use spaces in the areas of facilities improvements, fire safety, and ADA-compliance improvements at a cost of $96,000;
- Creation of the retention-related Navigator program, at an additional cost of $21,530.
- Other items included: Assessment Academy Program Review PD (Sherry from Johnson County presented at an In-Service), Mock site visit, Instructor Credentials (specifically high school instructors), NAACE participation, Vet Tech accreditation (hired FT Director), ADA Compliance.

The entire campus has been focused on the requirements of HLC. The following is a partial list of examples of how meeting both on-notice requirements and accreditation criteria has become embedded into our campus culture:

- Using Operational Plans, which is a bottom-up process, areas of the college tie their activities to the college's strategic plan, set their own goals and measures, and use quantitative data to measure progress on a quarterly basis;
- Multiple discussions of accreditation-related topics and recommendations in just the first year of operation of the newly-formed Faculty Senate;
- The President of the College creates a detailed, cumulative monthly report of accreditation progress, which is distributed to all employees, the Board of Trustees, the local media, and to our HLC staff liaison (Appendix 1: Accreditation Progress Spreadsheet);

- The President hosts an open forum each month in which employees may discuss the accreditation progress report or any other accreditation issues;

- Meetings of the Board of Trustees always include an accreditation report from the President, and specific reports on items of particular effort or results that month;

- Weekly Cabinet meetings typically have a standing agenda item devoted to accreditation, in which progress is reviewed or new initiatives are discussed; and

- Each employee in-service has a specific section or sections devoted to accreditation issues.

This report will provide a narrative regarding each HLC requirement and accompanying documentation. The College thanks HLC for working as a partner with us as ICC has made these much-needed improvements.

Format

To provide context for the site visitors, this report will first provide a brief overview of the city of Independence and the College itself, including some pertinent student demographics. It will then address HLC requirements 1-9 as separate sections.

Independence, Kansas

Located 1.5 miles south of the city of Independence, Kansas, the College serves a rural community with a population of approximately 9,000 people. An overwhelming majority of the city's residents (84%) identify as white, whereas only 6.5% of the city's population identify as African American, 1.6% as Native American, 0.9% as Asian, 2.3% as other races, and 4.5% as two or more races. Only 6.5% of the city's population identify as Hispanic or Latino. About one-third of the households in Independence, Kansas include children under the age of 18 and the median age in the city is approximately 38 years. The gender makeup of the city is 48.4% male and 51.6% female.

Independence, Kansas is located in Montgomery County, with a population of approximately 35,000 people, with nine incorporated cities and 12 townships. The cities of Caney, Cherryvale, Coffeyville and Independence are the largest. Countywide the median income for a household is $30,997, and the median income for a family is $38,516. The per capita income for the county is $16,421. About 9.20% of families and 12.60% of the population live below the poverty line, including 16.80% of those under the age of 18 and 10.90% of those age 65 or over.

The population of both Independence and Montgomery County has shrunk for every census since 1980, and the population of Montgomery County has shrunk by 31% overall since 1930.

Independence Community College

ICC was placed on-notice for a very specific set of areas for improvement. More generally, however, it should be noted that the College has had a strong tradition of recognition for outstanding academic achievement and educational value during both the on-notice period and immediately preceding it:

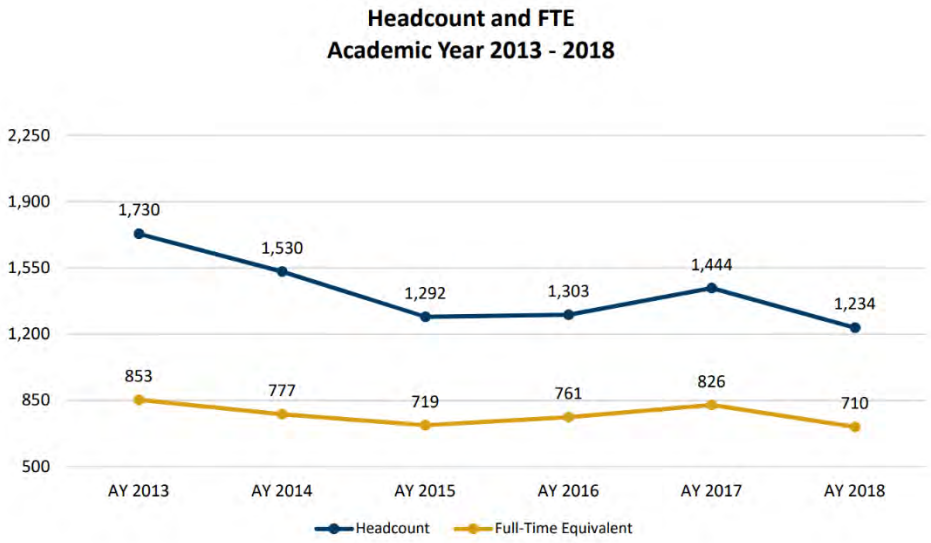
- SmartAsset, a web-based financial advisory company, named ICC among the "Best Community Colleges in America" in its 2018 report. The company recently published its fifth annual report on quality community colleges based on the criteria of graduation and transfer success, affordability and student-to-faculty ratio. In the report, ICC ranked 24th out of the 798 institutions reviewed across the nation. The report noted ICC's graduation/transfer rate of 66 percent, a student-to-faculty ratio of 1:13 and an average annual cost of $4,096 for tuition and fees;
- The U.S. Department of Education's College Affordability and Transparency Center, which reviewed the 90 two-year public institutions in the United States in 2018, named ICC the Lowest Net Price College in Kansas;
- The American Association of Community Colleges ranked ICC eighth among the Most Affordable Community Colleges in the United States;
- The Center of Science, Technology & Economic Policy at the Institute for Policy & Social Research at the University of Kansas (2017) named ICC first in Kansas for "success of transfer students;" and
- The National Higher Education Benchmarking Institute (2016) designated ICC as being in the top one percent of Community Colleges in the U.S. for Student Educational Goal Attainment.

Independence Community College is the smallest community college in Kansas. It was established in 1925 as grades 13 and 14 of the Independence public school system. In 1967, Independence Community College legally separated from the school district. Construction of the new community college on a 68-acre campus, formerly the Independence Country Club, began in 1969. Classes at the new site began in September 1970. The ICC campus is now home to the Academic Building, Fine Arts Building, Student Union, Center for Innovation and Entrepreneurship, Field House, Administration Building, William Inge Center for the Arts, fitness center, athletic practice fields, disc golf course, 96-bed multi-structure living complex, a 200-bed residence hall, and a 135-bed suite-style residence hall.

In 2010, a former large retail space was donated at a location next to the local Wal-Mart. The College renovated the new West Campus, increasing the College's visibility in the community and adding much-needed space for technical programs. A capital campaign was conducted, raising $760,00 for renovation of the facility. The College has also contributed approximately $350,000 to the renovation of that building. This campus is located on the west side of Independence and is home to Allied Health, Cosmetology, Veterinary Technology, and Culinary. ICC also maintains a presence downtown through the ICC Foundation office, which is a separate organization from the College.

Currently, our educational and support programming includes 35 programs of study for Associates of Arts and/or Science degrees, 11 programs of study for Certificate completion, two TRIO programs (Student Support Services and Upward Bound), men's and women's athletic programs, and a variety of campus organizations and activities. The College's tuition, fees, room and board costs are substantially lower than those in the vast majority of the nation (Appendix 10: Costs to Attend ICC).

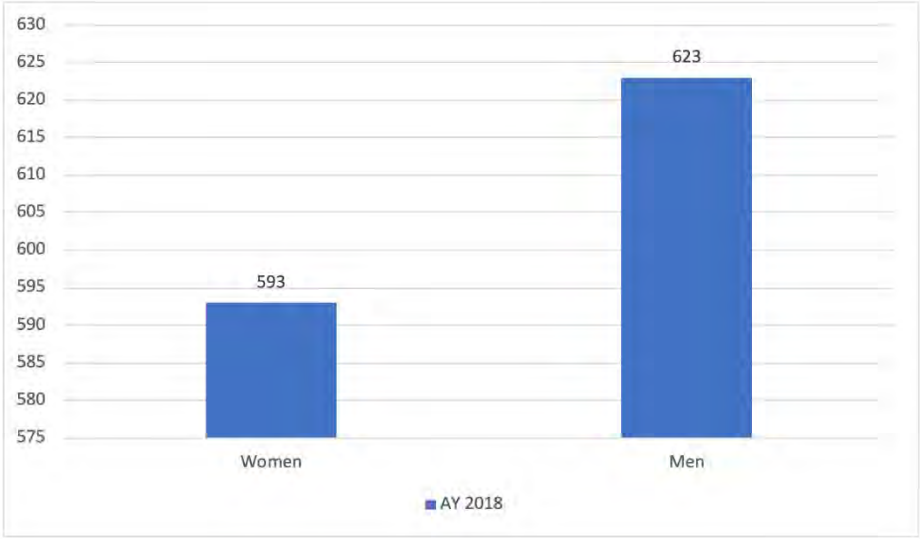
Enrollment at ICC, measured by both headcount and FTE, has shrunk in the past five years (Source: KBOR 2019 Data Book):



It should be noted that although these declines are significant, they are actually consistent with other community colleges in Kansas. During the same period, 17 of the 19 community colleges experienced an FTE enrollment decrease. ICC's decrease for that period was just 4% higher than the state average, and six of the community colleges experienced larger decreases than ICC.

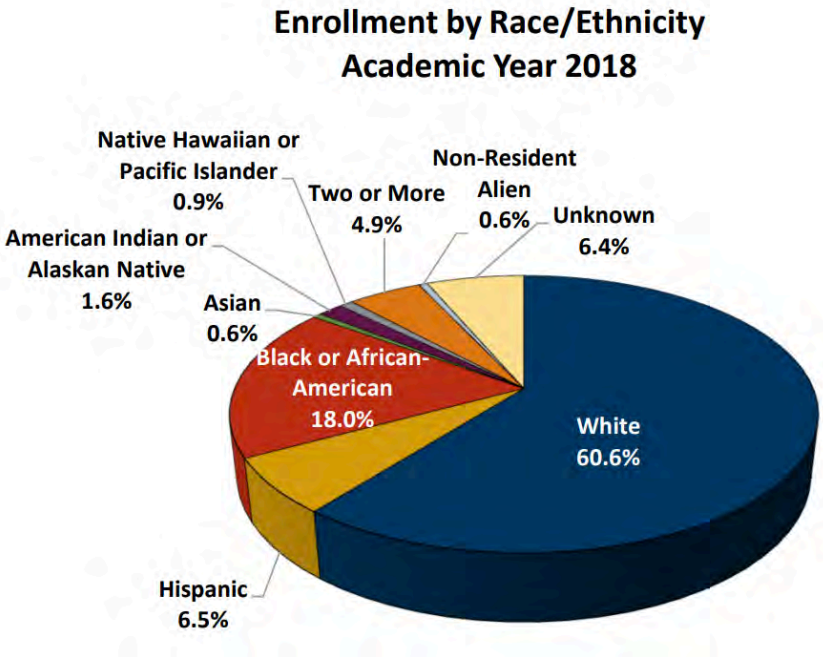
The makeup of our student body can be measured in many ways, and here are the most common demographic measurements:

Unduplicated Headcount by Gender
(Gender information is voluntary; information provided does not reflect students who opted out.)
Source: KBOR AY Collection

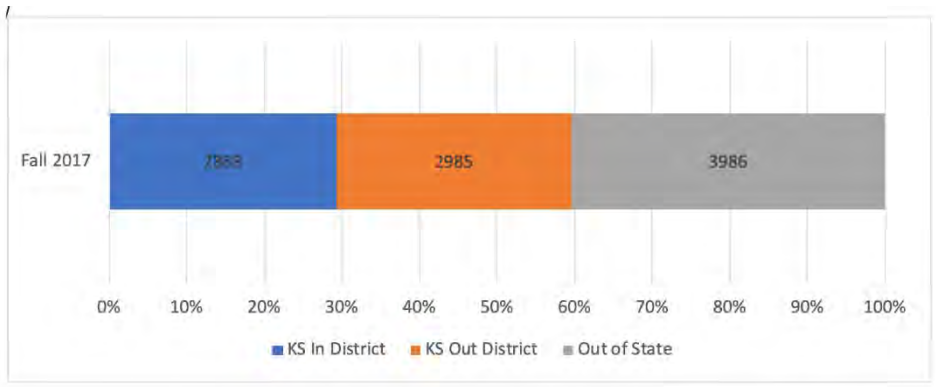


Fall Semester: Duplicated Headcount by Ethnicity

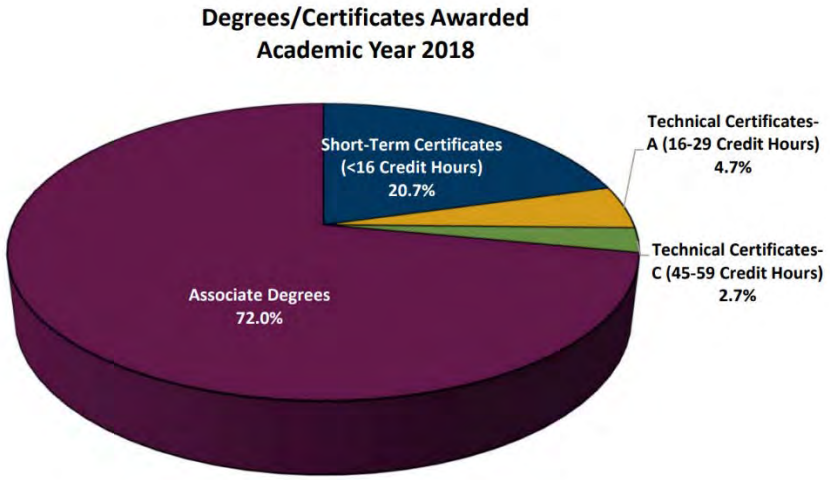
(Race/Ethnicity information is voluntary, information provided does not reflect students who opted out.) Source: KBOR 2019 Data Book



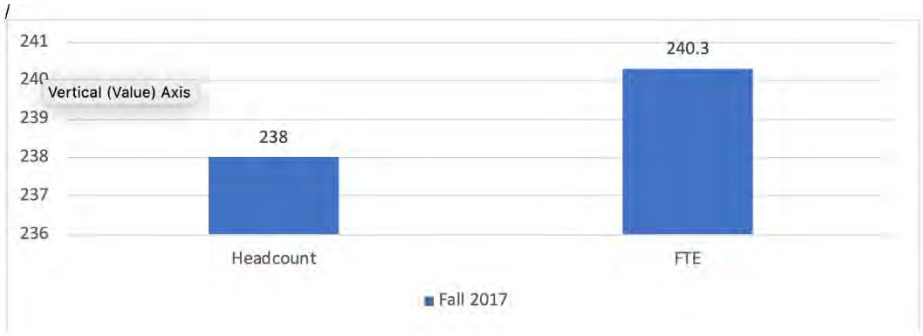
Fall Semester: Credit Hour Enrollment by Residency
Source: KBOR Fall Census Collection
Out of state enrollment includes international enrollment hours.



Degree Certificates Awarded
Source: 2019 KBOR Data Book



Fall Semester: Headcount and Credit Hour Enrollment by First Time, Full Time, Degree Seeking Undergraduates
Source: KBOR Fall 2017 Census Collection



HLC Requirements

This report will address HLC requirements 1-9 as separate sections. The requirements are:

1. Development and implementation of an institutional plan for systematic review of data connected with institutional complaints; especially student complaints. The plan should include a process that ensures oversight by knowledgeable persons of the analysis of trends associated with complaints; especially those connected to Title IX compliance and student complaints (Core Component 2.A).

2. Development and implementation of a technology plan that aligns with strategic objectives and budgetary plans. The plan must assure that security policies regarding the onboarding and off-boarding of employees is included in policies and procedures and that the process for determining access to secure institutional data and the network is clear and assures that only employees with a need to know and/or input responsibilities have access (Core Component 3.D).

3. Development of a long-range institutional plan to fully address deferred maintenance of facilities; inclusive of projected timelines, resources needed, and possible funding. The plan should include prioritization policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized (Core Component 3.D).

4. The plan for program review has been fully implemented and institutionalized according to the proposed plan. The College should provide evidence that results from program reviews have been incorporated into budget and strategic plans and have been used for improvement of courses, programs, and the larger institution (Core Component 4.A).

5. Existence of a culture of using data from student learning in curricular and co-curricular programs, as evidenced by at least one to two years of using data for improvement of programs from program assessment processes and related data, and evidence of using data collected from co-curricular programs to improve student experiences and activities (Core Component 4.B).

6. Identification of appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and at the overall institutional level, which are appropriate for the College based on its mission, values, and characteristics (Core Component 4.C).

7. Development and documentation of decision-making responsibilities and processes across campus constituencies, including students, faculty, and staff. The College should clearly delineate final decision responsibilities above simple participation in input of information (Core Component 5.B).

8. Development of a clear, well-documented process for the systematic integration of campus planning, with intentional processes and connections between all planning documents on campus, that is inclusive of the results of assessment of student learning (Core Component 5.C).

9. Development of a systematic process of regular review of institutional data with clear processes for collection and review of data, and improvement of considerations based on the results of data review that is in-line with institutional benchmarks and targets. The College should provide evidence of long-range planning with trending data used to project plans and targets for three to five years forward. The College must provide evidence of at least one year of improvements based on this regular review of data analysis (Core Component 5.D).

Requirement 1

"Development and implementation of an institutional plan for systematic review of data connected with institutional complaints; especially student complaints. The plan should include a process that ensures oversight by knowledgeable persons of the analysis of trends associated with complaints; especially those connected to Title IX compliance and student complaints."

HLC's Action Letter contains additional guidance with regard to this issue, including:

"The College meets Criterion Two, Core Component 2.A, "the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and

processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff," but with concerns because:

- The College has historically demonstrated a lack of oversight and proper controls regarding access to, and control of, data; and
- The College may continue to have issues with decision-making and releasing accurate data because of a lack of appropriate staffing to assure the reliability and validity of the data."

To address these issues, the College has taken the following action:

1. The College has developed and implemented "an institutional plan for systematic review of data connected with institutional complaints, especially student complaints" through:
    a. The purchase and implementation of dedicated software for collecting and analyzing trends in student and other stakeholder complaints, comments, suggestions and other institutional data;
    b. The formation of the Student Satisfaction and Complaints Review Committee, tasked with i) reviewing student and other stakeholder complaint trends, ii) developing and implementing solutions to resolve student complaints that affect student groups and/or the entire student body, iii) updating and revising student related policies and procedures and iv) overseeing large-scale action projects addressing root causes that specifically lead to student complaints;
    c. A coordinated marketing campaign designed to i) inform all College stakeholders, including students, employees and community members, of the process for submitting compliments, complaints and concerns to the College and ii) actively encourage them to do so; and
    d. A large-scale institutional action project developed in direct response to complaints received from students and other stakeholders regarding the dining services offered by the college.
2. In creating the above plan for the systematic review and analysis of institutional complaint data, the College has taken the following steps to 1) ensure "oversight by knowledgeable persons of the analysis of trends associated with complaints, especially those connected to Title IX compliance and student complaints," 2) provide "oversight and proper controls regarding access to, and control of, data," and 3) address HLC's concerns as they relate to having "appropriate staffing to assure the reliability and validity of [complaint] data:"
    a. Creating a full-time compliance position for the purpose of overseeing institutional compliance and prioritizing internal controls, specifically as they relate to Title IX and the College's complaints/Ombuds process; and
    b. Developing student and employee policies, procedures and processes to clearly define student and institutional expectations, specifically as they relate to processing of complaints and filing of grievances by students and other ICC stakeholders.

Prior to being placed on-notice, ICC solicited feedback from its stakeholders through surveys and other formalized processes while also providing its stakeholders the opportunity to submit unsolicited feedback through a concern log form on its website. The concern log, which was created in Formstack,

allowed students, employees and community members to communicate concerns to College administration. However, review of concern log data, informal discussions with College stakeholders and feedback from HLC suggested the following limitations with the process for submitting comments through the concern log: 1) the system did not allow for the submission of anonymous reports; 2) the location and availability of the form was not well-advertised; 3) the concern log was perceived as only being for serious and/or emergency reporting; 4) the system clearly lacked the sophistication necessary to meet HLC data analysis and trend identification requirements; and 5) the system failed to provide adequate oversight and proper internal controls regarding access and control of sensitive complaint data (Appendix 2: Committee Minutes).

As a result, the College responded to HLC's directive for systematic review of institutional complaints data by: 1) creating a robust, institution-level complaint data review process that involved purchasing sophisticated data collection software, creating a new standing committee empowered to identify complaint trends, implementing action projects and developing student related policies and procedures, and implementing a long-term, coordinated marketing campaign; and 2) prioritizing institutional oversight and internal controls through personnel reallocation and the updating of compliance related policies and procedures.

Institutional Plan for Review of Complaints

In its response to HLC's CQR Report, the College explicitly agreed to respond to HLC's directive regarding institutional complaints by 1) purchasing new software to collect, review and analyze complaint data and 2) creating a standing committee dedicated to the review and interpretation of institutional complaints.

In September 2017, ICC contracted with Maxient, LLC to purchase a software package designed specifically to manage complaint, academic integrity, student discipline, residential conduct, CARE Team, Title IX and other related data in the context of higher education (Appendix 3: Maxient Contract). The College also chose to utilize the software's capabilities to collect, review and analyze additional institutional data, including comments, concerns and suggestions relating to health, safety and security issues, employee conduct and other general institutional issues. In addition, during the Maxient customization process, College leadership also participated in an in-depth analysis of each of the above College processes, during which a series of comprehensive ICC process flowcharts was created (see further discussion in Requirement 7).

In addition, the College formed the Student Satisfaction and Complaints Review Committee. The design of the committee was intended to ensure that discussions were informed from all relevant areas of the college, and to ensure a balance between students, staff members whose role is primarily student advocacy, and staff members who serve in operational or compliance roles. Current membership in the committee includes the College's:

- Compliance Officer
- Vice President of Student Affairs and Athletics Director
- Student Life Director
- SSS Director
- SSS Administrative Assistant
- Financial Aid Director

- Director of Enrollment and Retention Management
- Assistant Director of Enrollment and Retention Management
- Faculty Representative, rotating membership
- Fab Lab Manager
- IT Representative, rotating membership
- Associate Dean of Tutoring and Accessibility
- Housing Director
- Student Government Representative, rotating membership[1]
- Student Representative from College's satellite West Campus, rotating membership

The Student Satisfaction and Complaints Review Committee is a standing committee dedicated to the review and interpretation of complaints, especially those made by or on behalf of students. The work of the committee is a means of 1) identifying complaint trends, 2) developing innovative solutions through large-scale action projects that directly impact the ICC student experience and 3) creating up-to-date and relevant student related policies and procedures.

The Committee held its inaugural quarterly meeting in October 2017. During this, and its subsequent December 2017 meeting, the committee reviewed aggregate complaint data collected through its concern log system and identified the following trends: 1) relatively few complaints were submitted, 2) many of the complaints related to customer service and/or employee conduct concerns and 3) most of the complaints were serious in nature. Based on this information, and in anticipation of the upcoming implementation of the College's new Maxient complaint data collection software, the committee elected to develop a comprehensive marketing campaign as its first large-scale action project.

The committee partnered with the College's marketing department to develop a comprehensive marketing plan that utilized a branding strategy, social media presence, coordinated advertising across college information technology platforms (including the College's website, its LMS system, external email signatures and Pirate Portal) and direct communications with students (*e.g.,* during the admissions and advising process, in course syllabi and in-class faculty discussion), employees (*e.g.,* during all-staff in-service presentations and other individual and/or group trainings) and the community (*e.g.,* presentations to civic groups, press releases to local media, and social media campaigns). The committee's marketing campaign was designed to: 1) inform students, employees and other ICC stakeholders of the new complaint/feedback submission process prior to the January 2018 launch of Maxient; 2) promote continued awareness of the process for the submission of complaints/feedback to the College on a long-term basis; and 3) encourage use of the Maxient complaint data collection system for a wide-range of complaints/feedback (including those that might be perceived as insignificant or non-urgent) (Appendix 4: December Meeting Minutes).

In addition to its marketing campaign, the Student Satisfaction and Complaints Review Committee has also developed and implemented other large-scale action projects as follows:

[1] As noted in Requirement 7, the College is currently restructuring its Student Government program. As a result, the Student Satisfaction and Complaints Review Committee student government representative for spring 2019 will be selected by the instructor overseeing this project.

1. In April 2018, the committee initiated what has become a continuing effort to refine and improve the content of the aggregate data analytics report used by the committee to identify complaint data trends, while also protecting confidential stakeholder information and maintaining the integrity of the Maxient complaints process. Although these refinements have allowed the committee to identify some potential data trends especially in areas relating to dining services, faculty complaints, student residential conduct and health and safety (maintenance), the committee recognizes the need for long-term comparison data, which can only be obtained through the continued collection of data and the passage of time, and as such eagerly anticipates the opportunity to compare year-over-year third quarter analytics reports for 2018 and 2019 during its April 2019 quarterly meeting.

2. In July 2018, the committee discussed student handbook accessibility, suggesting that the College provide hardcopies of the student handbook in various locations across campus. In addition, the committee proposed developing a video "Campus Confessional" booth to allow students to submit recorded feedback to the College; however, the committee was not able to overcome concerns about disclosure/privacy rights, cybersecurity and other information technology concerns.

3. In January 2019, the committee discussed the success of the marketing campaign and its plan to continue to use its platform to promote active communication between the College and its stakeholders, through continued training and education about the process and the benefits of submitting feedback to the College through Maxient. However, the committee also discussed the need to transition its focus towards its core mission – analyzing trends, developing innovative solutions, implementing action projects that directly impact the student experience and reviewing and updating student related policies and procedures – especially as the College develops long-term comparison data. Given the current changes in ICC's dining service (described below), the committee decided upon an action project that allows students and staff to participate in a mystery diner program, effectively partnering with the College's ad hoc dining services committee (described below) and providing students with a straightforward, interactive means of participating in the conversation about food service at the College (Appendix 5: January Meeting Minutes; Appendix 6: Mystery Shopper Template). The committee also made a commitment to assist the compliance officer and student affairs in performing an annual review and update of the student handbook as part of its mission to use its identification of complaint trends to positively impact the ICC student experience.

In addition to purchasing data collection software, creating a new standing committee, and implementing a long-term, coordinated marketing campaign, the College has also engaged in a large-scale institutional action project to make changes to ICC's dining service, an important part of campus life for our students, as a direct result of the new data collection process for student and employee complaints. This section of the report requires additional information about events that unfolded following the Board's approval of the dining service action plan, and so we present this as a case study in how collection and use of data has driven concrete, beneficial change at the college:

In January 2018, the Board reviewed an action plan created by its food service provider, Great Western Dining (Appendix 7: Dining Hall Plan). When the Board of Trustees was unable to meet with Great Western Dining management to discuss the plan due to a series of work-related emergencies at other campuses which Great Western Dining serves, the College's President agreed to meet with the local

food service director to review the plan, at which point it was agreed that the plan would be implemented immediately. In addition, the campus installed a survey kiosk in the College's dining hall that allowed customers to provide immediate feedback about both the food and the quality of service. The kiosk was purchased from Survey Stance, which provides weekly reports regarding kiosk data as well as a social media release for the campus to use (Appendix 8: Survey Stance Documentation; Appendix 9: Social Media Share). Feedback from the kiosk was initially quite high in the first 60 days, and then use of the kiosk began to decline.

In April 2018, Great Western Dining management met with ICC's Board of Trustees and expressed optimism that the dining service could be improved. The College's President concurred and presented the Board with summary data about dining service complaints, which had decreased significantly in the prior two months following implementation of the action plan (Appendix 11: April Board Meeting Minutes). Although the dining facilities were better maintained and food quality improved for the spring semester of 2018, by summer regular users of the College's dining services were reporting a decrease in food quality and food availability, as well as a decrease in general cleanliness. During the early part of the fall semester of 2018, several related events all occurred within approximately a one-month period:

First, the College's Great Western District Manager passed away, leaving ICC without an upper management contact to assist in resolving its issues. Second, the College saw a significant increase in informal complaints regarding the quality and availability of food available through the College's dining services. When the College's President asked those informally complaining why they were not submitting Maxient tickets, they replied that they believed it was pointless because the local food service director was not committed to improvement and was not being held accountable by Great Western Dining. The President retained the communication containing these informational complaints and incorporated them into the data that was eventually presented to Great Western Dining. Third, a number of students and employees reported suspected cases of food-borne illness after eating food prepared by Great Western Dining. Most of these complaints were of a fairly vague variety, including reports of "not feeling well" after eating food from the dining hall (Appendix 12: Dining Hall Maxient Ticket).

At the close of November 2018, the College's President concluded that because no district manager had yet been hired, it was likely that the upper management of Great Western Dining was unaware of the historical problems at ICC and that those problems were increasing. It was also clear from reports given to the President, from his own experience in the dining hall, and from photographic evidence that the action plan that had been proposed by Great Western Dining and accepted by College's Board of Trustees was no longer being followed. As a result, the President took two actions: he created an ad hoc Dining Services Committee, headed by the Vice President for Student Affairs, to explore alternate dining options and he reached out to the President of Great Western Dining, to both explain to him that the committee had been created and to give a full account of the data that have been collected over the previous two years regarding the dining services provided by Great Western. Over a two-week period in December 2018, ICC's President had telephone meetings and exchanged email correspondence with the President of Great Western Dining. As the President suspected, Great Western Dining's upper management was largely unaware of the extent of the problems and was willing to commit to fixing them. Within three weeks of these conversations, the local dining services director had resigned, a search for a new dining services director had begun, and a new district manager had been hired and permanently assigned to ICC until the local director position was filled. At its January 2019 Board meeting, the District Manager, the Executive Vice President and President of

Great Western Dining met with the ICC Board in executive session to discuss Great Western Dining's contract with ICC.

The results of the combination of a data-driven approach using student and employee complaint data, along with communication between the top levels of both the College and Great Western Dining, have created a promising outcome. In approximately one month of full-time dining services operation, customer feedback scores have increased five percent, with impressive qualitative improvements also documented (Appendix 13: Dining Social Media Share 2/6/19; Appendix 14: Dining Social Share 11/28/18). In addition, the College has made an effort to include its community in assessing the overall quality of its dining services as compared to the services provided at neighboring institutions by creating a Dining Services Committee, made up of a faculty member, staff member, administrative member, three students and the Director of Student Life, all of whom have been eating regularly in our food service. The Dining Services Committee has been tasked with visiting three neighboring community colleges each of which contracts with a different food service provider: Allen County (Great Western), Coffeyville (Chartwells), and NEO (Sodexo). During February and March 2019, committee members will eat lunch, dinner and a weekend meal at each of these locations. After eating at each institution, committee members will fill out a survey and make comments on the food service in that location (Appendix 15: Dining Services Survey). After visiting all the locations, the committee will meet and discuss the data and provide the President with feedback.

Finally, the College has engaged in data driven projects in response to stakeholder complaints and feedback data outside of its committee process on a departmental basis. Further discussion of these projects can be found in Requirement 9.

Oversight and Internal Controls

In July 2017, ICC created a full-time compliance officer position to address many of the compliance related issues raised during the HLC accreditation review process, including the need for oversight in the area of institutional compliance and prioritization of internal controls, specifically as it relates to 1) the adjudication of, and general compliance with, Title IX; 2) the College's complaints/Ombuds process and 3) the development of compliance related student, employee and financial policies, procedures and processes (Appendix 16: Compliance Officer Job Description).

Of central concern to HLC was the need for a dedicated Title IX Coordinator outside of the student affairs and/or athletics department. Upon taking on the role of Title IX Coordinator, the Compliance Officer was tasked with three initiatives: 1) oversee the adjudication of Title IX incidents; 2) review and update Title IX policies and procedures to better reflect best practices and federal requirements; and 3) provide comprehensive Title IX reporting and adjudication process training to students, employees, the Board of Trustees and other interested stakeholders.

As of the writing of this report, all Title IX, sexual misconduct and/or harassment complaints, whether they involve students, employees or others, are overseen by the Compliance Officer in her role as Title IX Coordinator. Although the Title IX Coordinator often assigns the investigation of these reports to trained Title IX Investigators, including individuals in the student affairs and athletics departments, the Title IX Coordinator has final authority in decisions relating to personnel involved in the investigation and adjudication of Title IX complaints, allowing the Title IX Coordinator to protect the process from any conflicts of interest in both the investigation and adjudication of Title IX complaints.

Additionally, the College has elected to designate all its employees as mandatory reporters, largely in recognition of the multiple roles that many College employees fill at the College, meaning that all employees at the College are required to report any information they obtain regarding alleged Title IX violations to the Title IX Coordinator for review. In addition to overseeing the adjudication of Title IX complaints, the Title IX Coordinator has also conducted a thorough review and revision of the College's Title IX policies, procedures, forms and templates in accordance with current best practices and federal law (Appendix 17: Title IX Policy and Procedures; Appendix 18: Title IX Investigation Packet).

The Title IX Coordinator also works directly with various departments across campus, including student affairs, academic affairs, residence life and athletics, to provide comprehensive Title IX reporting and adjudication process training to students, employees, the Board of Trustees and other interested stakeholders. ICC students and employees are provided access to Title IX training through the College's online training software, *Get Inclusive*, and receive training on consent and other Title IX topics as follows:

All dorm residents receive a minimum of one training per semester in Title IX compliance with an emphasis on sexual harassment. The Student Life Director oversees discussions on sexual misconduct including harassment, stalking, bystander intervention, preponderance of the evidence, consent and procedures for reporting these incidents. In addition, students receive a Residence Policy and Procedure Handbook, which also provides information on sexual harassment and misconduct (Appendix 20: Residence Policy and Procedure Handbook). Posters on Title IX and harassment are placed throughout the residence halls during the year and all dorm supervisors are trained annually in reporting sexual harassment and/or misconduct incidents (Appendix 21: Dorm Posters). At the end of the year, the Student Life Director issues a survey to all dorm residents, specifically allowing them to evaluate and communicate harassment and/or misconduct concerns so the College can plan additional training or programming to educate future residential students (Appendix 22: Student Life Survey). In addition, all students enrolled in College Success courses receive training on consent and other Title IX topics. Maxient data is also used to identity trends and provide insights into areas for additional training and education.

Employees receive general Title IX training during each all staff in-service. For example, during the January 2019 in-service, all employees had the opportunity to attend sexual violence and domestic violence training. Furthermore, the College provides annual training in topics directly related to handling Title IX incidents for all employees involved in the Title IX investigation and/or adjudication process and has recently begun providing annual civil rights and Title IX training to the College's Board of Trustees (Appendix 23: February 14, 2019 Board Meeting Minutes). Finally, the Title IX Coordinator receives multiple trainings on current trends in Title IX and attends multiple intensive Title IX investigation and adjudication workshops each year.

In addition to acting as the College's Title IX Coordinator, the College's Compliance Officer also oversees various internal control processes for the College. With regards to complaints, the Compliance Officer controls the College's collection, review and assignment of complaints for investigation and resolution in her role as ombudsperson for the College and is the only person at the College to have complete access to all the information housed within the College's Maxient complaint data collection system. Although the College has outlined a general process for the assignment of complaints across campus, this process also allows the Compliance Officer some flexibility in the

assignment of cases as a means of maintaining appropriate levels of confidentiality, insulating stakeholders from threats (or perceived threats) of retaliation and generally ensuring that all stakeholders have an equal opportunity to voice their concerns to College administration (Appendix 24: Complaints Process Overview). In addition, the Compliance Officer has begun performing internal audits of various processes and procedures across campus as a means of ensuring that internal policies, processes and procedures are being followed consistently and determining whether these processes and procedures require revision and/or have been properly documented.

The Compliance Officer also provides oversight and helps to ensure that the College has appropriate internal controls by assisting the College in reviewing, updating and maintaining written policies, procedures and processes, both in terms of institution wide policies (*e.g.,* the student handbook and board policy manual) and internal departmental policies. Of specific relevance to its satisfaction of this HLC requirement, the Compliance Officer partnered with departments across campus, including student affairs, to complete a comprehensive overview of ICC's student handbook, including a specific focus on updating complaints and student conduct policies and procedures and the creating a Judicial Conduct Committee for hearing disciplinary appeals (Appendix 25: Student Handbook; Appendix 26: Judicial Committee By-Laws). In addition, the Compliance Officer assisted in drafting updates to several board policies and procedures relating to compliance topics including grievance procedures, non-discrimination and retaliation policies and sexual misconduct policies and procedures (Appendix 27: Board Policy). Furthermore, the College has updated its on-boarding and off-boarding processes and has enhanced its technological security systems and services as they relate to data and College network access (as described in Requirement 2 below).

Finally, the College also provides oversight through several internal control processes as they relate to its financial affairs. First, the College makes its Budget Activity Reports, which show College expenditures at the departmental level, available to all employees (Appendix 28: Sample Budget Activity Report). These Budget Activity Reports, which provide employees information regarding the College's published budgets, actual expenditures, encumbered funds and a running total of remaining balances available by department, create accountability and allow for interdepartmental review and oversight of departmental spending. Second, the College provides its Board of Trustees with the following financial reports as part of its monthly board meeting materials: a summary of revenues and expenditures (providing a list of budgeted amounts, year-to-date revenues and expenditures by department) and a payables report (providing a list of all expenditures processed through the College's operating checking account). In addition to providing these materials to its Board, the College also places this information on its website for review by its employees and members of the public. Third, the Chief Business Officer reviews the College's accounts on a monthly basis as part of the creation of the College's Board reports. Finally, the College undergoes an annual financial audit by an external auditor, as does its component units, such as the ICC Foundation.

The College recognizes that there is room for improvement in its oversight of its financial process especially as it relates to budget management, and as such has begun to take steps to improve these processes in several ways: First, the College's Compliance Officer has been tasked with performing various internal audits of the College's financial affairs processes, beginning with an internal audit of College personnel's adherence to its purchase card policies. Second, the College has split out the salary and discretionary spending lines in its departmental budgets to allow for a clearer picture of departmental discretionary spending, without the potential obscuring effect of unspent salaries. Third, the College has committed to creating a more strategic process for the submission and review of discretionary budget requests through its new modified zero-based budgeting process as outlined in

the discussion of Requirement 8 below. Finally, the College has committed to reviewing its policies relating to the overspending of budgets to determine both the department responsible for oversight as it relates to departmental budgets and the process involved in enforcing budgetary restrictions.

Requirement 2

"Development and implementation of a technology plan that aligns with strategic objectives and budgetary plans. The plan must assure that security policies regarding the onboarding and off-boarding of employees is included in policies and procedures and that the process for determining access to secure institutional data and the network is clear and assures that only employees with a need to know and/or input responsibilities have access (Core Component 3.D)."

HLC's Action Letter contains additional guidance with regard to this issue, including:

"The College meets Criterion Three, Core Component 3.D, "the institution provides support for student learning and effective teaching," but with concerns because, while the College intends to address resource issues as monies become available, it lacks a detailed technology plan and has several deferred maintenance issues on campus."

To address these issues, the college has taken the following actions:

1. The College has developed and implemented "a technology plan that aligns with strategic objectives" that:
    a. Supports the College's core strategic goals of academic, support and service excellence by i) meeting the technology support needs of the College, ii) developing an operational plan for the IT Department that includes objectives that coincide with goals of the College's Strategic Plan, iii) providing support for distance education, thus supporting the College's strategic goal of "increasing online enrollment," and iv) developing policies and procedures that support the Board's strategic goal of meeting the requirements of the College's accreditors; and
    b. Directly and explicitly supports the College's strategic goals of student success, innovation, engagement, accreditation priority, and operational efficiency.
2. The College's "technology plan aligns with . . . budgetary plans . . . and provides support for student learning and effective teaching" by:
    a. Focusing on providing technological support to areas that directly link to student success, such as support of the LMS system, student access points and classroom technology; and
    b. Measuring retention, graduation and completion rates, promoting student technology satisfaction and increasing student use of mobile technologies in the classroom.
3. The College's Technology Plan addresses security policies as they relate to the "on-boarding and off-boarding of employees" in its policies and procedures through:
    a. Implementation of an updated on- and off-boarding process, coordinated and initiated by the College's Human Resources Department; and

b. Development of a process wherein each employee within the Department of Information Technology uses an on- and off-boarding checklist for each employee of the College.

4. The College's "process for determining access to secure institutional data and the network is clear and assures that only employees with a need to know and/or input responsibilities has access" by:
    a. Enforcing a policy that each employee is granted access sufficient to perform their duties and no more; and
    b. Coordinating decision-making regarding employee access to institutional data and network access between an employee's department level supervisor and the College's IT Department.

The College's Technology Plan aligns with the strategic and budgetary planning processes at the College by directly correlating the technological objectives of the College with the strategic goals outlined by the Board in its Strategic Plan. These technological objectives and strategic goals drive the creation of the IT Department's operational plan, which is revised on an annual basis. It is this operational plan, together with the IT Department's replacement schedule, salary allocations and strategic objectives and projects identified by the Technology Committee that drive the development of the IT Department's budget each year. In addition, the College has created policies, processes and procedures relating to on- and off-boarding of employees and securing access to the College's network and data systems.

Technology Plan

The Technology Plan, drafted and approved by the College in early 2018, clearly supports the College's core strategic goals of academic, service and support excellence. Any necessary adjustments to the plan can be made using the procedures outlined in the by-laws of the Technology Advisory Committee and would generally be based on updated helpdesk statistics, issues noted by IT employees, budgetary adjustments and/or newly-available technologies (Appendix 29: Technology Plan). The Technology Plan provides for comprehensive planning, budgeting and effectiveness, and provides strategic long-term planning for college-wide technology including infrastructure, hardware, software, and support services. The five-year Technology Plan includes definitions of priorities, guidelines for decision-making and proposals for annual budgets for maintenance and replacement schedules where needed. Within each expenditure category, it is the responsibility of the IT Director and the Technology Committee to prioritize items within the replacement schedule. The Technology Plan is updated annually and used to create annual technology action plans, which specifically incorporate evidence informed planning processes that involves the regular assessment of campus technological needs.

Prior to updating its Technology Plan, the College elected to reorganize its Technology Committee to more effectively guide technology plan development. The Chief Information Officer submitted a proposal to change the structure and by-laws of the Technology Committee through the normal process for standing committee restructuring (Appendix 30: Proposal to Change the Structure and By-Laws of the Technology Committee). The new structure of the Technology Committee resulted in a more diverse committee with specific technology-related skills sets, and the primary duty of the committee (which previously had been to disburse a small technology grant) became the creation and review of the Technology Plan and spending priority identification using data models in planning and justification of the budget during the yearly budgeting process.

The Technology Committee used an inclusive, comprehensive and collaborative process to create its updated Technology Plan, which resulted from a culmination of research into the practices of surrounding community colleges and four-year universities, Educause, Gartner and the National Education Technology Plan. As a guiding document for the entire College, the Technology Plan is an evolving action plan that provides comprehensive, medium-range planning for the next five years. The plan covers all areas of the College, including instructional and administrative functions (Records, Enrollment, etc.). Key features of the plan include goals for addressing the five major components of technology for effective education (learning, assessment, teaching, infrastructure, and productivity), initiatives and projects for the next five years and a plan for continuous plan updates. Implementation will rest primarily with the IT Department but will also involve all College technology users.

The College's Technology Plan also directly and explicitly supports the College's strategic goals of student success, innovation, engagement, accreditation priority, and operational efficiency, and focuses on providing technological support to areas that directly link to student success, such as support of the LMS system, student access points and classroom technology. The technology plan was created to directly align with the College's strategic objectives, in four main areas: 1) the five-year plan is intended to meet the technology support needs of the campus, thus fulfilling the strategic goal of support excellence; 2) the operational plan for the IT Department includes four objectives that coincide with goals of the College's Strategic Plan *(i.e.,* student success, innovation, operational efficiency, and engagement); 3) the Technology Plan's Key Performance Indicator 1, relating to "distance education/online student enrollments" corresponds to the College's strategic goal of "increasing online enrollment" and 4) numerous policies and procedures were created to support the Board's strategic goals relating to aggressively meeting the requirements of the College's accreditors.

Regarding strategic objectives, it should be noted that the Technology Plan includes the following guiding principles, which directly correlate with the strategic goals of the College:

- Technology resources must be focused on efforts that directly support priorities in the academic arena (Guiding Principle 1);
- ICC encourages exploration of technology innovation at Independence Community College (Guiding Principle 7); and
- ICC provides and supports tools and applications that facilitate electronic collaboration of the faculty, staff and students over diverse locations, in line with college goals (Guiding Principle 8).

The College's Technology Plan also aligns with the College's budgetary goals and provides support for student learning and effective teaching by focusing on providing technological support to areas that are directly linked to 1) student success; 2) measuring retention rates, graduation and completion rates; 3) student technology satisfaction and 4) increasing student use of mobile technologies in the classroom. The IT budget is internally restructured annually in response to instructional needs which are identified during the College's program review process. The College's technology purchasing policy has also been restructured to allow decisions regarding technology related instructional needs to be made by academics rather than by IT, creating a more bottom-up decision-making structure as opposed to the top-down approach of the past. In addition, the College has devoted a third of the technology fee paid by students to paying for technology-related services directly related to student learning and effective teaching including: PowerCampus (the College's student information system), Wi-Fi services predominantly used by students, virtualization that allows learning-related activities to

be more efficiently used through server and cloud-based software, replacement of student library computer lab machines, replacement of student computer lab machines across campus on a regular schedule and upgrades to the College's technology infrastructure (primarily in the College's four academic buildings located on its two campuses).

As additional evidence regarding the link between the Technology Plan and support for student learning and effective teaching, it should be noted that the Technology specifically prioritizes technology decision making to be heavily weighted toward support for learning:

Number	Criteria	Weight
1	Extent to which request is identified in program review	80%
2	Role of the technology in supporting curriculum or College services	10%
3	Extent to which the request represents a collaborative effort to use technology resources more effectively	5%
4	Sustainability of the technology in terms of ongoing support requirements and replacement costs	5%
Maximum points		100%

In addition to the prioritization above, with regard to strategic objectives as they relate to budgetary plans, it should be noted that the Technology Plan includes the following budgeting policies that guide technology planning and decision-making processes with regards to allocating budgeted funds for technology purposes:

- Coordinate with the Chief Business Officer to develop budgeting and spending policies that accurately document total campus spending on technology;
- Review monthly/annual reports regarding departmental budgeting and spending for technology, with all spending visible to employees through departmental Budget Activity Reports;
- Create policies that guide the selection of hardware and software funded within existing budgets; and
- Propose priorities for technology expenditures on an annual basis.

In addition, the Technology plan supports and aligns with the College's budgetary and strategic goals as they relate to the Board's goal to increase the College's cash position, in that, it is expected that the dollars of the college budget (currently $270,000 per year) devoted to technology will remain level, as the goal of increasing cash means that new money will be in short supply during the life of the plan.[2]

It should also be noted that a description of the work done, and work to be done, by the College's IT Department as a result of its technology planning process is publicly available. The IT Department section of the College website includes a project calendar with information about technological projects scheduled to be done on any given day. In addition, the same site also contains progress charts

[2] For 2018-2019, the Board adopted a strategic goal of improving the College's cash position. This requires less expenditures as a proportion of available funds. It is expected that the college will need to continue this practice for at least one to two more years.

for all multi-day technology projects along with IT Department policy documents and the College's Technology Plan.

Access and Security of Technology, Data and the College Network

The College's Technology Plan addresses security policies as they relate to the on- and off-boarding of ICC employees through implementation of an updated on- and off-boarding process, initiated by the College's Human Resources Department and coordinated with the IT Department (Appendix 31: ICC Onboarding Plan 2019.) The College's process for determining access to secure institutional data and the network is clear and assures that only employees with a need to know and/or input responsibilities has access to the College's IT network by enforcing a policy whereby each employee is granted access sufficient to perform their job duties and no more. In addition, the IT Department has developed a process wherein the IT Department uses an on- and off-boarding checklist for on- and off-boarding of each employee of the College. The College is committed to the security of information and access to systems when an employee leaves the institution, acknowledges that it has fallen short in this area in the past, and believes that the procedures contained in its Technology Plan and HR policies will ensure that a departing employee's access to the College's network ends at the time that the employee's employment with the College ends.

In addition to ensuring that that the College has appropriate on- and off-boarding procedures for employees, the College has also created policies designed to ensure that only employees with a need to know and/or input responsibilities have access to the College's IT network. The College coordinates decision-making regarding employee access to institutional data and network access between an employee's department level supervisor and the IT Department. It is important to note that the level of access is not determined by IT alone, but rather, individual department heads, who are more familiar with the duties of each individual employee they supervise, assess the appropriate level of access for each employee and inform the IT Department, at which point the IT Department grants an employee the necessary level of access, ensuring that the person most appropriate to determine access needs has made that decision. Note that the previously referenced ICC HR Onboarding Process codifies this process.

<u>Requirement 3</u>

"Development of a long-range institutional plan to fully address deferred maintenance of facilities; inclusive of projected timelines, resources needed, and possible funding. The plan should include prioritization policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized."

HLC's Action Letter contains additional guidance with regard to this issue, including:

"The College meets Criterion Three, Core Component 3.D, "the institution provides support for student learning and effective teaching," but with concerns because, while the College intends to address resource issues as monies become available, it lacks a detailed technology plan and has several deferred maintenance issues on campus"

To address these issues, the college has taken the following actions:

1. The College has developed "a long-range institutional plan to fully addressed deferred maintenance of facilities [that is] inclusive of projected timelines, resources needed and possible [sources of] funding" by:
    a. Updating the College's existing Maintenance Plan to fully reflect the current needs of the College and to extend the plan for an additional two years;
    b. Creating a separate category for deferred maintenance items to better identify and address deferred maintenance needs;
    c. Including projected timelines, information about resources needed to complete projects and possible sources of funding in its Maintenance Plan in a way that incorporates flexibility and data collection and review processes into the maintenance planning process; and
    d. Designing and equipping new projects with the intent of reducing future deferred maintenance costs.
2. The College's updated Maintenance Plan includes "prioritization policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized" by:
    a. Creating a facilities and deferred maintenance prioritization policy that clearly outlines criteria for prioritizing facilities and deferred maintenance projects, including technology; and
    b. Utilizing the College's facilities and deferred maintenance prioritization policy to drive decision-making with regards to the following on-going projects at the College:
        i. Program review requests: academic program funding requests are both prioritized and emphasized in the facilities plan and in budget process;
        ii. Academic Building renovations: the College has completed some minor renovations to the academic building and the Academic Building Committee has finalized its priorities list and gathered quotes for recommended projects;
        iii. Fire safety upgrades: the facilities plan now includes a five-year plan to upgrade fire safety issues across campus in accordance with Fire Marshall requirements;
        iv. ADA/Accessibility: the facilities plan has prioritized projects relating to improving ADA/accessibility in facilities across campus as required by federal law and accordance with requirements of a current Kansas Board of Regents (KBOR) civil rights audit; and
        v. Multi-use turf practice field: changes to the College's lease to access a local practice field required the College to construct a multi-use artificial turf field.

At the time of being placed on-notice, the Facilities Plan and Maintenance Plan of the College reflected comparatively few details about the age and condition of the College's buildings and infrastructure. The Director of Facilities undertook a two-month development project in which the Maintenance Plan was expanded to include all relevant details of the various buildings on campus, the needs of the various components of the infrastructure and estimated lifespans of most internal components (Appendix 32: Maintenance Plan). In addition, the Maintenance Plan was extended by two years to

allow for further long-term planning of expenses and personnel needs and includes a separate category for deferred maintenance items in order to identify and address deferred maintenance needs. The information collected in compiling the plan has assisted ICC in prioritizing existing individual building needs, with a focus on resolving health and safety issues. In addition, future new facilities, additional classroom construction, acquisition of new facilities and site improvements have also been included in the Facilities Plan (Appendix 33: Facilities Plan).

Deferred Maintenance

The College continues to struggle with the cost of deferred maintenance (a problem that appears to be a concern at every college surveyed by College administration). Although the College has met HLC's requirement that it develop a long-range institutional plan to fully address deferred maintenance of facilities that is inclusive of projected timelines, resources needed, and possible funding sources, reduced revenue from declining enrollment, erratic state funding, and falling property valuations in our taxing district have required a shift in strategy to address ongoing facilities and deferred maintenance costs as follows:

First, the College's five-year maintenance plan development process has been revised to provide projected maintenance project timelines while also responding to budget and personnel constraints, new compliance requirements and the College's new Facilities and Maintenance Project Prioritization Policy (Appendix 34: Maintenance Plan; Appendix 35: Facilities and Maintenance Prioritization Policy). In addition to including projected timelines in its Maintenance Plan, the College's Director of Facilities also regularly monitors the implementation and completion of maintenance projects and this project completion and budget projections information is used to update maintenance timelines on a monthly basis. Specifically, the Director of Facilities monitors project completion and budget projections through the College's maintenance ticket system, which allows the Director of Facilities to collect data on project completion time, personnel requirements and expenditures as a means of creating more accurate projections for future maintenance projects.

Second, the debt service schedule of several capital project debt the college holds is specifically structured to allow for funds to become available as the debt is retired. The current payoff schedule for the four major capital-related debts of the college is as follows:

Debt	Last Payment	Amount	Fiscal Year
2011 Vet Tech	05/01/21	$110,000+$1650	FY 20-21
2012 Energy Audit	10/1/2021	115,000+$1610	FY 21-22
2009 Dorm	05/01/2023	$465,000+19,530	FY 22-23
2015 IT	06/01/2023	$145,000+$4350	FY 22-23

This table shows that in a three-year period, funds totaling $835,000 will become available for other purposes (including deferred maintenance) with the same amount available to the College every year after that.

Third, the College's Facilities Plan provides information relating to resource needs and possible sources of funding for those resource needs. The plan identifies each major facilities project, including new construction and renovation of existing facilities, and for each, identifies appropriate funding sources, which range from college capital reserves to philanthropy. The sources identified are logical and deliberate; certain types of projects (*e.g.,* athletic projects) typically attract philanthropy dollars more easily than other types of projects (*e.g.,* classroom upgrades).

Finally, given current budgetary constraints, the College has also begun focusing on supplementing facilities updates and deferred maintenance costs through voluntary support, with a focus on two key areas: First, new facilities are constructed with lowered maintenance costs and deferred costs in mind. For example, this year the College lost its lease of a practice facility for its football team and was forced to construct a practice field on its own campus. Not only was the College able to do this nearly entirely with donated funds (currently at 85% of total project cost) but the design of the field deliberately reduced long-term maintenance costs, insurance costs (due to fewer injuries), and created a funding opportunity[3] when the playing surface is at the point of replacement (Appendix 36: Sample Funding Report for Turf Field). As another example, this year ICC was awarded a federal EDA grant to fund $350,000 of a new $700,000 fabrication laboratory, and although the primary driver in design was, of course, student learning needs, the secondary driver was reduced deferred maintenance costs through design simplicity. Second, the College has begun studying the feasibility of a centennial capital campaign, with a plan to have a significant focus of that campaign be for funds to support deferred maintenance in exchange for recognition, such as naming rights, for the facility being maintained by those funds.

Prioritization Policies and Procedures & On-going Facilities and Maintenance Projects

The College has satisfied HLCs requirement that its facilities and deferred maintenance planning process "include prioritization policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized."

The college has always followed the practice for resource prioritization that is ubiquitous within higher education: First, the top priority is that statutory or other legally enforceable requirements are met (*e.g.,* building codes, ADA regulations, gender equity requirements, etc.). Second, health and safety issues are addressed (for example, it was a commitment to food safety that was one of the factors that drove the dining hall action project described in Requirement 1.) Third, financial sustainability is considered – the college must not spend money it does not have, nor create financial obligations for the future that it cannot meet, nor neglect efforts that produce future revenue. Fourth, expenditures that connect directly to the educational mission of the college receive priority. Finally, expenditures that are secondary to the educational mission receive the lowest priority. Specifically, within facilities and maintenance, a prioritization policy was created to apply to each of the normal resource demand types (Appendix 35: Facilities and Maintenance Prioritization Policy). It should also be noted that the Technology Plan, as described in Requirement 2, contains its own prioritization policy for maintenance of campus technology.

A significant problem, both in terms of needs prioritization and faculty morale, has been the lack of a clear process for prioritizing and acting on resource needs that are described in academic program reviews. This problem is one of the issues that led HLC to raise specific concerns in this area regarding the relationship between facilities and student learning, when it referred to "impacts on student learning…" At the Board's request, the Vice President of Academic Affairs has begun compiling all budget requests from program reviews into one spreadsheet, so that it can be used in the budgeting process for the next term. It is currently still being developed as program reviews are completed, but the latest version is attached, along with last year's program reviews (Appendix 37: Requested Budget

[3] Turf costs less to maintain than grass, which is why new facilities typically install turf. When it needs replacement a decade from now, it will be a funding opportunity in the same way that it was the first time. Maintenance of a grass field does not typically present a funding opportunity, because donors don't typically support operating expenses.

Items 2018-19; Appendix 38: 2017-18 Budget Reviews). Moving forward, program review resource requests will be reviewed in the context of the College's new modified zero-based budgeting process as outlined in the discussion of Requirement 8 below.

Despite significant budget constraints, progress has been made in upgrading facilities in ways that directly and indirectly impact student learning and across campus in areas related to safety and accessibility:

At the time of the HLC's site visit, the College had budgeted $75,000 from its repair and renovation fund for renovations to the Academic Building; however, budget constraints required the College to reallocate those funds. Even so, the College has completed some renovations to the Academic Building and anticipates devoting additional funds to this effort in the 2019-20 budget as follows:

- The interior academic hallways were painted in 2017-18. Damaged library windows will be replaced in Spring 2019. Classrooms are being evaluated for re-painting during the spring and summer of 2019.
- Prior to the onset of the College's recent budget constraints, the College created an ad hoc Academic Building Committee to prioritize a list of items to be renovated in the Academic Building, and these items have been prioritized and it is expected that top items will be funded in the 2019-20 budget year;
- New biology faculty hired in fall 2018 have expressed the desire to move towards virtual labs for anatomy and physiology at least in part because the College found that cutting a hole into the ceiling of the Academic Building to install a vent hood was not feasible and have also moved to using chemicals that do not require a vent hood for safety purposes (this issue was a significant concern expressed by HLC in its report to the College following its initial site visit); and
- In our Fine Arts building, one art program studio was renovated to become instructional space for the vocal music program (to better reflect the proportional needs of the various programs within that building), smart lighting was added to the Inge Theatre, and new acoustic shells for that space were funded through an outside grant and matching philanthropy.

Despite these efforts, many desirable projects remain unfunded, either because of high cost or low prioritization or both. As an example of an unfunded high-cost project, the majority of the flooring at ICC West (which is a very large building) is discolored due to below-ground hydrostatic pressure pushing floor tile adhesive up through the seams between the tiles. In most cases, the effect is merely unsightly, but in some cases the tiles have buckled. The cosmetology area, which is open to the public and must meet specific standards, is in violation of Board of Cosmetology regulations because of this. A permanent fix for this problem is complex and costly because of the need to mitigate the underlying hydrostatic pressure. Our policy up to this point has been to address the pressure issue in areas of new construction, like the culinary lab, but since most of the building renovations were complete before the problem was correctly identified, addressing the problem in the remainder of the facility is costly. As an example of a low-priority project, the College has an observatory which has out-of-date equipment and a facility in need of repair. While placing it into service is financially feasible, the relatively low comparable demand for the facility has meant that repairs have not been done.

From a safety perspective, ICC has created a five-year plan to meet fire code requirements, as outlined by the College in its Plan of Correction, which was submitted to and approved by the Kansas Office of the State Fire Marshall. In satisfaction of requirements under this plan, the College updated its fire alarm systems for the Student Union, at a cost of $11,830 and the Field House, at a cost of $27,250 during the 2018-19 budget year. The College plans to update the fire systems in the Academic Building, at a cost of $20,737 and the Fine Arts Building, at a cost of 13,990 during the 2019-2020 budget year.

With regards to satisfying various ADA and accessibility requirements throughout the College's facilities, the College's Board of Trustees elected to prioritize ADA compliance, at least in part as a response to concerns raised by HLC, by adding the following Institutional Action Step to its 2018-2019 Strategic Plan: "Prioritize ADA improvements to existing facilities according to ADA Plan presented in Appendix C." This ADA improvement plan was created by the Associate Dean for Tutoring and Accessibility, with input from the Compliance Officer and Director of Facilities, after they conducted a walk-through of all campus buildings to ensure ADA compliance and found that many buildings on campus were not adequately accessible to provide equal access to ICC activities and programs. In March 2018, the College invited the Great Plains ADA Center to campus to provide facilities accessibility training and to assist in identifying areas for improvement. Following the College's consultation with the Great Plains ADA Center, a five-year accessibility improvement plan with budget estimates of $70,000 was created and approved by the College's Board (Appendix 47: Independence Community College Accessibility Report and Plan). As a result, budget funds were allocated towards improving accessibility at ICC during the 2018-19 budget year. Significantly, this process followed an appropriate and strategic planning process as evidenced by the fact that decision-making on this issue began with strategic planning, which was followed by the gathering of pre-budgeting data regarding compliance and costs, operational planning, budgeting, and finally implementation. Per the five-year plan, funds of approximately $20,000 were set aside to satisfy the requirements of the College's first year priorities, and those items (which improve nearly all indoor facilities on campus and all of those which serve students) have either been completed or are currently in progress.

In October 2018, the College was notified that it had been selected for an on-site Civil Rights audit conducted by the Kansas Board of Regents (KBOR). This selection was not punitive; audits are conducted on a rotating basis and all colleges must eventually perform this audit. As part of this process, audit documents were prepared and submitted to KBOR for review in December 2018, and an on-site review of College facilities' compliance with ADA was conducted in February 2019. In anticipation of the audit, and in coordination with KBOR, the College prioritized many of its ADA/accessibility projects, spending approximately $9,000 more than the previously budgeted funds for the College's first year priority ADA/accessibility improvements. As part of this process, KBOR also provided the College with feedback, which the College will use to create a three-year Voluntary Compliance Plan (VCP), which will also be provided to the Office of Civil Rights. The findings of the audit are not available as of the writing of this report, but the VCP will require the College to respond to accessibility and ADA concerns raised during the audit in an expedited manner and as such will require revision of the College's current five-year ADA improvement plan.

Finally, as a detailed case study meant to illustrate how the College has developed long-range institutional plans to fully address deferred maintenance of its facilities in a manner inclusive of projected timelines, resource allocations and funding sources, which also prioritizes impacts on student learning and experiences and student safety, the College presents the following overview of the recent development of a multi-use turf practice field:

The multi-use turf field was part of a long-range institutional plan. That long-range plan was: 1) developed by the Board of Trustees as part of a campus-wide collaborative process; 2) driven by a need to improve facilities over time; 3) supported by data identifying the need from both a continuous improvement standpoint and a student safety standpoint and 4) included an analysis of resources needed and possible funding (Appendix 33: Facilities Plan). Although the Facilities Plan identified the project as planned within the next five years, projects are not prioritized within the plan itself, as it was recognized that varying levels of public funding versus private philanthropy may make some projects more feasible than others at a given time. It was assumed that the multi-use field would be explored sometime between 2019 and 2021, likely as part of the initial stage of a capital campaign.

However, in spring 2018, an unexpected event occurred: the landlord of the turf field the College used for football practice (local school district USD 446), citing concerns about wear and tear of their field, exercised its option to cancel the lease. They offered a new lease which allowed use of the field only for competition, leaving the College with no turf practice facility (and, in fact, no full-sized practice facility at all, because its secondary practice facility was a small grass field on campus, which was both smaller than regulation size and in poor shape). Prior to the cancellation of the lease, the College had already established that student safety would be significantly negatively affected if no turf field was available, due to a higher rate of injury on the grass field. Luckily for the College, previous planning had already created the groundwork for addressing the problem. College documents show that as early as 2011, the College had begun planning for the possibility of a practice field, as evidenced by the collection of the information and data necessary to produce a plan for the renovation of a football field. The entire project, including the unplanned lease cancellation by the landlord, unfolded as follows:

From 2008 to 2011, minor repairs to the inadequate grass practice field were made that never resulted in fixing the underlying problems. Athletic staff had multiple meetings with contactors and experts, all of which came to the same conclusion: that the entire natural turf needed to be rebuilt and replaced, and at the same time the field needed to be enlarged.

In fall of 2011, due to the large number of knee injuries related to the poor condition of the field, the Athletic Director began conversations with artificial turf companies regarding the cost, time frame for construction, and varying levels of quality available for a new grass or turf practice field (Appendix 39: MDH Turf Document). Since USD 446 was also talking to turf companies for their 2013-2014 renovation of their stadium, the College was able to acquire cost estimates that indicated replacing the practice field with artificial turf cost was too costly for the College at that time. As a result, the College elected to negotiate with USD 446 to use their newly renovated artificial turf stadium. Through negotiation with USD 446, the College was granted access to the USD 446 stadium for three practices a week in fall and spring for 10 years, limiting the need to practice on the College's existing grass field to 2 practices per week. As a result of this arrangement, which continued until 2018, the College elected to de-prioritize the practice field project in its Facilities Plan.

In December 2017, USD 446 notified the College that it intended to cancel its lease and restrict the College's access to use the stadium for football practice. As a result, ICC's Athletic Director reached out to an organization to assist in the construction, resource planning and funding of practice field renovation projects (Appendix 40: CSD Documents). In addition, the College reached out to other turf companies for cost estimates to create a proposal for renovation of the College's existing field with artificial turf along with a fundraising plan targeted for 2020-2021 completion (Appendix 41: Field Turf Document & UDC Sports Document). From January through June 2018, the College tried

to find outside donors and funding models, which it eventually assembled and presented to the Board of Trustees in June 2018 (Appendix 42: Yerkes & Michele, Triplett Woolf Garretson LLC).

In May 2018, the ICC Board chose to accept the replacement contract with USD 446, which did not allow football practice at the stadium. The loss of the stadium, with its artificial turf practice field, created two immediate concerns: the first was the safety of student athletes practicing on a poor condition field six days a week, and the second was the potential liability to the College associated with forcing student athletes to practice on a poor condition grass surface of a different type than they would compete on each Saturday (Appendix 43: Liability Document & KJCCC Practice/Playing Fields). The cancelling of the contract also created an urgency for the College's football program as the cancellation occurred merely six weeks prior to the beginning of the football season. Due to the College's prior consultation with artificial turf contractors, the College was able to locate several companies that could complete the project within 8 weeks, and the school district allowed the College's football team to practice two days a week during construction. The College also utilized a poorly maintained soccer field on campus for additional practices.

On June 6, 2018, multiple meetings occurred with donors and the ICC Foundation and a special Board Meeting was held to discuss and ultimately vote to approve the construction of a multi-use artificial turf practice field to serve multiple athletic and non-athletic groups (football, stunt/cheer, softball, band, physical education/activity classes and local youth sporting groups) in support of the mission of the college (Appendix 44: ICC Foundation Documents; Appendix 45: Board of Trustees Meeting June 2018). The Board approved expenditures of up to approximately $572,000 for the field and the ICC Foundation agreed to match up to $200,000 from new donors. In addition, a new student athlete facilities fee was added to help pay for the college portion over the length of the loan payment, along with already budgeted money used for the maintenance of the existing field.

The project was completed under budget, and as of this writing 85% of the project has been privately funded (Appendix 46: Multi-Use Field Funding Report). Because the Facilities Plan was part of many planning documents at the college and because it had been prepared several years prior, and most of the planning and research for the multi-use artificial turf practice field was done quietly as preparation for a 2020-2021 project, many College employees and members of the public only became aware of the issue of the turf field when the lease was cancelled by the landlord, an event that received significant local press coverage. This resulted in the perception that the construction of the field was undertaken from the planning stages to commitment during a very small window of time following the lease cancellation, and to many, the project seemed rushed. While the construction was certainly rushed so that a practice field would be available for students, and engagement with donors was certainly rushed to meet the financing needs, the overall planning for the project was not rushed, but was in fact simply on-schedule to meet a projected 2020 or 2021 completion deadline, had the local school district USD 446 not cancelled the contract.

Requirement 4

"The plan for program review has been fully implemented and institutionalized according to the proposed plan. The College should provide evidence that results from program reviews have been incorporated into budget and strategic plans and have been used for improvement of courses, programs, and the larger institution (Core Component 4.A)."

HLC's Action Letter contains additional guidance with regard to this issue, including:

"The College meets Criterion Four, Core Component 4.A, "the institution demonstrates responsibility for the quality of its educational programs," but with concerns because:

- The College will need to demonstrate that budgetary and faculty staffing needs are being met in order to implement fully the program review process as explained at the IAC Hearing; and
- It is not clear that the program review process and cycle as explained will be a sustainable model for the College and will provide detailed results leading to effective recommendations for program improvement." (p3)

To address these issues, the college has taken the following specific actions:

1. The College has fully implemented and institutionalized its plan for program review in accordance with its proposed plan by:
    a. Creating the infrastructure for a new program review model including drafting a program review manual which was approved by its Board of Trustees and forming a permanent standing committee dedicated to program review; and
    b. Completing annual program reviews for 28 programs and comprehensive program reviews for 13 programs.
2. The College's plan for program review is a "sustainable model" that satisfies the budgetary and staffing requirements needed to implement a program review process that provides detailed results leading to effective recommendations for program improvement" as evidenced by:
    a. The College's ability to develop a robust program review process, review each of its programs and ensure that all programs are up-to-date in their review cycles; and
    b. Surveys of the members of the College's program review committee, stating that they believe that the program review process is sustainable and provides for adequate staffing and monetary resources to create detailed program reviews that will provide effective recommendations for academic improvements at the program level.
3. The College's program review process has been used for "improvement of courses, programs and the larger institution" as evidenced by modifications to:
    a. Courses based on the review and analysis of course level assessment data;
    b. Program staffing and course requirements; and
    c. Degree program requirements as they relate to cultural studies and diversity courses in the liberal studies degree program.
4. The College has incorporated program review results into its budget and strategic plans by:
    a. Including program review resource requests in the College's new modified zero-based budget process; and
    b. Moving the deadline for program review completion to March 1 of each year to allow the outcomes of the program review process, especially as it relates to program resource requests, to be factored into the budget and strategic planning process.

Prior to being placed on-notice, the program review process was frequently changed and performed sporadically. In the last two years, the process has been finalized, all programs have been reviewed, and all programs are up-to-date within their review cycles. Program review is now the work of a permanent, institutionalized committee with an appropriate membership. The program reviews have offered employees, the public and the Board of Trustees, in some cases for the first time, a detailed look at curricula, outcomes, and resource needs. The campus is proud of this evolution and believes that it will serve the College well as it makes curricular and resource decisions.

Development and Implementation of Program Review Process

The College has set out to completely revamp its program review process as follows:

In spring 2017, the Program Review Committee drafted a handbook for the program review process, to be implemented beginning in the next academic year, along with a schedule for completing both annual and comprehensive reviews (Appendix 48: 2017-18 Program Review Handbook).

During the College's fall 2017 in-service, the program review handbook and timeline was shared with faculty and faculty were able to log in to Tk20 (the data service used for program review and assessment at the time) during an assessment work session to either start working on program review with assistance from the committee, or to work on course and program outcomes assessment (Appendix 49: Fall 2017 In-Service Schedule; Appendix 50: Faculty Meeting 2017).

In October 2017, the Vice President of Academic Affairs presented the 2017-18 Program Review Handbook to the ICC Board of Trustees, at which time the Board made the decision to review all comprehensive and annual program reviews as part of the program review process (Appendix 51: October 2017 Board of Trustees Minutes). The Board also approved the decision to make the Program Review Committee an official permanent standing committee with the College, based on the unanimous recommendation of the College's internal policy review committee, the Council of Chairs (Appendix 52: Council of Chairs Agenda 9-22-17; Appendix 53: Program Review Committee Bylaws; Appendix 54: Council of Chairs Meeting Minutes 9-22-17).

In spring 2018, all programs completed the program review process, with 28 annual and 13 comprehensive program reviews submitted to the Board of Trustees for review. All comprehensive reviews were presented to the Board of Trustees by the faculty member that wrote them, and annual reviews were presented by the Vice President of Academic Affairs. All were accepted by the Board following significant and detailed Board discussion and questioning (Appendix 55: March 2018 Board Minutes; Appendix 56: April 2018 Board Minutes; Appendix 57: May 2018 Board Minutes; Appendix 58: June 2018 Board Minutes).

In fall 2018, the Program Review Committee met to review the process that was followed the prior year, and to make updates to the handbook based on feedback they had received from faculty. They also set deadlines for completing training with faculty, and due dates for annual and comprehensive program reviews (Appendix 59: Sept 6, 2018 Program Review Committee Minutes). The College's librarian was tasked with putting all program reviews for 2017-18 on the College's website (found under assessment → program review), which was completed (Appendix 60: Samples of Program Review). Based on faculty feedback, the Program Review Handbook was revised (Appendix 61: Program Review Handbook 2018-19). The Vice President of Academic Affairs presented the updated

handbook and reviewed the process with the Board at their October 2018 meeting (Appendix 62: October 11, 2018 Board of Trustees Meeting Minutes). For the current year, the board amended their previous process to include individual approval of comprehensive program reviews with annual reviews as part of the consent agenda. At the Board's request, the Vice President of Academic Affairs is also compiling all budget requests from individual program reviews into one spreadsheet, so that it can be used in the College's modified zero-based budgeting process for the next term. It is currently still being developed as program reviews are turned in, but the latest version is attached to this report (Appendix 63: Requested Budget Items 2018-19). Further discussion regarding the College's new modified zero-based budgeting process can be found in the discussion of Requirement 8 below.

In looking ahead to further strengthen its program review process, the College anticipates creating more robust rubrics to better assist in its assessment of the needs and viability of individual academic programs through the addition of more data-based criteria. In so doing, the College hopes to create an even more systematic, data-driven program review process that utilizes quantifiable observations and clear data in its decision-making processes.

Sustainability of ICC's Program Review Process

In its action letter, HLC expressed concerns about whether the College's program review process is a "sustainable model" with sufficient budgetary and personnel resources to sustain a program review process that provides detailed results that provide College administration and faculty effective recommendations for true program improvement.

The College has considered several criteria in answering this question: First, the College points to its ability to develop a robust program review process and ensure that all its programs are up-to-date in their respective annual or comprehensive review cycles. In addition, the College posed this question to its program review committee, which unanimously agreed that the program review process was sustainable in terms of both personnel and resources (Appendix 64: Program Review Committee Meeting Minutes; Appendix 126: Sustainability Response Samples). In addition, when asked by e-mail about the sustainability of its role in the program review process, the Board of Trustees expressed consensus that the process is not only sustainable, especially given that all program reviews are now current, but is also very valuable to the Board as the primary means of understanding the various curricula offered by the College.

In the process of surveying those who participate in program review, several specific arguments were advanced to show why there was consensus that the College's current program review process is sustainable, including that: 1) the process is not dependent on one person and having a ten-person committee ensures that the process will outlive any individual person leaving the institution; 2) the committee has developed a robust handbook on the process of program review to guide new participants; 3) the process has been structured to be inclusive of each academic department, allowing for sharing of the work of program review across multiple departments and among numerous faculty members and 4) there are no costs except for time costs of those people currently serving on the program review committee (even the software the committee uses is already available to College employees).

The College does wish to point out that while the program review process itself is sustainable, it is true that in many cases, the College is not able to satisfy the resource requests presented to

administration during the program review process. However, this concern would exist regardless of program review and thus is not a result of the program review process. As explained earlier, the process has been amended in that the Vice President of Academic Affairs compiles all budget requests from program reviews into one spreadsheet, so that it can be used in the budgeting process for the next term, according to College's new modified zero-based budgeting process, which makes it significantly more likely that the most essential requests are considered and met. Further discussion regarding the College's new modified zero-based budgeting process can be found in the discussion of Requirement 8 below.

Program Review & Improvements to Courses, Programs and the Institution

The College has done more than simply create a comprehensive, collaborative, sustainable process for program review. The process has also produced specific results, which have been "used for improvement of courses, programs, and the larger institution…" as follows:

In the case of courses, the assessment of learning outcomes contained in the program review for the AAS Accounting program found that for the designated learning outcome "[a]nalyze and properly record economic transactions," with an intended outcome of "[s]tudents will complete the assessment measure with 75% accuracy," students completed this assessment with an 69.9% accuracy. Further analysis from instructors showed that students were having trouble when using a perpetual inventory system and recording sales. Course changes were made to devote more class time to covering perpetual inventory and how it works when recording journal entries for a sale. In the same program, the review found that for the designated learning outcome "[a]nalyze and record transactions related to [p]artnerships," with a goal of "[s]tudents will complete the assessment measure with 75% accuracy," that although students completed this assessment with an 77.5% accuracy, which exceeded the goal, instructors recognized that students were still having trouble with recording the transactions of the liquidation of a partnership. As a result, course content was altered to cover the four steps of liquidating a partnership in more detail. (Appendix 65: Revised 2017-2018 Annual Program Review AS Accounting). Additional course improvement examples can be found in the program review for AAS Web Design and Development, in which assessment data was used to add self-paced tutorials to the weekly lessons (Computer Concepts and Apps), more project-based learning opportunities (Computer Information System), more hands-on learning time (PC Repair), and Adobe Creative Cloud licenses so that students could work on projects in all labs on campus (Web Design) (Appendix 66: Revised 2017-2018 Annual Program Review AAS Web Design).

In the case of programs (as opposed to individual courses), program review has yielded significant changes including:

First, with regard to the social sciences program: It is the opinion of the program faculty that the social sciences program falls under category 2 of the academic program vitality descriptions (for a detailed description of the program review categories please refer to pages 24-26 (Appendix 61: Program Review Handbook). Although the program has only produced four majors over the previous two years, course enrollment is steady, the social sciences are integral to the College's liberal studies degree and data supports the conclusion that students are benefitting from the advisement of program faculty as they pursue related fields at the four-year level. As a result of the comprehensive program review, faculty have recognized the need for several program changes including: 1) creating course articulation agreements for other available classes taught under program faculty's purview; 2) developing courses

that already fall under the KBOR matrix during the next three academic years and 3) ensuring consistency across the social sciences curriculum by remaining actively involved in the professional development of, communication with and oversight of their respective adjunct and concurrent instructors during the next three academic years (Appendix 67: 2017-18 Comprehensive Program Review of AA Social Science Revised).

Second, with regards to the cosmetology certification program review, faculty offered a narrative and reflection on qualitative and quantitative data and trends affecting the program. They observed that:

- Student duplicated headcount course enrollment increased from 53 in the 2015-16 academic year to 81 in 2016-17;
- Credit hour requirements in the cosmetology program decreased by six hours due to restructuring of the cosmetology program, which was based on review of other for-credit cosmetology programs around the state and feedback received from ICC's Cosmetology Advisory Board;
- The number of full-time faculty members increased from one to three with no part-time faculty, while the average class size has decreased slightly from 5.3 students to 5.06 students for all cosmetology courses;
- Completion rates in face-to-face cosmetology courses decreased from 92.45% to 87.65% with student pass rates of a C or better decreasing from 87.76% to 83.95%;
- The number of cosmetology certificate majors decreased from 19 to 17 students and cosmetology had six certificate students return for fall 2016 and two certificates return for fall of 2017; and
- Whereas in 2015-16 only one student was awarded a cosmetology certificate, eight cosmetology certificates were awarded in the 2016-17 academic year.

After reflecting on this information, faculty concluded that a plan was needed to increase enrollment, completion and pass rates in the program. As a result of the review, goals were established for the program, including recruiting strategies, establishing targeted cosmetology scholarships, increasing salon service sales for true salon experience for students and considering the future addition of certificate programs to accompany cosmetology coursework such as massage therapy and barbering, with an accompanying update to the salon area facilities (Appendix 68: Revised 2017-2018 Annual Certificate Cosmetology).

Third, the College made changes to its athletic training program. The athletic training curriculum was completely revised to address the changing curriculum standards set by the Commission on Accreditation of Athletic Training Education (CAATE) as well as specific course standards set by accredited programs within the State of Kansas. The new curriculum was approved by Academic Council in February 2018 and is effective for the 2018-2019 academic year (Appendix 69: Revised 2017-2018 Athletic Training).

Finally, academic program review has also affected the larger institution, the most significant example of which can be seen in changes relating to diversity education courses. During the liberal studies program review, it was observed that the liberal studies program lacked a diversity-related learning

outcome. The process of adding a diversity outcome to the liberal studies program stimulated conversation between faculty and administration regarding the desirability and feasibility of expanding that outcome beyond the liberal studies degree. As a result of that conversation, a diversity outcome was added to the general education outcomes first for liberal and general studies and eventually resulted in a requirement that all programs include a cultural studies elective.

Program Review in the Strategic Planning and Budget Process

The College's academic program review process specifically requires academic departments to strongly consider aligning program offering components with the College's Mission and Strategic Plan as well as HLC accreditation criteria (as described in Section 7.4 of (Appendix 61: Program Review Handbook). Although the College does not require an example for each HLC category, program faculty are encouraged to provide one or two examples of noteworthy HLC initiatives in their program.

Budget requests for academic programs are submitted to the College through the academic program review process. As explained earlier, the program review process has been amended such that the Vice President of Academic Affairs compiles all requests for funding developed during the program reviews process into one spreadsheet, so that it can be used in the budgeting process for the next term. This information is reviewed according to the College's new modified zero-based budgeting process, which makes it significantly more likely that the most essential academic funding requests are considered and met. In addition, the College has implemented a March 1 deadline for program review completion to allow the outcomes of the program review process, especially as it relates to program resource requests, to be factored into the budget and strategic planning process. Because the program review process must be completed prior to submission of funding, and other strategic, requests to administration for consideration in its annual budget and strategic planning processes, the College has elected to schedule the program review process for completion well in advance of any budget and/or strategic planning decision-making deadlines.

Unfortunately, when, in summer 2018, the College was tasked with cutting the budget due to financial constraints arising due to decreased revenue and increasing expenses, all program review requests for new funds for the 2018-19 school year were denied (Appendix 70: July 31, 2018 Special Board of Trustees Meeting). However, the College expects that at least some academic program budget requests will be funded in the 2019-20 budget year as part of the College's modified zero-based budgeting process. Further discussion regarding the College's new modified zero-based budgeting process and the interplay between the College's budget and strategic planning process can be found in the discussion of Requirement 8 below.

Requirement 5

"Existence of a culture of using data from student learning in curricular and co-curricular programs, as evidenced by at least one to two years of using data for improvement of programs from program assessment processes and related data, and evidence of using data collected from co-curricular programs to improve student experiences and activities."

HLC's Action Letter contains additional guidance with regard to this issue, including:

"The College meets Criterion Four, Core Component 4.B, "the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning," but with concerns because:

- There continues to be a lack of evidence of effective measurement in co-curricular programs; and
- A detailed identification of course outcomes, data collection, and a clear alignment between the College's strategic and budget plans is lacking.

To address these issues, the college has taken the following specific steps:

1. The College has "a culture of using data from student learning in curricular and co-curricular programs, as evidenced by at least one to two years of using data for improvement of programs from program assessment processes and data" as follows:
    a. The College has revamped its assessment process by creating a revised assessment plan, revitalizing (and rebranding) its assessment committee and providing assessment related training to employees across campus, including departments outside of academics;
    b. The College has engaged in a reflection year with regards to assessment during which it surveyed all ICC employees with a 63% response rate; and
    c. The College has set goals for implementing curricular and co-curricular assessment for the 2018-19 academic year and created a format for faculty to use to gather course assessment data.
2. The College effectively measures assessment in co-curricular programs as evidenced by use of "data collected from co-curricular programs to improve student experiences and activities" including
    a. The use of student survey data to improve athletic practice and game facilities, student travel, improvement in student leadership skills in student athletes, maintenance of high level of student athletes to committed to continuing their educations at the four-year level.
3. The College "demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning [through] detailed identification of course outcomes, data collection and a clear alignment between strategic and budget" planning and assessment by:
    a. Following a distinct process for rigorous assessment of learning outcomes and identification of resource needs within the program review process;
    b. Engaging in an annual strategic planning review process, informed by both program review and the prioritization of academic resource needs; and
    c. Completing strategic planning before finalizing a budget at the Board of Trustees level, as a means of ensuring that the budget process is informed by the results of strategic planning.

Regarding program review, the discussion regarding what has been accomplished with regards to program review was covered in the above section discussing Requirement 4. This section will focus on assessment in general and more specifically on co-curricular and departmental assessment.

In summer 2017, members of ICC's Outcomes Assessment Committee went to their first meeting of the HLC's Assessment Academy and came back with a proposal to revamp the College's assessment process across campus that would include academics, departments, and co-curricular, which was presented to President's Cabinet (Appendix 71: Assessment Academy for Cabinet PowerPoint).

Curricular Assessment

In fall 2017, the Outcomes Assessment Committee made the decision to convert the 2017-2018 academic year into a reflection year on the past three-year assessment plan and to use the time to solicit feedback from across campus before developing a new plan. This was not a pause in assessment, however, as assessment still continued in both curricular and co-curricular areas. In January 2018, a survey regarding prior institutional assessment was sent to all ICC employees (Appendix 72: Assessment Plan Survey Results). One of the results of the survey was to rename the Outcomes Assessment Committee, currently called the Assessment Committee, to signal to employees that assessment is required of every department, not just academics (Appendix 73: Council of Chairs Meeting Minutes 9-22-17).

During spring and summer 2018, the results of the survey regarding prior institutional assessment were shared with the entire campus, and the Assessment Committee made specific decisions about improvements to assessment training, data storage, and assessment planning:

- New faculty were trained on academic assessment by the Vice President of Academic Affairs (Appendix 74: Assessment Training at ICC PowerPoint);
- Faculty collectively made the decision to no longer use Tk20 and move to an in-house solution, as determined by the Assessment Committee, due to the cost of Tk20 and its ineffectiveness, and agreed that for the 2017-18 academic year faculty would store their own assessment data until an institutional tracking method was created by the College; and
- The Assessment Committee wrote, and the Board of Trustees approved a new three-year assessment plan at their June 28th meeting (Appendix 75: 2018-2021 Assessment Plan; Appendix 76: Board of Trustees June 2018 Meeting Minutes).

In fall 2018, the Assessment Committee acquired new membership with the new academic year. After discussion regarding possible improvements based on previous results, the committee set goals for implementing co-curricular assessment for the 2018-19 academic year and created a format for faculty to use to gather course assessment data (Appendix 120: Assessment Committee 11.1.2018; Appendix 121: Assessment Committee 11.15.2018; Appendix 122: Assessment Report Template). Beginning in spring 2019, faculty have been completing course assessment and storing assessment data via the College's Microsoft OneDrive storage system. The Assessment Committee plans to work on multiple processes within assessment to determine how best to engage part-time faculty and provide training to new faculty sooner than January of each year.

The College "demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning [through] detailed identification of course outcomes, data

collection and a clear alignment between strategic and budget" planning and assessment though the creation of a progression of activities grounded by resource prioritization that is the product of program review. This process begins with the assessment of learning activities that is contained in every program review, with that assessment being a faculty-led process. That assessment of learning activities is one of the factors that drives the academic program needs that are identified with the program review. There are other factors which may drive faculty decisions about resource needs, for courses, such as the need to replace aging equipment, student safety issues, desired faculty development, etc.) Once program review is completed for all programs in a given year, academic administration prioritizes the academic needs identified by program review, and only then can the College engage in its annual strategic planning review process, informed by both program review and the prioritization of academic resource needs (this is why program review must be completed in early March). Only after strategic planning is completed is a budget finalized, which is informed by the results of strategic planning. When both strategic planning and budgeting are completed, academic needs selected for resourcing are imbedded in the operational plans of the academic area and implemented.

Co-Curricular and Department Assessment

The 2017-2018 academic year was a reflection and planning year for all institutional assessment, including co-curricular assessment. During that time, the College determined that co-curricular assessment had not been accomplished in any systematic way under the previous assessment plan. The College's survey of employees regarding prior institutional assessment efforts suggested that most staff, including those involved in co-curricular assessment, had trouble understanding the previous assessment plan and their role in it (Appendix 80: Assessment Plan Survey).

Athletic teams and other co-curricular groups all seemed to be using their own differing assessment techniques, but the lack of an institutional systematic approach made it difficult to keep track of when co-curricular groups experienced turnover in supervisors. College departments had at this point been using operational plans to set goals, plan strategies, and measure their effectiveness; yet few seemed to realize that this process was in fact a form of assessment. For these reasons, the Assessment Committee decided that using operational plans would be a familiar and understandable way for both non-academic departments and co-curricular groups to effectively document their assessment.

As of fall 2018, co-curricular assessment is being achieved through the College's yearly operational plan process, and includes quarterly updates and review. An operational plan template was distributed to all co-curricular supervisors to help them create co-curricular operational plans by filling in their objectives, strategies, and measures (Appendix 81: Template Operational Plans for Co-Curricular Groups). All supervisors completed their operational plans which were then reviewed by the Assessment Committee. After this review and a chance for the supervisors to correct any issues, the plans were included with other departmental and committee operational plans that were sent to the Board of Trustees. All operational plans (including co-curricular plans) have now completed the first quarterly updates of their assessment measurements, which were presented to and approved by the Board of Trustees at the December 2018 Board Meeting (Appendix 82: December 2018 Board Meeting Minutes).

Although the College did not create a systematic and uniform practice for co-curricular assessment until fall 2018, the College had previously been doing co-curricular assessment and using the data

collected through those processes to better understand student needs and improve student experiences and activities as follows:

In spring 2016, the Student Life Director began surveying students on issues relating to perception of student safety on campus and used the data from those surveys to create campus safety goals which were included in the Student Life Operational Plan (Appendix 19: 2016, 2017, 2018 Student Survey Results; Appendix 111: 2018 Student Life Operational Plan). As a result of including these goals in the Student Life Operational Plan, the College prioritized campus safety, provided student training and safety related support services for its students and ultimately saw positive increases in student satisfaction as it related to campus safety.

In additional, over the course of the past two academic years, the athletic department collected co-curricular feedback data from student athlete surveys, department reviews and the Title IX Equity in Athletics Report, which have been included in the Athletic Department Operational Plans for quarterly review by the athletic department and the Board of Trustees (Appendix 83: Athletic Survey Documents; Appendix 84: Department Reviews Documents; Appendix 85: KJCCC Sport Academic Standings; Appendix 86: Equity in Athletics Reports Documents; Appendix 87: Coaches Evaluation Documents; Appendix 88: Co-Curricular Operational Plan Documents). This data has been used to make fiscal and budget decisions regarding salaries and discretionary spending in recruiting lines and student travel and has provided the College with the following positive results:

- Increasing student athlete satisfaction by providing safe and exceptional Athletic Practice and Game Facilities by 2% based on ICC Student Athletic Experience Survey;
- Increasing student athlete satisfaction by providing a safe and exceptional student athlete travel experience by 5% based on ICC Student Athlete Experience Survey;
- Maintaining the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey;
- Increasing women's salaries by 2% as a step in meeting gender equity guidelines based on Equity in Athletics Report (Appendix 89: Budget Increases for Women's Salaries in Volleyball, Stunt, and Women's Basketball); and
- Maintaining the percentage of student athletes at 80% who are committed to continuing their educations at the four-year level based on the ICC Student Athlete Experience Survey.

In addition, the College used its Title IX Equity in Athletics Reports to aid in its decision to add Stunt as a women's sport and drop baseball as a men's sport. As a result of these decisions, the College increased the number women's athletic programs available to four and decreased the number of men's athletic programs to three. The anticipated result (in the upcoming 2018-19 Title IX Equity in Athletics Report) is an increase in the percentage of spending on student aid for female athletes, an increase in athletic participation by women as compared to men and a decrease in of spending for men's athletic programs in terms of coach salaries, student aid and recruiting expenses.

Role of Assessment in Strategic Planning and Budgeting

The College continues to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning through detailed identification of course outcomes, data collection and a clear alignment between strategic and budget planning and assessment in five interlinked ways:

First, ICC follows a distinct process for rigorous assessment of learning outcomes. As described in Requirement 4, the College has fully implemented and institutionalized its plan for program review. It has created the infrastructure for a new program review model including drafting a program review manual which was approved by its Board of Trustees and forming a permanent standing committee dedicated to program review. Annual program reviews for 28 programs and comprehensive program reviews for 13 programs have been completed. This process has proven to be sustainable, and the College's program review process has been used for improvement of courses, programs and the larger institution as evidenced by modifications to courses based on the review and analysis of course level assessment data, program staffing and course and degree program requirements.

Second, the College follows a distinct process for identifying resource needs that are revealed by the assessment embedded within program review and academic administration prioritizes those needs. The program review process now concludes with the compilation of all requests for funding developed during the program reviews process into one spreadsheet, so that it can be used in the budgeting process for the next term. This information is reviewed according to the College's new modified zero-based budgeting process, which makes it significantly more likely that the most essential requests are considered and met. In addition, the College has implemented a March 1 deadline for program review completion to allow the outcomes of the program review process, especially as it relates to program resource requests, to be factored into the budget and strategic planning process.

Third, the College engages in an annual Strategic Planning Review process, informed by both Program Review and the subsequent prioritization of academic resource needs. This process is one branch of a complimentary pair of processes: at the core of campus decision-making are two parallel, continuous assessment and planning processes: academic program review and operational plan review. This process is described in detail in Requirement 8.

Fourth, only after strategic planning is completed is a budget finalized at the Board of Trustees level, which is informed by the results of strategic planning. The paramount rule of budgeting at ICC is this: strategic planning comes first. This is shown quite clearly in the timeline for strategic planning and budget provided in Requirement 8.

Requirement 6

"Identification of appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and at the overall institutional level, which are appropriate for the College based on its mission, values, and characteristics (Core Component 4.C)."

HLC's Action Letter contains additional guidance with regard to this issue, including:

"The College meets Criterion Four, Core Component 4.C, "the institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs," but with concerns because:

- The College does not effectively analyze nor utilize data related to persistence, retention, and completion, and so it does not determine benchmarks, identify trends, set goals, or identify peer institutions and compare itself to them; and
- It also remains unclear how the College determines and prioritizes short- and long-term academic needs."

To address these issues, the College has taken the following action:

1. The College has addressed its past neglect of program review and has sufficient personnel to sustain its currently implemented program review process (as detailed in the discussion of Requirement 4).
2. The College has effectively analyzed and utilized data related to persistence, retention, and completion, in all programs and for the overall institution, and in the process of doing so, it has created a process for determining benchmarks, identifying trends, setting goals, and comparing itself to peer institutions by
    a. Including retention and completion data review, and goal-setting based on peer comparisons and historical data in strategic planning review, forward-looking strategic planning, academic program review, and unit operational plans.
3. The College "determines and prioritizes short- and long-term academic needs" by
    a. Identifying and prioritizing academic needs as part of the program review process;
    b. Completing annual strategic planning updates that may influence that prioritization; and
    c. Engaging in a budgeting process which considers both steps of information as part of the process.

Perhaps the central most issue addressed in this report is what data the College is using and how it is using that data. To assist in clarifying this, the college has prepared a Data Table, which is a comprehensive document that lists both the type and purpose of data used by the College (Appendix 90: Updated Data Table). Because, like any institution, ICC uses data from many sources, the data has been grouped into the following types: Nationally Normed Surveys and Other Nationally Available Information, Institutional Surveys and Institution-Unique Information, Integrated Postsecondary Education System (IPEDS) (listed separately because it is used in so many ways), and information from the Kansas Board of Regents (KBOR) and other state agencies. This table was developed in coordination with various areas of the College and identifies each data source and explains how that data is used for that area. This table was shared with all other 19 colleges in Kansas to determine consistency with peer colleges. Based on the response, the use of national and state data sources was 97% consistent with other colleges of our type. In addition, the institution-unique information and purposes were broadly similar among institutions. This 8-page table clearly demonstrates that ICC collects a large amount of data, that the data collected is typical for colleges of our type, that it uses this data in a myriad of ways for both short-term decision-making and long-term planning, and that there is an institutionalized connection between finances and planning.

To illustrate this, the College will focus on a concern specifically identified by HLC, specifically its ability to "effectively analyze and utilizes data related to persistence, retention, and completion, and in the process of doing so, it determines benchmarks, identifies trends, sets goals, or identifies peer institutions and compares itself to them."

Persistence and Retention

ICC follows the convention set by the National Center for Education Statistics, which defines retention as an institutional measure and persistence as a student measure. The College primarily measures retention and acts based on that measurement, although many of the initiatives the College undertakes have an obvious connection to persistence.

ICC analyzes data related to retention annually in several ways and includes these analyses in both its strategic planning annual review (where it looks backwards to derive trends from which revisions to the strategic plan should be made) and the strategic plan itself (which is adjusted annually to reflect progress toward goals). Both the strategic planning annual review and the strategic plan specifically include full- and part-time retention rates for undergraduate, high school and degree-seeking students. These reports also contain IPEDS cohort retention information, which specifically measures the percentage of each cohort that returns to the College in the subsequent fall semester as well as students who completed their program as of the fall semester (Appendix 91: 2018 Strategic Planning Review). These analyses allow the Admission and Retention Department, the area of the college responsible for retention goal-setting and reporting, to set retention goals and create initiatives to meet those goals (Appendix 92: 2018 Revised Strategic Plan; Appendix 93: Admissions and Retention Operational Plan).

In addition to reviewing retention rates, the College has also used data analysis to determine obstacles to retention for specific student groups as follows:

During the 2016-17 academic year, the College experienced a decrease in retention (Appendix 94: Higher Learning Commission Retention-Completion Report). After much discussion, it was decided that it was unrealistic to expect faculty to intrusively advise students while also meeting their expectations as faculty members, which had previously resulted in multiple students not being contacted and "slipping through the cracks." The College's Noel-Levitz and CCSE data showed a certain amount of student dissatisfaction with availability of faculty advisors, and so the College made the decision to explore options that could address this issue. Although the College had previously compared itself to peer institutions and analyzed data, ICC had not compared itself to peer institutions to come up with strategies to implement in its operational plan for retention.

In fall 2017, based on several months of discussions among academics and admissions, and in consultation with other schools who had successfully improved retention rates along with an examination of our current retention rates and comparisons with those aspirational peers, a new program was proposed that included specific retention goals (Appendix 95: December 2017 Board of Trustees Meeting Minutes). Research showed that not only had other schools improved retention rates, but in specific cases the retention improvements had been so pronounced that it had offset the costs of the steps used to improve retention. Based on this data, a new program was implemented for a two-year pilot period. The President made a campus-wide announcement regarding the program and re-assigned employees to fill positions in the program. The defining characteristics of the program included the use of "ICC Navigators" who would work with students from the time they applied for admission to the College through graduation. Retention and persistence goals were developed based on data from peer schools, with institutional retention goals set to increase ICC's overall retention rate to 31% for Fall 2017 to Fall 2018. This goal was set based on two factors: first, the current retention rate of ICC, and second, the improvements the peer school had experienced.

In spring 2018, implementation of the new intrusive advising program, the ICC Navigators, was rolled out to all students and staff with navigators' workload divided among specific areas:

- ICC West Campus & Online students
- Concurrent students
- Male Athletes
- Female Athletes, Cheer, Athletic Training, International, and General students A-Z
- Fine Arts & General students N-Z

Based on best practices modelled from comparison schools, a new student is intercepted by a navigator as soon as they apply for admission to the College, and the admissions office has determined what they will be studying and what extracurricular activities they will be involved in. An assigned navigator works with the student to assist them in completing all of their admissions and financial aid documentation and arranging for payment plans as necessary. The navigators enroll them in classes and follow an intrusive advising approach throughout the semester. They work closely with students to make sure they have completed all the necessary steps to resolve any holds on their account that might keep them from enrolling the next semester. The navigator's goal is to get them from the admissions process to graduation. An essential part of this process is the Student Semester Tracking Report. The Director of Retention and Enrollment Management pulls student grade reports every 5, 8, & 12 weeks. Each navigator contacts students that are struggling and tracks the reasons why students have dropped or withdrawn from their classes or why they are performing poorly in their courses.

Retention is measured on an ongoing basis for specific groups. This includes all technical programs, athletics and co-curricular programs, and transfer programs (Appendix 79: Enrollment and Retention Report).

In fall 2018, ICC's goal of increasing retention rate to 31% for Fall 2017 to Fall 2018 was exceeded, with retention increasing to 37.84%. ICC continues to track students through its Student Semester Tracking Report. Based on its retention success, ICC decided to implement a Graduation Retention survey, to determine which factors were most influential (and whether specific initiatives, like the Pirate Pantry and the Community Pirate Partnership Host Family Program, two new retention initiatives that were copied from other peer institutions with similar demographics), had any effect on retaining students until graduation. In addition, two admission and retention personnel served on the Student Satisfaction & Complaints Review Committee to participate in the review of student complaint data and creation of action projects that directly impact the student experience, and by extension, retention.

In spring 2019, the Admissions Office will compile and analyze data from its Student Semester Tracking Report & Graduation Retention Survey, as a means of determining the factors that are encouraging students to stay until graduation and creating operational plan goals for the navigator program going into next year. This analysis is expected to be completed approximately at the same time as the HLC site visit. The Navigators continue to update the Student Semester Tracking Report and to pull data from the KBOR website to compare ICC retention rates to those of surrounding area schools. Finally, the group will review and analyze Noel-Levitz Survey Data and CCSSE Survey Data as it comes available in order to identify areas for improvement and inform its goals in next year's

operational plan. If this analysis is completed prior to the HLC site visit, we look forward to sharing the results with the visitation team.

There are three primary vehicles for measuring students' satisfaction: Graduate Exit Survey, CCSSE, and Noel-Levitz. Because the latter two are administered on alternating years and are nationally normed, they provide excellent long-term data about student satisfaction trends. Measured internally with non-normed instruments, ICC student satisfaction shows continuous improvement in general student satisfaction. Between 2014 and 2017, every year has shown increases in items like "would recommend ICC to friends" and "ICC improved the quality of my life." However, the Noel-Levitz data, which is nationally normed and far more detailed, reveals multiple areas of internal satisfaction weaknesses or that are below the national average for peer institutions, or both. Review of this data produced an administrative directive: All operational plans should identify the lowest performing Noel-Levitz and/or CSSE survey indicators that are pertinent to their areas and implement operational plan goals designed to increase satisfaction in those areas, on the assumption that if those areas are pertinent, they are also the areas of largest return on effort. The institution-wide goal would be an average increase of 5% in all areas that were measured that year.

The College has participated in nearly a dozen other initiatives that have taken place in the last two years related to retention, nearly all of which are driven by data obtained from Noel Levitz and CCSE. Four specific examples of initiatives related to retention efforts based on student satisfaction data were:

1. In Fall 2018, the Tutoring Center began offering "Living Room Conversations" as an outreach program. The conversations were advertised and open to all students. College Success students were required to participate in at least three conversations over the course of the semester. The conversations were added in response to students reporting a need for an increase in student social activities. The Vice President of Academic Affairs also included an operational plan objective of increased student/faculty interaction outside the classroom, effectively encouraging faculty members to attend. At the end of the semester, it was reported that the College hosted 14 Living Room Conversations, with the average Living Room Conversation having 5 student participants and reaching 72 students total.

2. The complete overhaul of the College's dining services, including personnel, processes, and availability as described in Requirement 1 in this report.

3. Late Night Tutoring began in the Spring of 2018 in hopes of increasing or maintaining a CCSSE score response to "Are tutoring services readily available?" After reviewing data, the College's budget and speaking with students in the Tutoring Center, the Associate Dean for Tutoring and Accessibility decided to offer "Late Night Tutoring" as a low-cost, low risk way to increase services to students. Regular Tutoring Center hours are 7:30 a.m. – 8:00 p.m. Monday – Thursday and 7:30 a.m. – 5:00 p.m. on Friday. However, once a month the Tutoring Center remains open and staffed until 12:00 a.m. – an additional 4 hours of study time for students. Late Night Tutoring data has been successful with an average of 14 students remaining in the Tutoring Center after 8:00 p.m. Current CCSE scores will be compared to subsequent scores to determine effect.

4. Using information obtained as a result of study done as a prelude to our OCR/KBOR audit described in Requirement 3, ICC has undertaken the following accessibility projects to increase accessibility for students and community members with disabilities:
    - Dedicated qualified staff person
    - Accessibility audit of campus
    - Creation of five-year Accessibility Improvement Plan with attached budget dollars
    - Accessibility web page
    - Academic Accommodations request process available online
    - Academic Accommodations Grievance process available online
    - Academic Accommodations Incident reporting available online (if approved accommodations were not being provided by faculty)
    - Implemented a new short-term concussion protocol with the athletic department
    - Accessibility Operational Plan – includes additional information regarding improvements
    - Accessibility classroom visits – English and Math classes each semester
    - Faculty Training
    - Navigator training

It is important to note that all of these initiatives are contained in the operational plans of their respective areas, which means that their success will be measured quantitatively and will be examined for revision in the operational plan annual review process.

Completion

An important context to the issue of completion is that ICC's completion rates are among the highest, and are occasionally the highest, in the state of Kansas. A recent study titled, *The Determinants of Enrollment and Success of Community College Transfer Students*, ranks ICC as the most successful community college in the State of Kansas for producing graduates among transfer students at four-year institutions (Appendix 96: ICC Ranked First in Transfer Student Success). The study by Dr. Donna K. Ginther, Professor in the Department of Economics and Director of the Center for Science, Technology & Economic Policy at the Institute for Policy & Social Research at The University of Kansas found that 58% of ICC students who transfer to four-year colleges successfully graduate with a bachelor's degree within six years. Ginther's study compared all students who transferred to a four-year college or university from a community or technical college and found a significant variance among community colleges. The success rate of ICC students was not only higher than the average university student but it was also 45% higher than the average Kansas community college student. The statewide success average for community colleges students was 40.3%.

ICC analyzes data related to completion annually. The college includes these analyses in both its strategic planning annual review (where it looks backwards to derive trends from which revisions to the Strategic Plan should be made) and the strategic plan itself (which is adjusted annually to reflect progress toward goals). For example, those reports included analyses of four years of completion rates provided by IPEDS for the men's cohort, women's cohort, men transfer-out group, and women's transfer out-group, for 2011 through 2014 (the 150% measurement requires the time lag), completions

by gender and race/ethnicity for 2014 to 2017 (also divided by gender), and completions by degree level and age from 2014 to 2017 (broken into four total age demographics).

ICC's position is that it views the success of our transfer students and the success of our local completers to be of equal value if the student has met his/her self-identified educational goal. Therefore, our goal is to increase our Cohort Rank percentage for "% Completed OR Transferred" by an average of 2% each year for the next five years. Note that because of the need to track transfers, this is a lagging indicator, and so steps taken to achieve this goal may result in modest results for the next 2-3 years.

Completion is also part of program review process; the Director of Institutional Research provides graduation data for each program to allow that program to reflect whether the program is needed and whether program changes are necessary to help student move to four-year colleges (in transfer programs).

Finally, athletics tracks the completion success of its students, measured primarily through graduation rates and through placement in Division 1 schools. For example, final comparison numbers are not available at the time of this report, but initial estimate appear to show that ICC is graduating/completing its football players at the highest rate it has ever measured. (Appendix 78: Football Completion Information).

The College identifies and prioritizes short and long-term academic needs as part of the program review process. As described in Requirement 4, the program review process has been amended such that the Vice President of Academic Affairs compiles all requests for funding developed during the program review process into one spreadsheet, so that it can be used in the budgeting process for the next fiscal year. This information is reviewed according to the College's ne modified zero-based budget process, which makes it significantly more likely that the most essential requests are considered and met. In addition, program review requests which relate to either maintenance or technology are also prioritized according to the Prioritization Policy, described in Requirement 2 and 3, respectively.

The college completes annual strategic planning updates which influences prioritization in response to resource availability, external requirements such as compliance, and recognition of long-term trends, such as state or local employment needs. This annual strategic planning update, which is described in Requirement 8, includes both a full review of available past data and looks forward to predict future needs.

The College's budgeting process considers both short and long-term academic needs as part of the process. For example, the College has created a Capital Reserve Fund for major construction and renovation (the majority of which would be academic), and the current strategic plan has growth in that fund as a strategic objective.

Requirement 7

"Development and documentation of decision-making responsibilities and processes across campus constituencies, including students, faculty, and staff. The College should clearly delineate final decision responsibilities above simple participation in input of information."

HLC's Action Letter contains additional guidance with regard to this issue, including:

- The College has no formal faculty governance body and no student government organization, the absence of which indicates that the College does not sufficiently engage these stakeholder groups in governance in a systematically collaborative manner; and
- While the Academic Affairs Council has decision-making responsibilities for course changes, program changes, and catalog changes, there is no college-wide document (e.g. faculty or employee handbook) that clarifies the decision-making responsibilities of faculty and administration.

To address these issues, the College has taken the following action:

1. The College has created a formal faculty governance body and is in the process of creating a student-developed government organization as a means of "engaging these stakeholder groups in governance in a systematically collaborative manner" as evidenced by:
    a. The student-led restructuring of a student government organization; and
    b. The interactive, collaborative process through which the College created a Faculty Senate and the necessarily substantive discussions that occurred, and will continue to occur, regarding the role of faculty in College governance.
2. The College has begun developing and documenting "decision-making responsibilities and processes across campus constituencies, including students, faculty and staff [in a way that] clearly delineate[s] final decision responsibilities above simple participation in input of information" by:
    a. Embarking upon a multi-year project to review, update and clarify college policies, procedures and processes;
    b. Undergoing a project to update all processes specifically as they relate to information technology resources on campus;
    c. Forming new and/or commissioning existing committees to review and implement college policies, procedures and processes; and
    d. Creating comprehensive flowchart depictions of its central and/or complex decision-making processes to better educate its stakeholders about current decision-making responsibilities and processes across campus constituencies.
3. The College has developed more comprehensive documents that clarify the decision-making responsibilities between faculty and administration by:
    a. Creating new by-laws for the Faculty Senate which codify eight specific powers of the Faculty Senate;
    b. Making the College's Academic Council a subcommittee of the Faculty Senate;

c. Rewriting the President's Cabinet by-laws to codify the role the President's Cabinet has in the decision-making process through a collaborative and previously-codified process involving the President's Cabinet, the College's Council of Chairs, a comment period from the campus, and the Board of Trustees;
d. Guaranteeing a permanent place on the President's Cabinet for the President of the Faculty Senate;
e. Embedding a prioritization process within academic program review to ensure decisions about academic resource needs are prioritized and formally included within the budget consideration process; and
f. Planning to develop a single descriptive document that captures the types of roles on campus and how those roles contribute to decision-making.

Restructuring of Student Government

The College has always placed value in seeking student input through multiple channels. One critical channel of student input has been through student government. ICC has struggled at times to maintain a strong student government. As a two-year college with diverse student populations, ICC student government often faces a loss of momentum when sophomores are active participants in student government and then graduate. The College has also struggled at times to ensure that its student government represents the entire student perspective, not just those with enough time to show up at a regularly scheduled meeting. Although the College did have a student government organization in place in 2017-2018, with a student representative of that organization acting as a member of College's President's Cabinet, the leadership that year was comprised entirely of sophomores, leaving student government with no continuity of leadership into the 2018-2019 academic year.

In an effort to address that challenge in a meaningful and effective manner, the College has set up a process that will hopefully lead to a stronger and more sustainable student government process. This process includes training students about leadership, seeking broad student input into what student government should look like and building bridges between students and administration. Beginning in spring 2019, the College has begun to offer a 3-credit hour Introduction to Leadership class, focused on examining the meaning of leadership by requiring students to complete a series of self-assessments and providing students with the opportunity to meet with local community leaders to gain a broad understanding of what being a leader looks like and the demands of leadership. In addition, students in this class will complete a class project - creating a sustainable student government organization for the College.

While it would be possible for these enrolled students to design and implement the student government simply through class discussions, it is important to the College that this conversation be broad and inclusive. As such, the College has opened the Friday session of this class to all of its students, faculty and staff. Each Friday this larger group will discuss the importance of student government, the role student government should play on campus and the design of a new student government organization at ICC. The students enrolled in the class will then implement that vision with a deadline of April 26, 2019. Students enrolled in the class are actively engaged in inviting and recruiting student participation in these Friday sessions and will be asked to facilitate these sessions as a part of learning about leadership.

In the meantime, though, the College acknowledges the need to continue to make decisions that directly impact ICC students. Recognizing the value that continued student input brings to its decision-making process, the College has partnered with this same Introduction to Leadership class to ensure that at least one student represents the class, and by extension the student body, at meetings of the President's Cabinet each week, as a part of their course learning. Students will attend President's Cabinet meetings to report on the outcomes of each Friday session, solicit feedback and input from President's Cabinet members and return that feedback and input into the student-driven student government development process. Furthermore, if President's Cabinet members have questions about student perspectives, the student representative will take those questions back to the students in the Introduction to Leadership class to determine how best to gather data for the President's Cabinet. Depending on the nature of the question, that might be through informal conversations with other students, a discussion at the Friday session or even a formal survey of students.

At the end of April 2019, a new student government organization will be in place and its new leadership will be provided orientation and training prior to the end of spring semester. By fall 2019, the new student government organization will begin actively meeting and conducting student government business, including continuing to have a role on the President's Cabinet. The College will also continue to provide leadership training to these and other students in an ongoing effort to sustain effective student leadership and communication with College administration.

Creation of Faculty Senate

In Spring 2018, creation of a Faculty Senate began with the formation of an ad hoc committee comprised of five administrators (the President, Director of Human Resources, Vice President for Student Affairs, Compliance Officer and Vice President for Academic Affairs) and five faculty members chosen by the faculty. Negotiations were constructive, cordial and collaborative, with the primary issues discussed being: 1) the scope of Faculty Senate responsibilities; 2) the distinction between the Faculty Senate and the faculty bargaining unit and 3) ensuring that the Faculty Senate's role was substantial by making Academic Council (a standing committee of the college) a sub-committee of the Faculty Senate. Over the course of four meetings, faculty and administration created a final draft of by-laws, which was approved by the faculty (in its entirety including non-members of the bargaining unit) and the Board of Trustees (Appendix 97: Faculty Senate By-Laws; Appendix 98: May 2018 Board of Trustees Minutes).

The process through which the College created a Faculty Senate necessarily required substantive discussions about the role of faculty in College governance. As part of those discussions, it was decided that both the Faculty Senate and the President's Cabinet by-laws should include provisions requiring the service of the Faculty Senate President on the College's President's Cabinet. This practice commenced when faculty returned in fall 2018 and the Faculty Senate President has served in that role ever since. The Faculty Senate President also reports on Faculty Senate activities at each President's Cabinet meeting and participates equally in President's Cabinet discussions. In addition, the Faculty Senate has already become a significant voice on campus. Some examples of Faculty Senate initiatives that have been accomplished over the past two semesters include:

- Reviewing options and making a recommendation to administration regarding changes to the College's final exam schedule;

- Creating a Faculty Senate Operational Plan with measurable goals that specifically tie to the College's Strategic Plan; and
- Questioning the wisdom of the process used for creating the spring course schedule, raising the issue to administration at a Faculty Senate meeting, defining the problem, gathering data by surveying the faculty and evaluating the results of that survey at a subsequent Faculty Senate meeting.

In addition to the specific accomplishments of the Senate in this short time, it should also be emphasized that the President's Cabinet minutes show that the Faculty Senate President has been an active member of that body, and that his contributions to the Cabinet discussions have been substantial. In addition, to the more general issue of faculty participation in decision-making, it should be noted that the Council of Chairs, which makes recommendations regarding all college-wide policies, currently has four faculty serving on that group. The Council of Chairs uses a consensus model of decision-making, which means that any member, including faculty, can block consensus on an issue and prevent it from advancing.

Decision-Making Processes and Responsibility

As part of the College's on-going effort to develop and document decision-making responsibilities and processes across campus constituencies, the Compliance Officer has embarked upon a multi-year project to review, update and clarify college policies, procedures and processes. Since the last site visit, the Compliance Officer has overseen the creation and review of the following ICC policies, processes and procedures:

- Judicial Conduct Committee Appeals Procedure: developed and implemented a student conduct and academic integrity decision and sanction review process as a means of providing additional due process following disciplinary action against students for general, residential and academic integrity misconduct (Appendix 26: Judicial Conduct Committee By-laws);
- Title IX Investigation and Adjudication Procedures: thoroughly reviewed and revised the College's Title IX policies, procedures, forms and templates in accordance with current best practices and federal law (Appendix 18: Title IX Investigation Packet);
- Student and Employee Grievance Procedures: reviewed, updated and developed coordinated grievance procedures for students and employees (Appendix 25: Student Handbook);
- Stakeholder Complaint Review Process: created a clearly identified process for handling complaints submitted to the College through its Maxient complaint data system (Appendix 24: Complaints Process Overview);
- KBOR Audit Updates & Board Policy Updates: implemented board policies relating to non-discrimination, non-retaliation and grievance procedures and updated internal non-discrimination, accommodations and accessibility and Title IX policies and procedures (Appendix 27: Board Policy); and
- President's Cabinet By-laws Update: revised by-laws to clarify the role the President's Cabinet plays in College decision-making (Appendix 119: Cabinet By-Laws).

The college is also currently undergoing a project to update all processes as they relate to information technology resources on campus including PowerCampus (the College's student information system) and GP (the College's internal financial and human resources management system). The process

documentation being developed includes detailed descriptions of College processes and includes a thorough compilation of process documents, like policies, checklists, tutorials, forms, screenshots, links to other applications, and process maps. These process documents will be made available to employees at all levels of the organization, including decision makers and stakeholders, and will assist the College in quickly understanding College technology resource processes.

In addition, ICC has also formed new and/or commissioned existing committees to review and implement college policies, procedures and processes as follows:

- Safety Committee: newly formed ad hoc committee formed to review and implement health and safety policies, procedures and processes including those mandated by the *Clery* Act;
- Student Satisfaction and Complaints Review Committee: newly formed standing committee created specifically in response to HLC concerns about the College's lack of a systematic process for reviewing data connected with institutional complaints, especially student complaints;
- Faculty Senate: newly formed standing committee designed to give faculty a unified voice in the shared governance of the College; and
- Judicial Conduct Committee: newly formed standing committee created to formulate recommendations for College policies regarding student conduct, devise and implement revisions to the student conduct judicial processes and conduct student conduct disciplinary hearings.

Finally, the College is engaged in a project to create comprehensive flowchart depictions of its central and/or complex decision-making processes to better educate its stakeholders about current decision-making responsibilities and processes across campus constituencies. Flowcharts have been developed for the following processes: Accommodations, CARE Team, Safety Reporting, Complaints/Ombuds, Residential Conduct, Student Conduct, Early Alert, Academic Integrity, Faculty Complaints & Grade Appeals and Student and Employee Formal and Informal Title IX Adjudication Processes (Appendix 99: Process Flowcharts).

Although the College has been engaged in updating its policies, process and procedures, the College has also identified two specific areas for improvement with regards to decision-making at ICC: 1) the need to more adequately document College policies, processes and procedures to provide better efficiency specifically in the case of employee turnover and 2) addressing general concerns about transparency in College decision-making.

At all levels of the College, when an employee is replaced, there is often insufficient documentation of processes to assist the new employee in learning his/her job. As a result, the new employee is less efficient in his/her job. In addition, when the new employee is unaware of existing processes, he/she tends to create new processes, leading to a morale drop in other employees as they try to adjust to ever-changing processes that they feel are either unknown or arbitrary. This situation is worsened because the new employees may lack the experience to make good decisions in the absence of guiding policies or processes. More experienced employees recognize that some decisions are not good ones, and morale is further worsened. Ultimately, the college must fully implement what it now recognizes is a simultaneous solution to turnover inefficiency and a lack of clear guidance in decision-making: clearly documented processes with a foundation of clear, consistent policies. The addition of a compliance officer has clearly improved this situation, but there remain one-to-two years' worth of

work in creating substantial documentation of processes to address this opportunity for improvement. Another area for improvement, related to the issue of clear processes, is the issue of general transparency. The data that the College has gathered through its strategic planning process, as well as campus culture surveys, strongly indicates that stakeholders (both employees and members of the public) feel that some important decisions are being made behind closed doors. Although some matters will always be treated privately, it is our belief that the College needs to make significant investments in resources and effort in making all that can be public, public. Furthermore, it is a goal of the President that collaboration with the newly-formed Faculty Senate will increase over time, and the responsibilities of the Faculty Senate for participating in decision-making will increase as well.

As part of addressing these areas for improvement, the Compliance Officer has been charged with the multi-year project of reviewing all College processes for accuracy and completeness and creating a college-wide document depicting flowcharts which clarify decision-making responsibilities. The College believes that this project will not only further clarify decision-making responsibilities but also increase transparency by making clear that the appropriate people were involved in various decisions.

Clarifying Decision-Making Between Faculty and Administration

In accordance with the requirements of HLC, the College has developed new comprehensive documents to clarify the decision-making responsibilities between faculty and administration.

In its new by-laws, the College has codified eight new powers of the Faculty Senate, all of which may be exercised by the Faculty Senate without agreement or consent by College administration. In addition, the Academic Council, previously an independent standing committee, has become a subcommittee of the Faculty Senate such that the Faculty Senate is now responsible for its operations. The President's Cabinet by-laws have been completely re-written to codify the role the President's Cabinet has in the decision-making process (these revisions were developed collaboratively using a previously-codified process that included the Cabinet, the Council of Chairs, a comment period from the campus, and the Board of Trustees), and the re-writing of the President's Cabinet by-laws guarantee a permanent place on the President's Cabinet for the President of the Senate (only the faculty senate and student representatives are guaranteed a place on the President's Cabinet, all others serve at the discretion of the President). Academic program review, which is a ground-up, faculty-led process, now includes a prioritization process that ensures decisions about resource needs are prioritized and included formally in the budget consideration process. This is important, because the prioritization policies created (as discussed in Requirements 2 and 3) place a heavy emphasis on resource needs developed during the program review process.

The College is currently in the process of developing a single descriptive document that captures the types of roles at the College and how those roles contribute to decision-making in accordance with HLC's guidance regarding the creation of a "college-wide document (e.g. faculty or employee handbook) that clarifies the decision-making responsibilities of faculty and administration." Even so, the College believes it already has a comprehensive document that at least partially meets this description: its Board of Trustees Policy and Procedure Manual, which clearly defines:

1. The role of the Board of Trustees through both reference to state statute and through a comprehensive set of locally-produced policies that govern the Board itself;

2. The primary role of the faculty by incorporating, through reference, the negotiated agreement between the Faculty Association and the Board of Trustees;
3. The additional responsibilities and decisions-making authority of faculty through other policies, such as the policy that defines the academic freedom of faculty;
4. The roles of a range of standing committees whose mission and by-laws are codified in that document;
5. The additional role of faculty who participate in one of those standing committees, the Faculty Senate;
6. The specific circumstances in which a specific administrator may exercise his/her discretion; and
7. The limits of employees' decision-making responsibility by providing oversight of purchasing, technology use, facility use, and information dissemination.

However, the College does recognize two areas for possible future improvement in this area:

1. The negotiated agreement, which is the document that outlines the primary faculty responsibilities and is agreed to by faculty following a negotiation process, is only incorporated by reference into the Policies and Procedures Manual. This is due strictly to the length of the negotiated agreement. During the spring semester, the college will explore a way of directly incorporating that document into the Manual.
2. Individual departments have other policies which give decision-making responsibility to employees that do not appear in the employee manual. For example, faculty have the authority to reject enrollment in their classes after a certain date, but this authority is codified in policies developed and maintained in the academic division. During the spring semester, the college will consider whether, and to what extent, it would be advantageous to clarify department-specific policies to a wider audience.

Requirement 8

"Development of a clear, well-documented process for the systematic integration of campus planning, with intentional processes and connections between all planning documents on campus, that is inclusive of the results of assessment of student learning (Core Component 5.C)."

HLC's Action Letter contains additional guidance with regard to this issue, including:

The College meets Criterion Five, Core Component 5.C, "the institution engages in systematic and integrated planning," but with concerns because:

- While strategic planning has become more inclusive, the planning process is not systematic, intentional and overall forward-looking; and
- There is no assurance that plans for institutional improvement are systematic and coordinated to assure adequate resources for implementation

To address these issues, the College has taken the following action:

1. The College has developed "a clear, well-documented process for systematic integration of campus planning, with intentional, [overall forward-looking] processes and connections between all planning documents on campus, that is inclusive of the results of assessment of student learning" by:
    a. Aligning assessment, program review, operational planning review, strategic planning review and new strategic initiatives with its annual budgetary process; and
    b. Engaging in a well-documented strategic planning process by which the College will produce a strategic plan for the next five years.
2. The College has "plans for institutional improvement [that] are systematic and coordinated to assure adequate resources for implementation" by:
    a. Engaging in long-term planning for two of the highest-cost aspects of operations (IT and facilities, as shown in requirements 2 and 3);
    b. Prioritizing academic program needs as part of the program review process;
    c. Systematizing all these planning processes through discussion and approval from all levels of the organization, including the Board of Trustees; and
    d. Basing its budgeting process on strategic priorities through a modified zero-based budgeting process.

Strategic Planning Process Case Study

The college has developed intentional processes and connections between its planning documents in a manner that is inclusive of the results of the College's assessment of student learning. Our current strategic planning process is an appropriate case study of these connections. The design of the College's planning process is intended to create a timeline in which all assessment, program review, operational planning review, strategic planning review, and creation of new strategic initiatives occur prior to budget development, so that budget decisions are driven by data and strategy. The general flow of planning on campus is this:

1. Annual review of prior year's progress against goals and academic program review

2. Strategic planning

3. Budgeting

4. Operational planning

5. Quarterly reviews of operational plans

6. Annual summary of operational plans

7. Cycle repeats

At the core of strategic College decision-making are two parallel, continuous assessment and planning processes – academic program review and operational plan review:

Academic program review, which has been addressed in detail in Requirement 4, is continuous and is divided into two formats: every academic program performs an annual review and every three years, a comprehensive review. Both annual and comprehensive reviews are examined by the academic division, the Vice President for Academic Affairs, and the Board of Trustees. All program reviews, both annual and comprehensive, must be completed prior to budget development, and starting this year, the Vice President of Academic Affairs will create a summary spreadsheet of prioritized resource obtained through program review for submission for review under the College's new modified zero-based budget process.

Operational plan reviews are completed by every area of the college, from large areas like academic affairs and student affairs, to individual standing committees like the Assessment Committee, Faculty Senate and Events Committee. All operational plans share a common format: Objectives are selected as a means of supporting the College's Strategic Plan. Progress toward meeting those objectives may only be measured quantitatively and all areas must complete a quarterly review process and produce a quarterly report that is reviewed by the head of that area, by the President's Cabinet, and by the Board of Trustees. The use of departmental operational plans allows the College to implement the Board of Trustee's vision for the College, as articulated in the Board's Strategic Plan, through substantial continuous improvement in the areas of academics, non-academic services, and staff support services and in ways that are quantitative and lend themselves to the use of comparative data. This data is used to measure progress and to drive resource and policy decisions, with the goal of further improvement. The resulting set of operational plans support the Board's vision for the College, requires that decisions are driven by data, places students and education at the center of the College's efforts, and clearly separates the statutory responsibilities of the Board from administrative management of the College. These plans are documented for public access and data retrieval, drive resources in the budget process and are reviewed for input by the Board of Trustees. Furthermore, the Board ensures accountability and data-driven decision-making through rigorous, transparent reporting in each area of measure: These reports are presented to the Board as quarterly and annual reports using a standardized format across administrative areas and are published on the College's website.

ICC's operational planning process demonstrates the ways in which operational plans support the Board's directive to demonstrate excellence in academics, service, and support. Areas within the College vary widely in complexity, scope, and number of employees. Because of this, individual area plans vary in terms of the number of objectives the area has selected, how they are achieved, and how many employees are available to support the effort. However, each individual area plan has a common general format, and requires each area to outline the ways in which it supports the strategic goals of the ICC Board of Trustees by essentially asking five questions:

1. What are the objectives of this area? Each should relate to the strategic goals of the Board and/or the three areas of excellence;
2. What are the strategies this area will use to achieve the objectives?
3. What measurements will this area use to determine whether the objectives have been met?
4. Who is responsible for carrying out the various strategies and by when?
5. What is the current status of each strategy?

The principles that underlie and guide the College in its development of operational plans for the purpose of campus-wide strategic planning include:

1. Continuous improvement;
2. Excellence in three broad areas: academics, service and support;
3. Quantitative measures;
4. Multiple opportunities for stakeholder input;
5. Annual review;
6. Direct tie between strategy, operations, and budget; and
7. Development of operational plans that do not aim solely to improve a division internally, but instead focus on departmental improvements that support institutional goals.

The fourth quarter of operational plan review serves as both an annual review for each individual area as well as a data set for strategic planning (Appendix 100: Fourth-Quarter Operational Plans for 2018; Appendix 101: Second-Quarter Operational Plans for 2019). In preparation for the annual strategic planning cycle, a strategic planning review is prepared (Appendix 102: Strategic Planning Review 2018-2019). The Review is shared with the campus, the public, and the Board of Trustees, and is presented by the President and discussed by the Board (Appendix 103: Strategic Planning Review 2018-2019 PowerPoint). The review is the first step of the annual review process as well as being the first step in the flowchart on the previous page. Only after that review is completed can the College begin to look forward under the strategic planning process.

The process for annual strategic plan development and subsequent budget development is:

1. Quarterly review of operational plan goals tied to strategic goals
2. Annual survey regarding mission and vision statements
3. Annual review of strategic plan results
4. Board approval of changes to the plan based on the previous year's review
5. Board sets tuition and fees/discusses taxing preferences
6. Cabinet members submit fixed cost increases and proposals to CFO
7. CFO creates draft
8. Draft created based on Strategic Plan
9. Draft distributed to board/public/employees
10. President presents draft budget
11. Board discussion/public comment period
12. Board presents budget proposal to public
13. Public reviews
14. Public offers feedback to board/administration
15. Board votes whether to approve budget
16. Full budget placed on college website

(Appendix 104: Two Consecutive PowerPoints Which Guided the Board of Trustee's Discussions; Appendix 105: June 2018 Board of Trustees Minutes for Discussions Regarding Strategic Planning.)

Overview of the College's Current Strategic Plan

The College's strategic planning process has become progressively more sophisticated in the last half decade. Annual reviews of the strategic plan were instituted in 2012, at the same time a three-year strategic plan was created. Work began on the current Strategic Plan in 2015, when the Trustees had a special public meeting to receive feedback from the College community and to discuss whether the existing Mission and Vision Statements remained appropriate. The Board elected to continue the Mission and Vision statements unchanged, and then assigned the President to create a broad-based workgroup to draft a plan for review. The President assembled a ten-member team of faculty and staff who were chosen specifically because they represented all areas of the College and both physical campus locations. The team members solicited feedback from each of their areas. The team's meetings were open to all, and the team's draft was then presented to the Board of Trustees, which also provided input. In addition, ICC's Director of Institutional Research completed an environmental scan using interviews with 52 community members, and internally, the College had just completed a SWOT analysis which every employee was able to complete. All of this material was made available to the Board. The Board then held a special public meeting to discuss institutional goals, and four goals were selected. In all, the 2015 Strategic planning process included over a dozen faculty and staff in the writing process, the entire campus in the research process, 52 members of the community in the same research process, and the entire Board of Trustees. In addition, any member of the faculty, staff, or public were included in the public comment and discussion periods prior to adoption of the College's strategic plan.

The result was a three-year Strategic Plan for 2016-19. The Board of Trustees set a vision for the College involving continuous improvement in the areas of academics, student services, and staff support services, in defined areas which are quantitative and lend themselves to the use of comparative data to measure progress and to drive resource and policy decisions, with the goal of further improvement. Departmental operational plans were developed to measure continuous improvement in achieving the Board of Trustees' vision of excellence and were documented in Tk20 for tracking purposes. Through the use of Tk20, areas for improvement were identified, goals set, measures established, and analysis conducted throughout each area of the campus. Compilation of the individual departmental operational plans resulted in the 2016-2017 ICC Operational Plan, with ties to the Board of Trustees' strategic goals and the College's Strategic Plan. The first annual operational plan was presented to the Board of Trustees during the April 2016 Board meeting (Appendix 107: April 14, 2016 Board Meeting Minutes). Quarterly reports were presented during the July and October 2016 meetings, as well as the January and April 2017 Board meetings; an annual report was also provided in a standardized format and published on the College website (Appendix 108: June 2017 Board Meeting Minutes; Appendix 109: Annual Report). The Board of Trustees reviewed the 2016-2017 strategic plan annual review in June 2017 and adopted a number of recommendations for the Strategic Plan in July of 2017. The College's 2017-2018 budget was created based on the strategic priorities contained in the updated strategic plan.

Operational plans for each major area, which are based on the Board's strategic goals, were created following revision to the Strategic Plan and subsequent budget development. The Board of Trustees continued to receive operational plan quarterly reviews during the 2017-2018 year. The strategic plan

annual review was completed in June of 2018 and the Strategic Plan was revised based on that review. Once again, following budget development, operational plans were created by each area, although at this point the college made the operational plan process more comprehensive. Although previously only major areas of the college used operational plans tied to the strategic plan, now all areas, including auxiliary areas such as the Fab Lab and Inge Center for the Arts, as well as all standing committees, must create an operational plan tied to the Board's strategic goals and complete not only quarterly reviews, but annual reviews that use summative data to evaluate progress and help set goals for the following year. Additionally, all operational plans will be reviewed by the entire President's Cabinet as a means of closing the loop and assisting departments in creating operational plan goals for the next cycle.

New Strategic Plan Development Process

As described in the previous section, the College's Strategic Plan ends this year, and so a new plan is needed. This need was incorporated into the current strategic plan to ensure a smooth transition (Appendix 110: 2018-2019 Strategic Plan, Strategic Goal).

The Board of Trustees adopted six core principles for the strategic planning process: 1) it must be inclusive, asking for input from as many sources as possible; 2) it must encourage fundamentally new ideas (so that the perspectives received by the College are as varied as possible); 3) it must be primarily driven by data rather than simply by forceful personalities; 4) it must adhere to best practices (by creating a committee specifically devoted to the process itself, staffed entirely by people with training in strategic planning); 5) it must avoid rewarding only the loudest people and it must encourage quiet people to speak up about their opinions, and finally 6) the process as a whole must be coordinated by a person who was neither an employee of the college nor a trustee, to ensure that the process is not driven by internal agendas. Ideally, that coordinator would not only have an engaging, receptive personality, but also a strong ability to understand and analyze data.

As Strategic Planning Coordinator, the College selected Brooke Carroll, the city manager of Cherryvale, Kansas (Appendix 112: Press Release Regarding Brooke Carroll's Appointment). Ms. Carroll was carefully selected based on specific criteria: she was an alum of the college and was widely respected, having been very successful in her role as city manager. Ms. Carroll coordinated the strategic planning process from October 2018 until January 2019, when she relocated her family out of the local area for employment reasons. Ms. Carroll was replaced as Strategic Planning Coordinator by Mike Thompson (Appendix 113: Press Release Regarding Appointment of Mike Thompson). Mr. Thompson was also carefully selected based on his connection to the College and his ability to evaluate data: originally from Independence and an ICC alumnus, Thompson came to the role following a 44-year career in the financial services industry. Prior to serving as the College's Strategic Planning Coordinator, Thompson worked for Merrill Lynch from 1973 until 2007, serving in leadership roles in Missouri, Kansas, Phoenix, New York, and Texas. He then moved to Union Bank of Switzerland in Kansas City, and finished his career at Wells Fargo Advisors, retiring in 2017. Thompson has extensive board service experience, helping lead both civic organizations and corporate boards. He remains active on the Board of Advisors of the University of Kansas School of Business and was named a 2017 Distinguished Alumni of that school.

The strategic planning process committee was made up of three college employees, all of whom had previous training and experience in strategic planning and were not part of upper management. The process committee created a process proposal that was reviewed at the October 2018 Board of

Trustees meeting (Appendix 114: Process Committee PowerPoint).

In November 2018, the Gap Analysis Committee was formed. This committee was comprised of four community members, two faculty, two staff, and two board members (Appendix 115: Press Release Regarding Formation of Gap Analysis Committee). The process committee met and determined the scope of the survey dissemination and listening session locations. Listening sessions were scheduled for the major locations in our taxing district. In total, eight listing sessions were held, in the following locations and for the following audiences:

- ICC West (two sessions, both for the public)
- Main Campus (three sessions, all for employees)
- Ane Mae's Coffee Shop (one session, public)
- Independence Civic Center (one session, public)
- Cherryvale Community Center (one session, public)

The listening sessions were advertised in the local newspapers, through social media, and through posters hung around town. Listening sessions were led by facilitators, volunteers from the college and community who underwent a brief training session provided by the Strategic Planning Process Committee. There was a total pool of ten facilitators. There were two facilitators assigned per session. Attendees were asked to fill out individual forms about themselves and their ideas for the college, and then the facilitators took the group through a process designed to elicit group consensus on current problems and possible solutions. The results were compiled and supplied to the Gap Analysis Committee. To preserve the integrity of the compiling, all original documents were preserved (Appendix 116: Listening Session Results).

Using the format determined by the strategic planning process committee, an electronic survey was created by the Director of Institutional Research (Appendix 117: Strategic Planning Community Survey). Electronic surveys were distributed using the following methods:

- College main Facebook page to 5320 people;
- President's Facebook page to 4300 people;
- College's Facebook employee group page to 74 people;
- ICC Alumni Facebook page to 509 people;
- 17 additional shares on Facebook resulting in an additional number of people reached;
- Shared to College Twitter feed – 1954 Followers;
- Shared to President's Twitter feed – 213 Followers;
- QR code graphic put printed on posters distributed around Independence, Kansas;
- Principals of the two largest high schools in our taxing district distributed the survey electronically to their students; and
- Survey sent to 600 people via the Independence Chamber of Commerce mailing list.

(Appendix 118: Strategic Planning Community Survey Results).

Based on the results of the listening sessions and the community survey, as well as other data provided to the members of the Gap Analysis Committee, that committee elected to create five Strategic

Planning Work Groups, as called for in the process plan developed by the Strategic Planning Process Committee. Those five work groups include: 1) Academic Excellence (enhance the educational experience of students, creativity and/or student character); 2) Community Engagement (improve trust, transparency and delivery of information in ICC's service area); 3) Economic Development (increase ICC's ability to serve the needs of industries in its service area); 4) Cultural and Diversity Excellence (enhance ICC's participation in and contribution to the cultural activity and cultural diversity of its service area) and 5) ICC 2025 (promote financial stability, funding, and development of distinctive programs). All workgroups were tasked with creating 3-5 initiatives, with at least one initiative explicitly supporting enrollment growth.

The strategic planning process is ongoing. As of the date of this report, all five of the workgroups have convened and have begun their work (their finished work is due March 9, 2019). Data gathered from the community was supplied to all groups. In addition, the college has held regular open forums on campus and in the community to keep the community informed and to continue to solicit feedback and participation.

Zero-Based Budgeting

The College's new modified zero-based budgeting process is an important part of informed, data-based decisions about budgeting.

Zero-based budgeting is a method of budgeting in which all expenses must be justified for each new period (in ICC's case, the fiscal year). The process of zero-based budgeting starts from a "zero base," and every function within an organization is analyzed for its needs and costs. There is a consensus among the College community that adoption of a zero-based budget process would provide greater transparency and more deliberate budget decision-making. Based on input at College open forums, President's Cabinet meetings, and feedback from the Board of Trustees, the President made the decision to phase in zero-based budgeting over a two- to three-year period, beginning with discretionary expenses (hence the name "modified" zero-based budgeting.) The tenure system for faculty, which requires notification of contract non-renewal of tenured faculty by March 15th, does not allow for a full review of personnel expenses in the first year.

The College's modified zero-based budget process will require each department head to justify any level of spending in discretionary areas as part of a multi-step review and budget development process (Appendix 106: Zero-Based Budgeting Timeline and Worksheets). Discretionary spending will be prioritized using the following scale:

Level	Code Description
Level 1:	Compliance (Federal Law, State Law/Statute, other (please name), HLC identified items
Level 2:	Contractual Obligation (Lease Contract > 1 year)
Level 3:	Board Strategic Goals
Level 4:	Deferred Maintenance (Facilities, Maintenance, Technology only)
Level 5:	Operational Goals/Key Performance Indicators
Level 6:	Supply/Expense required for operations of college/department
Level 7:	Discretionary to achieve/support Operational Goals
Level 8:	Other

The timeline for this process is as follows:

November 2018	Chief Business Officer prepares recommendation to the President's Cabinet and Board of Trustees regarding tuition, fees, room and board
February 2019	Fixed cost increases from campus sent to Chief Business Officer
	Chief Business Officer sends Budget Worksheet, 3-Year Budget Activity Reports and ZBB Worksheets to President's Cabinet/Department Heads
	Departments begin budget development meetings
	Chief Business Officer hosts small group budget workshops every Wednesday and Thursday for three weeks
April 2019	Zero-Based Budgeting Worksheets due back from President's Cabinet/Department Heads (submit in Excel to Chief Business Officer)
	Program review budget requests compiled by VPAA and submitted to Chief Business Officer and President
	New budget request forms due to Chief Business Officer
May 2019	New budget requests forms reviewed by President's Cabinet
	New budget request forms approved by President
	Employee focus groups with President and Chief Business Officer
	Board of Trustee Focus Groups with President and Chief Business Officer
June 2019	Budget draft presented to Board of Trustees
July 2019	Review of Budget Worksheets with Board
August 2019	Deadline for Approval for Publication
	Deadline for Public Hearing
	Deadline for Filing & Certification

It is our belief that a zero-based budgeting process, which provides justification for budget expenditures, will create an environment in which people are fully informed about the reasons for future resource allocations. ICC also believes that this process will even more closely tie resource allocations to strategic planning. The President has discussed zero-based budgeting with the Board of Trustees, the President's Cabinet and employees in monthly open forums. Although there is concern about whether from a manpower perspective zero-based budgeting can be achieved during the same period as resources were already stretched to address HLC's requirements, there is consensus that zero-based budgeting would achieve an even greater level of budgeting transparency, collaboration, and tie to strategy than the past. The College is currently researching best practices, and the Chief Business Officer has proposed a phased process in which the 2019-2020 budget cycle will examine discretionary expenditures using a zero-based process. For example, a specific area for future improvement is that the college has thus far been unable to reconcile the perception that football (and athletics generally) is affecting the school in a way that some employees feel is unhealthy, given the current reliance the school has upon residential students (which are primarily athletes). With athletes comprising over 60% of our full-time students, and over 90% of our residential students, athletics will have an inexorable effect on operations. One way to look at this is that this is normal given the proportions of athletes, but others feel that there is clearly a significant amount of concern about academic standards and resentment of resources devoted to athletics. There has been a reduction in resources (due to lowered enrollment), and this reduction has only heightened the tension between athletics and academics, as people perceive that they are competing for a smaller pool of resources.

We believe that a zero-based budgeting process may ease that tension somewhat, as people will at least have access to the justification for expenditures.

It should be noted that there are two points in the budgeting process in which the College must take a reactive stance: first, more than 50% of our funding is based on local taxation, which in turn is based on local property values. The college does not receive an estimate of those property values until the last week of June, which is also the last week of the budget year and does not receive the final valuation numbers until October, three months after the budget year has begun. Therefore, budgeting decisions made prior to that are always subject to the results of estimated tax revenue, which can vary from year to year. Second, because community colleges are open access institutions, this removes most of the incentive that students have to register early. As a result, the majority of community college enrollment occurs within 14 days of the start of the semester, with reliable numbers only available after the semester has begun. In addition to this, 36% of the College's overall enrollment comes from ICC NOW, which are concurrent students taking classes in the high schools, and ICC has limited influence about when the various school districts actually enroll students or transmit those enrollment figures to the College. Because enrollment is not known until after the semester begins, billable credit hours are not known until after the semester begins, and actual revenue cannot be accurately determined until enrollment figures are known. If enrollment is different than what was predicted in the budget, then budget adjustments must be made. If the needed adjustments are large enough, this can interfere with our ability to implement strategic initiatives. And this evaluation process occurs at the start of both the fall and spring semesters.

The College has developed a clear, well-documented process for systematic integration of campus planning. That process is forward-looking, and established connections between all planning documents on campus, that is inclusive of the results of assessment of student learning. This is accomplished through interlinked planning documents: assessment that is a requirement of program review, short and long-term academic needs determination that require program review, strategic planning that requires review of both operational plans and information from program review, and a budgeting process that both relies on, and cannot occur, prior to strategic planning.

Requirement 9

"Development of a systematic process of regular review of institutional data with clear processes for collection and review of data, and improvement of considerations based on the results of data review that is in-line with institutional benchmarks and targets. The College should provide evidence of long-range planning with trending data used to project plans and targets for three to five years forward. The College must provide evidence of at least one year of improvements based on this regular review of data analysis (Core Component 5.D)."

HLC's Action Letter contains additional guidance with regard to this issue, including:

The College meets Criterion Five, Core Component 5.D, "the institution works systematically to improve its performance," but with concerns because:

- While the College has begun to address past neglect regarding program review, it is not clear that (regardless of the exact number of programs) the College has sufficient academic personnel to sustain the process as currently planned;

- The College shows no real evidence of a systematic and integrated approach to planning, as data does not appear to be reviewed intentionally with the determination of using it for decision-making;
- While short-term targets are utilized for enrollment management, no long-term plan has been set for upcoming years that would allow the College to monitor both short- and long-term data for shifts and trends; and
- While the College, in its response to the findings of the IAC Hearing Committee provided a list of data sources and some examples of its usage of data, it has not definitively demonstrated that it consistently and systematically uses appropriate and relevant data to inform its short- and long-term planning and that it has identified and acted on areas of improvement based on this activity.

To address these issues, the College has taken the following action:

1. The College has developed a "systematic process of regular review of institutional data with clear processes for collection and review of data, and improvement of considerations based on the results of data review that is in-line with institutional benchmarks and targets" by:
    a. Ensuring that it collects sufficient and varied data from appropriate sources in a manner that is consistent with colleges of our type; and
    b. Reviewing and implementing changes to college processes
        i. Systemically (throughout the review and decision-making process),
        ii. Regularly (minimally quarterly as part of operational plan quarterly report and maximally annually as part of the strategic planning, goal setting, and/or budgetary processes),
        iii. Clearly (relying as much as possible on nationally normed data or local data that is collected and expressed longitudinally), and
        iv. Reasonably (decisions based on the data review, either as part of program review, operational planning, or strategic planning).
2. The College has engaged in "long-range planning with trending data used to project plans and targets for three to five years forward [and can] provide evidence of at least one year of improvements based on this regular review of data analysis" as evidenced by:
    a. Multiple initiatives based on student and employee complaint, suggestion and satisfaction data;
    b. Four years of systemic improvements to the IT infrastructure with adjustments based on annual review;
    c. Completion of the first three years of a five-year fire safety plan with adjustments based on annual inspection/review;
    d. Participation in the three-year Assessment Academy to coincide with a three-year assessment plan;
    e. Two years of academic program review with systemic improvements detailed in Requirement 4;
    f. Two years of operational plan improvements based on annual strategic planning; and

g. Four years of resource reallocations based on data regarding gender equity.

3. The College has begun the process of creating long-term processes to assist it in monitoring both short- and long-term data for shifts and trends by creating a:

    a. Academic program review process that balances annual reviews with longer-term comprehensive reviews;

    b. Five-year IT plan that responds to emerging needs while providing for a longer-term shift to cloud-based services;

    c. Student and employee complaint process that is reviewed quarterly for shifts in behavior but also generates multi-year data for review;

    d. Five-year ADA compliance plan that also responds to scheduled compliance audit results; and

    e. New service area-wide strategic planning process that examines shorter-term district workforce needs with long-term academic, compliance, and financial realities.

The college has prepared a Data Table, which is a comprehensive document that lists both the type and purpose of data used by the College (Appendix 90: Updated Data Table). Because, like any other institution, ICC uses data from many sources, the data has been grouped into the following types: Nationally Normed Surveys and Other Nationally Available Information, Institutional Surveys and Institution-Unique Information, Integrated Postsecondary Education System (IPEDS) (listed separately because it is used in so many ways), and information from the Kansas Board of Regents (KBOR) and other state agencies. This table was developed in coordination with various areas of the College and identifies each data source and explains how that data is used for that area. This table was shared with all other 19 colleges in Kansas to determine consistency with peer colleges. Based on the response, the use of national and state data sources was 97% consistent with other colleges of our type. In addition, the institution-unique information and purposes were broadly similar among institutions. This 8-page table clearly demonstrates that ICC collects a large amount of data, that the data collected is typical for colleges of our type, that it uses this data in a myriad of ways for both short-term decision-making and long-term planning.

The College uses the data it collects systemically (throughout the review and decision-making process). Every College process in this document uses one or more of the datasets described in the data table, or from data collected on an as-needed basis, typically through the College's Director of Institutional Research. The use of that data is systematized through discussion and approval from all levels of the organization, including the Board of Trustees.

The College uses the data it collects regularly (often quarterly as part of operational plan quarterly reporting and at the very least annually as part of the strategic planning, goal setting, and/or budgetary processes). As demonstrated in each section of this report, the College has completely institutionalized operational planning, which is a process that relies on data for measurement against goals, and those operational plans are reviewed quarterly. In addition, the College performs multiple annual reviews of data, from the operational plan annual reviews, to the annual and comprehensive academic program reviews, to the annual review of the college's strategic plan. Furthermore, as seen in Requirement 1, the College responded to HLC's directive for systematic review of institutional complaints data by creating a robust, institution-level complaint data review process that involved purchasing sophisticated data collection software, creating a new standing committee empowered to identify

complaint trends, implementing action projects and developing student related policies and procedures. The review of this data is regular and systematic, as described in Requirement 1.

The College uses the data it collects clearly, relying as much as possible on nationally normed data or local data that is collected and expressed longitudinally. By standardizing the templates for operational planning, operational plan review, annual program review, and comprehensive program review, the College is able to use the same types of data over multiple years of analysis and in a way that is familiar to those doing the analysis.

The College uses the data it collects reasonably, in that decisions are based on the data review, either as part of program review, operational planning, or strategic planning. There is no question that a review of the College's data use over the last decade shows an increasing reliance on data for decision-making, and that this reliance has accelerated over the last four years as our IT systems have become more sophisticated. In addition, this on-notice report demonstrates, particularly in the areas of operational planning, strategic planning, and program review, that ICC's use of data for decision-making has further accelerated.

Long-Range Planning with Trending Data

In this section, we will provide seven examples of areas this report describes that show the College is meeting this requirement: initiatives based on student complaint data and student satisfaction data (described in Requirement 1), the Technology Plan (described under Requirement 2 and identifies the specific data used for analysis and decision-making), the Facilities Plan (described under Requirement 3, which includes long-range planning for both fire safety and for ADA compliance and describes which components are driven by internal data and priorities and which are compliance-driven), Program Review (described under Requirement 4, which describes how programs are improved based on data, and how academic resource needs are prioritized), our progress implementing our multi-year assessment plan as described in Requirement 5, two years of operational plan improvements based on annual strategic planning described in Requirement 8, and four years of resource reallocations based on data regarding gender equity, described later in this section.

As described in Requirement 1, the College engages in a systematic review of institutional complaints, suggestion and satisfaction data. This process has resulted in many individual actions and action projects. A year of data regarding dining hall dissatisfaction created a complete overhaul of dining operations. Two years of data of student disciplinary issues resulted in the modifications to the operation of the Judicial Committee to bring it more in line with best practices and compliance-related practices. In response to retention data and demographic information about the economic resources of our students, the Pirate (food) Pantry was created. In response to student satisfaction data and information from schools that had implemented programs designed to make residential students feel more "at home," the Community Pirate Partnership (CP2) Program was created to ease feelings of isolation and loneliness. In response to data that showed a growing number of students needing counseling, the College created a partnership with Four County Mental Health to provide no-cost counseling to students in crisis.

As described in Requirement 2, the College has made four years of systemic improvements to the IT infrastructure with adjustments based on annual review. The bulk of these improvements was done using an initial massive upgrade project that replaced the entire hardware and software basic infrastructure at a cost of just under $1 million, with periodic hardware upgrades and additional

software modules subsequently installed. In addition, as described in Requirement 2, 3, and 4, those systemic improvements incorporate an annual review of academic department needs via annual program reviews, as well as IT-related deferred maintenance.

As described in Requirement 3, the College has completed the first three years of a five-year fire safety plan with adjustments based on annual inspection and review. The Plan of Correction, which was submitted to and approved by the Kansas Office of the State Fire Marshall, has thus far resulted in updated fire alarm systems for the Student Union and the Field House. The College plans to update the fire systems in the Academic Building and the Fine Arts Building during the 2019-2020 budget year. This plan is/has been informed and modified according to annual inspections, which occasionally find issues that previous inspections have missed but which still must be remediated.

As described in Requirement 4, at the time of the site visit the College will have completed two years of academic program review, with systemic improvements. The College's program review process has been used for improvement of courses (as evidenced by courses based on the review and analysis of course level assessment data), programs (as evidenced by program staffing changes of modifications to degree requirements), and the larger institution (as evidence by changes to cultural studies and diversity requirements).

As described in Requirement 5, the College is participating in the three-year Assessment Academy to coincide with its three-year assessment plan. In fall 2017, the Assessment Committee made the decision to convert the 2017-2018 academic year into a reflection year on the past three-year assessment plan and to use the time to solicit feedback from across campus although assessment did not cease during this period. In January 2018, a survey regarding prior institutional assessment was sent to all ICC employees and the results of the survey regarding prior institutional assessment were shared with the entire campus and specific decisions were made regarding how to move forward. Training was provided regarding academic assessment by the Vice President of Academic Affairs, and in 2018, the Assessment Committee wrote, and the Board of Trustees approved, a new three-year assessment plan. The bulk of academic assessment continues to take place within the context of program review as outlined in Requirement 4, and the bulk of co-curricular assessment takes place in the execution of the operational plans required by each co-curricular activity. In fall 2018, the assessment committee acquired new membership for the new academic year, and goals were set for implementing co-curricular assessment for the 2018-19 academic year and creating a format for faculty to use to gather course assessment data (Appendix 120: Assessment Committee 11.1.2018; Appendix 121: Assessment Committee 11.15.2018; Appendix 122: Assessment Report Template). It was recognized that co-curricular assessment was not as robust as curricular assessment, and that standardization among faculty data reporting would be desirable and would allow faculty to mentor each other in the assessment process (previous use of TK20 had been seen by faculty as overly centralized and difficult to use). Beginning in spring 2019, faculty have been completing course assessment and storing assessment data via the College's Microsoft OneDrive storage system. The Assessment Committee also plans to work on multiple processes within assessment to determine how best to engage part-time faculty and provide training to new faculty sooner than January of each year.

As described in Requirement 8, the college has demonstrated two years of operational plan improvements based on annual strategic planning. Each area of the college has a detailed operational plan with objectives that relate directly to the college's strategic plan, with progress toward those measures demonstrated quantitatively.

With regard to four years of resource reallocations based on data regarding gender equity, the college presents the following case study that clearly illustrates long-term planning and resource shifts as a result of specific data:

The College produces an official Title IX Equity in Athletics Report (Appendix 123: Title IX Equity in Athletics 2018), typically by October of each year, when all expenditures in regard to gender equity compliance for the previous school year have been compiled (the Equity in Athletics Report is always a year behind). With regard to Title IX Equity in Athletics, schools must proactively prove that they are doing one of the following:

1. Providing participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment of full-time undergraduate students;

2. Demonstrating a history and continuing practice of program expansion for the underrepresented sex;

3. Fully and effectively accommodating the interests and abilities of the underrepresented sex; and

4. Providing female and male student-athletes athletics scholarship dollars proportional to their athletic participation.

There are three basic parts of Title IX as it applies to athletics:

1. Participation: Title IX requires that women and men be provided equitable opportunities to participate in sports. Title IX does not require institutions to offer identical sports but rather requires both genders have an equal opportunity to play;

2. Scholarships: Title IX requires that female and male student-athletes receive athletics scholarship dollars proportional to their athletic participation; and

3. Other benefits: Title IX requires the equal treatment of female and male student-athletes in the provisions of: (a) equipment and supplies; (b) scheduling of games and practice times; (c) travel and daily allowance/per diem; (d) access to tutoring; (e) coaching, (f) locker rooms (the College is currently building them for two women's' sports), (g) practice and competitive facilities; (h) medical and training facilities and services; (i) housing and dining facilities and services; (j) publicity and promotions; (k) support services and (l) recruitment of student-athletes.

Title IX does not require that equal dollars be spent on men and women's sports. Instead, the law requires that male and female student-athletes must receive equitable "treatment" and "benefits." The Javits Amendment stated that legitimate and justifiable discrepancies for non-gender related differences in sports could be taken into account (*i.e.,* the differing costs of equipment or event management expenditures). A male football player needs protective equipment such as pads and a helmet, and a female soccer player needs shin guards. Title IX does allow for a discrepancy in the cost of the equipment as long as both the football and soccer player receive the same quality of equipment. However, a female ice hockey player must receive the same protective equipment that a male ice hockey player would receive, inasmuch as the protective equipment is the same.

Title IX does not require identical athletics programs for males and females. Rather, Title IX requires that the athletics programs meet the interests and abilities of each gender. Under Title IX, one team is not compared to the same team in each sport. Instead, the Office of Civil Rights examines the total program afforded to male student-athletes and the total program afforded to female student-athletes and whether each program meets the standards of equal treatment. Title IX does not require that each team receive exactly the same services and supplies. Rather, Title IX requires that the men and women's program receive the same level of service, facilities, supplies and etc. Variations within the men and women's program are allowed, as long as the variations are justified.

The gender breakdown for full-time students at ICC is the following: 2017-18 full time enrollment: 219 women (43%) 294 men (57%). GAP – A gap is considered 'large' if the difference between the percentage of allocation is 10 points or higher. Our college percentage is 57% male and 43% female – so 67% - 33% is within the GAP. For 2018-2019, we anticipated athletic full-time enrollment to change by decreasing 10 men and increasing 30 women = 249 women (46%) 284 men (54%) (this is if the ratio of the rest of the school's full-time enrollment stays the same).

Since 2010, ICC has been using the available data, not only of our own expenditures but also those of peer schools to determine planned expenditures on our athletic programs. (Appendix 124: 2018-Equity in Athletics Comparisons and Appendix 125: Athletic Compliance Comparisons) In 2017, based on the data available and changes to the scholarship rules that were a precursor to heightened scrutiny of gender equity, the college made a series of decisions, including the decision to cancel our baseball program and redirect those expenditures. Of the $121,981 that was in the 2017-18 budget (discretionary spending - $18,275 and salary - $102,806) only $30,000 reallocated to the men's side in the 2018-19 budget. That is a $72,806 reduction in men's salaries and an additional $18,275 reduction in men's operational expenses. In addition, the 40 male student-athletes were replaced by approximately 30 female stunt athletes. The remaining 10 students were replaced by athletic training and male cheerleaders (these students are not counted in athletic compliance) – so there is no loss in enrollment. This gain of 30 women and losing 40 men created better gender compliance when we look at athletic-scholarship ratio dollars awarded women vs men. In addition, $15,500 was reduced in Administration expenses related to men's athletics (officials and leases). Of the remaining $91,981 from baseball $22,000 was spent on the women's salary side between volleyball and women's basketball. This leaves $69,981 as budget relieving for the college. If we had kept baseball, we would have had to add two women's sports to have made the same gender equity impact as dropping baseball and it would have cost the college annually a minimum of $205,000 in salaries, discretionary, officials, leases and scholarships.

These decisions resulted in significant changes in dollars spend on the men's and women's sides. In 2018-19 we spent $69,810 less in discretionary spending and $53,891 less in salary for a total reduction of $123,701 from the men's side. In 2018-19 we will be spending $4,350 less in discretionary spending and $28,500 more in salary for a total increase in spending of $24,150 on the women's side. The number of full-time male coaches reduced by 2 and the number of full-time female coaches increased by 1. Reduction in men's salaries from $536,881 to $490,028 which is a reduction of 9%. Increase of women's salaries from $74,161 to $84,144 by 10%.

How has the ratio of spending change for the upcoming year?

	2017-18	2018-19	
Men	$979,951.00 (70%)	$856,250.00 (66%)	reduction of 4%
Women	$415,054.00 (30%)	$439,204.00 (33%)	increase of 3%

As required by the Requirement this section addresses, the College has "begun the process of creating long-term processes to assist it in monitoring both short- and long-term data for shifts and trends" in several ways:

As noted in Requirement 4, the academic program review process balances annual reviews with longer-term comprehensive reviews. Annual reviews provide for short-term monitoring that allow emerging issues to be noted and acted upon if necessary, and comprehensive reviews allow a deeper dive into the long-term data, while also requiring reviewers to look outward at local, state, and national trends as appropriate. Comprehensive reviews exist for the primary purpose of identifying and addressing a trend: e.g. Does the state have emerging high-needs fields related to this program? Is there an increase or decrease in completion? What are the needs of local industry? Is there a shift in the way this subject is successfully taught?

As noted in Requirement 2, the five-year IT plan responds to emerging needs while providing for a longer-term shift to cloud-based services. That plan incorporates an annual review of academic department needs via annual program reviews (see Requirement 4), as well as IT-related deferred maintenance (see Requirement 3). The plan itself was composed by a group people knowledgeable in the industry, including (by design) a person outside the college. As noted in Requirement 2, the plan identifies the long-range goals, including the overarching goal of a transition to cloud-based services. Perhaps nowhere is identification of long-term trends more important than in IT, given the resources needed to maintain it: When does each service reach a tipping point where a cloud-based approach makes more sense than a locally-hosted approach? Are the additional services that a cloud-based approach can provide? What are the technologies that make access to the cloud faster, easier, or cheaper?

As described in Requirement 1, the student and employee complaint process is reviewed quarterly for shifts in behavior but also generates multi-year data for review. The college created the Student Satisfaction and Complaints Review Committee, which is a standing committee dedicated to the review and interpretation of complaints, especially those made by or on behalf of students. The work of the committee is a means of 1) identifying complaint trends, 2) developing innovative solutions through large-scale action projects that directly impact the ICC student experience and 3) creating up-to-date and relevant student related policies and procedures. The granular data provided by Maxient allows the committee to examine trends that were impossible before: Does the data show that specific complaints are limited to specific types of students? Does the time of year, semester, or other timing matter? Which types of students are most likely to be moved to complain, possibly indicating a retention improvement opportunity? Are the complaints frequent enough or significant enough in some other way to supersede the nationally-normed data provided by the Noel-Levitz or the CSSE?

As described in Requirement 3, the college's five-year ADA compliance plan also responds to scheduled compliance audit results. In anticipation of the audit, and in coordination with KBOR, the College prioritized many of its ADA/accessibility projects. As part of this process, KBOR also provided the College with feedback, which the College is currently using to create a three-year Voluntary Compliance Plan (VCP), which will also be provided to the Office of Civil Rights. This process will produce a trend by itself: studies repeatedly show that an institutional focus on ADA produces a greater awareness of ADA requirements among facility users, and that awareness in turn produces a greater number of ADA complaints. As this occurs, ICC will ask itself, is this increase greater than the norm (perhaps indicating an issue to be corrected) or consistent with the norm (indicating that the focus of the college is itself the cause of the trend)?

As described in Requirement 8, the college has engaged in a new service area-wide strategic planning process that examines shorter-term district workforce needs with long-term academic, compliance, and financial realities, by creating workgroups that specifically address these areas. This process itself was anticipated and specified in the current strategic plan of the college, which ends this year. Those workgroups have all examined various trends in creating their plan sections: What is the trend in public opinion of the college? Where is state funding headed? Is investment in transfer programs supported by graduate surveys, or are terminal workforce degrees a better bet? What are the projections for the larger economy and for charitable giving more specifically? Is college debt growing or decreasing?

As demonstrated earlier, ICC collects a large amount of data. The data that the College collects is typical for colleges of our type, and it uses this data in many ways for both short-term decision-making and long-term planning. There is an institutionalized connection between finances and planning. Despite this, there is a pervasive belief that data could be used more effectively, reinforced by our own experience of using data to a greater and greater extent over the last two years. It is the consensus of the administration that the effective use of data has the most "runway" ahead of it for ICC; that new opportunities for the effective use of data have no limit other than our practical ability to devote resources to data gathering, analysis, and use. The on-notice period has affected a significant cultural change at the college – a commitment to the most effective use of data. This commitment is not fully realized. There is an awareness that there is much improvement that can still be made at the college in term of data use, and a commitment to make that improvement.

Conclusion

The campus has fully embraced the HLC Board's requirements and has worked to improve in each of the areas specified. The HLC's review process found that the college met the criteria for accreditation, but with some concerns that warranted on-notice status. Since that time, the college has moved forward on the areas identified by HLC as requiring improvement, and the on-notice status should be removed to reflect that. However, the process of addressing HLC's requirements has been a time of introspection and reflection, and the college believes that there are a number of areas that present opportunity for improvement, which have been identified in this report. This report has provided comprehensive evidence that the College is no longer at risk for non-compliance with the Criteria for Accreditation and Core Components identified in this action and that it has ameliorated the issues that led to the on-notice sanction. Specifically, as this report has shown, the college has:

- Developed a significantly more sophisticated, data-driven system for receiving, processing, and analyzing complaints from any source;

- Created long-term technology and facilities plans;
- Overhauled the program review process;
- Used data for improvement to both curricular and co-curricular programs;
- Identified appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and at the overall institutional level;
- Clearly defined decision-making responsibilities; and
- Developed a systematic process of regular review of institutional data.

Significant resources have been devoted to this effort, processes have focused on this effort, and the results, as this document demonstrates, have been substantial and effective. Further, the seriousness with which the college has undertaken this effort shows that ICC is not merely meeting the requirements of HLC – the college understands the constructive role that external accreditation plays in making the college a better school and believes that the partnership with HLC is positioning the college both educationally and competitively in a future of scarce resources and strong competition. ICC asks that HLC remove the on-notice designation and allow the college to continue along its current path of self-improvement.

Appendix 1

Accreditation Progress Spreadsheet

	A	B	C	D
1	Higher Learning Commission Accreditation Worksheet			
2	**Requirement**	**Tasks**	**Status**	
3	1. "Development and implementation of an institutional plan for systematic review of data connected with institutional complaints; especially student complaints. The plan should include a process that ensures oversight by knowledgeable persons of the analysis of trends associated with complaints; especially those connected to Title I compliance and student complaints."	a. The Student Satisfaction and Complaints Review Committee was formed and held its first meeting in October. Membership is comprised of: Compliance Officer; VP for Student Affairs; Student Activities Director, IT, Admissions, VP for Academic Affairs; Faculty; Financial Aid; Athletics; Student Support Services; and, 2-3 students.	Complete	
4		b. Student Affairs and Compliance are developing new handbook procedures for complaints.	Complete	
5		c. Dining Hall action plan to be reviewed by Board in January.	Complete	
6		d. Maxient software purchased and goes live January 11, training during In-Service.	Complete	
7		e. Marketing campaign planned to promote the use of the Maxient software.	Complete	
8		f. Title IX Coordinator appointed.	Complete	
9		g. Comprehensive review of current Title IX processes and procedures.	Complete	
10		h. Title IX overview training for all employees held at January In-Service.	Complete	
11		i. All dorm residents receive general Title IX policy training.	Complete/Ongoing	
12		j. All athletes receive gender-specific Title IX training.	Complete/Ongoing	
13		k. Additional Title IX training included in College Success course and other student activities.	Complete/Ongoing	
14	**Requirement**	**Tasks**	**Status**	
15	2. "Development and implementation of a technology plan that aligns with strategic objectives and budgetary plans. The plan must assure that security policies regarding the onboarding and off-boarding of employees is included in policies and procedures and that the process for determining access to secure institutional data and the network is clear and assures that only employees with a need to know and/or input responsibilities have access."	a. Technology Plan drafted, to be reviewed by Technology Committee by April 1.	Complete	
16		b. Revisions to Technology Committee presented and approved by Council of Chairs and President's Office, revisions included in February Board packet for final approval. Complete mission and membership change for Technology Committee with the primary purpose of guiding Technology Plan development.	Complete	
17		c. Technology Plan reviewed and approved by Board of Trustees	Complete	
18	**Requirement**	**Tasks**	**Status**	
19	3. "Development of a long-range institutional plan to fully address deferred maintenance of facilities; inclusive of projected timelines, resources needed, and possible funding. The plan should include prioritization policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized."	a. Update 5-year Maintenance Plan by March 1.	Complete	

	A	B	C	D
20		b. Deferred maintenance items will be separated or identified in the Maintenance Plan.	Complete	
21		c. Academic Building Committee has finalized priorities list; quotes being gathered now. Budget is being revised for 2018-2019 fiscal year.	Complete	
22		d. Facilities Plan includes 5-year plan to upgrade fire safety.	Complete	
23		e. Ad hoc Committee currently reviewing Facilities accessibility to meet federal ADA requirements.	Complete - priority list created	
24		f. KBOR Civil rights/ADA audit completed	Complete - only item remaining is site visit	
25	**Requirement**	**Tasks**	**Status**	
26	4. "The plan for program review has been fully implemented and institutionalized according to the proposed plan. The College should provide evidence that results from program reviews have been incorporated into budget and strategic plans and have been used for improvement of courses, programs, and the larger institution."	a. Program Review Manual complete and approved by Board.	Complete	
27		b. Program Review Standing Committee formed.	Complete	
28		c. 28 Programs completing annual Program Review.	Complete	
29		d. 13 Programs completing cumulative Program Review.	Complete	
30		e. Deadline for Review completion is March 1, 2018 to allow for budget consideration and annual Strategic Plan Review.	Complete	
31	**Requirement**	**Tasks**	**Status**	
32	5. "Existence of a culture of using data from student learning in curricular and co-curricular programs, as evidenced by at least one to two years of using data for improvement of programs from program assessment processes and related data, and evidence of using data collected from co-curricular programs to improve student experiences and activities."	a. Program Review includes analysis of student learning data and setting new goals.	Complete	
33		b. Board now reviews both annual and cumulative Program Reviews.	Complete	
34		c. Assessment training sessions for new faculty.	Complete/Ongoing	
35		d. Faculty will meet weekly to identify immediate academic assessment tasks.	Complete/Ongoing	
36		e. Due to inadequate progress on academic assessment work, VPAA has assumed leadership of that area.	Complete	
37				
38		f. Assessment Committee: The 2014-2016 Institutional Assessment Plan Survey has been completed, with 69 employees responding to survey questions.	Complete	
39		g. 2017-2018 is what is considered a "Reflection Year"; what worked/what did not work/what improvements can be made? As a result, the Assessment Plan is under revision for a new plan that begins in the fall.	Complete	
40		h. This semester and next, assessment of co-curricular groups will commence.	In progress	
41	**Requirement**	**Tasks**	**Status**	

	A	B	C	D
42	6. "Identification of appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and at the overall institutional level, which are appropriate for the College based on its mission, values, and characteristics"	a. Retention and Completion Report submitted to HLC December 2017, goals set	Complete	
43		b. Strategic Plan Annual Review now includes specific sections on retention, completion, and graduation rates, goals set.	Complete	
44		c. The Navigator Program has been created and will work with students from Admission to Graduation; students will be guided throughout their time at ICC will implementation of this intrusive and interactive advising program.	Ongoing	
45		d. ICC's retention data from Fall 2015 to Fall 2016, and from Fall 2016 to Fall 2017, has been compared to the retention rate for all community colleges and for the retention rate for southeast Kansas community colleges which are posted by the Kansas Board of Regents. A 2-year comparison has also been made through information provided by the National Student Clearinghouse Research Center regarding first-year persistence and retention for students who started college in 2-year public institutions.	Complete/Benchmarks have been determined, trends identified, and goals set as a result of these comparisons. The overall retention goal set for the Navigator Program is an increase from 28.99 percent to 31 percent from Fall 2017 to Fall 2018.	
46		e. The Assistant Director for Enrollment and Retention Management is tracking all students who did not return and will set goals for retaining those who did return and recruiting additional students.	Complete	
47		f. Program reviews will determine prioritization; annual reviews are due this week and cumulative reviews are due in two weeks.	Complete	
48		g. Navigators are visiting with faculty members and goals are being set for each program; target goals will be set by March 1, 2018 to drive the budget and tie to the Strategic Plan. Budget ties will identify where marketing, recruiting, personnel, and other monies should focus.	Complete	
49		h. Faculty members have committed to specific dates for goal setting.	Complete	
50	**Requirement**	**Tasks**	**Status**	
51	7. "Development and documentation of decision-making responsibilities and processes across campus constituencies, including students, faculty, and staff. The College should clearly delineate final decision responsibilities above simple participation in input of information."	a. Compliance Officer reviewing processes for accuracy and completeness.	In progress/On-going. 1/3 reviewed each year.	
52		b. Compliance Officer charged with creating a college-wide document depicting flow charts which clarify decision-making responsibilities.	Partially complete	
53		c. Student Government President placed on Cabinet.	Complete	
54		d. Faculty have completed first draft of policies for Faculty Senate.	Complete	

	A	B	C	D
55		e. Final draft of policies for Faculty Senate completed by faculty and administration, approved by board	Complete	
56		f. Individual areas complete process documentation	Partially complete; spring break set as deadline	
57	**Requirement**	**Tasks**	**Status**	
58	8. "Development of a clear, well-documented process for the systematic integration of campus planning, with intentional processes and connections between all planning documents on campus, that is inclusive of the results of assessment of student learning."	a. Strategic Plan Annual Review now completed prior to budget development.	Complete	
59		b. Departments conduct information sessions about current year budget	Complete	
60		c. Program Review completed prior to budget development.	Complete	
61	**Requirement**	**Tasks**	**Status**	
62	9. "Development of a systematic process of regular review of institutional data with clear processes for collection and review of data, and improvement of considerations based on the results of data review that is in-line with institutional benchmarks and targets. The College should provide evidence of long-range planning with trending data used to project plans and targets for three to five years forward. The College must provide evidence of at least one year of improvements based on this regular review of data analysis."	a. New process for collecting feedback from all constituencies with quarterly review of data received from Maxient.	Complete for this quarter-ongoing on a quarterly basis through January 2019: July 2018; October 2018; and, January 2019.	
63		b. Strategic Plan Annual Review now includes specific sections on retention, completion, and graduation rates, goals set.	Complete	
64		c. Technology Plan draft extends plan three additional years; Maintenance Plan extended two additional years.	Complete	
65		d. Assessment plan being updated now to extend it the length of the Assessment Academy.	Complete	
66		e. A column has been added to the budget sheet of each program which provides documentation of budget encumbrances and expenditures resulting from review and analysis of assessment data and planning purposes.	Complete	
67		f. Operational plans are expanded to include all areas of the college, including Ing Center, Fab Lab,and all Standing Committees.	Complete	
68		g. Review of operational plan progress expanded beyond Board of Trustees to include regular reviews at President's Cabinet	Complete	
69		h. Strategic Plan Coordinator appointed	Complete	
70		i. Strategic Plan Process Committee formed	Complete	
71		j. Strategic Plan Gap Analysis Committee formed	Complete	
72		k. Focus groups scheduled	Complete	
73		l. Focus groups facilitators appointed	Complete	
74		m. Community Survey administered	Complete	
75		n. Focus Groups held	Complete	
76		o. Work Groups Formed	Partially complete	

Appendix 2

Committee Minutes

Student Satisfaction and Complaints Review Committee

December 15, 2017 Minutes (4th Quarter Meeting)
1:00 p.m. at Cyber Cafe

Present: Jessica Morgan-Tate, Laura Allison, Cody Westerhold, Brittany Thornton, Ben Corbett Smith, Breta Campus, Rebekah Peitz, Brett Bertie, Brett Gilcrist, Tammie Geldenhuys, and Brad Henderson.

Not Present: Emma Darrow, Marc Crawford, and Tony Turner

I. Call to Order and Approval of Minutes:

Meeting was called to order at 1:05 p.m. by Jessica Morgan-Tate
The minutes from October 2017 (3rd Quarter Meeting) were not presented.

II. Purpose Statement:

The purpose statement was read by Jessica Morgan-Tate.

III. Discussion:

a. Adoption of Mission Statement and By-Laws. The Mission Statement and By-Laws were adopted as published in the Agenda. Moved by Cody Westerhold to adopt the Mission Statement and By-Laws as published in the Agenda. Motion seconded by Breta Campus. Motion carried.
b. Election of Vice Chair and Secretary. Laura Allison volunteered to serve as Secretary. Breta Campus volunteered to serve as Vice Chair. Moved by Cody Westerhold to approved nominations. Motion seconded by Brett Gilcrist. Motion carried.
c. Review and Discussion of Fall 2017 concern log aggregate data. Committee discussed the use of Maxient beginning 1st Quarter of 2018 to better collect complaint data. Committee also discussed the food concerns and actions taken to address the raw food incident. Great Western Dining is providing an action plan to President Barwick in January regarding the food concerns and a kiosk for students to provide feedback has been purchased. Kiosk is a single-user station that can potentially be used in multiple locations to provide feedback on a myriad of events/services.
d. Action Project: Maxient marketing campaign (students, employees and community). Committee discussed ways to advertise the implementation of the new complaint system. Suggestions included:
    i. Branding the complaint system as "Tell Me" to solicit responses from a variety of student/staff/community experiences (both positive & negative).

However, the language will still clearly state this is a complaint process for students/staff/community members.

ii. Publish the "Tell Me" link on the ICC webpage in the footer.
iii. Add link in Canvas for all courses.
iv. Add the "Tell Me" option with hyperlink to outgoing email address signatures campus-wide
v. Review the procedure for complains and explain "Tell Me" at College Success courses, orientation, and Campus Clarity. Also provide the same information to faculty/staff at In-Service in January
vi. Post on social media platforms by Marketing
vii. Share to CP2 Facebook page
viii. Add trailer in student union movie theater
ix. Add to Master Syllabus

IV. Next Meeting:

The next meeting (1st Quarter 2018) of the committee will take place on April 4, 2018 at 3:00 p.m. in the Cyber Café.

V. Adjournment:

Meeting adjourned at 2:10 p.m.

Appendix 3
Maxient Contract

Service Agreement

Customer:	**Independence Community College** **1057 W. College Avenue** **Independence, KS 67301**	
Initial Term:	**Thirty-Six (36) Months**	
Service Start Date:	**September 1, 2017**	
Legacy Data Migration?:	**YES (from a homegrown database)**	
Maxient Network:	**Customer opts IN to the Maxient Network**	
Fees:	**$5,000.00**	**ANNUAL SERVICE FEE**
	$7,000.00	**SETUP FEE**
Payment Plan:	**$12,000.00**	**DUE BY SEPTEMBER 1, 2017**
	$5,000.00	**DUE BY SEPTEMBER 1, 2018**
	$5,000.00	**DUE BY SEPTEMBER 1, 2019**

In this Service Agreement (the "Agreement") dated effective upon execution by both parties, Customer refers to the organization named above and "Maxient" refers to Maxient LLC, P.O. Box 7224, Charlottesville, VA 22906. Maxient offers software provided under the Software-as-a-Service (SaaS) model, on a fully hosted basis to assist in the tracking and management of student conduct concerns and judicial affairs. Customer agrees to contract for use of the software, subject to the terms of this Agreement. In consideration of the mutual rights and obligations in this Agreement and intending to be legally bound, the parties agree as follows:

1) SERVICES.

Customer contracts with Maxient to perform the services described in the subparagraphs of this paragraph ("the Services"). Customer authorizes Maxient to provide the Services and agrees to pay the associated fees.

a) Service. Maxient will establish and maintain an Internet based system (commonly referred to as the "Maxient Conduct Manager", "Conduct Manager", or the "Maxient System") for managing student conduct records. Customer retains sole ownership and remains the custodian of all institutional records stored in the Maxient System. Maxient will provide and maintain the systems established to provide this service, including maintenance of all computer hardware and software. Pending implementation, as described in subparagraph (1)(g), *infra*, the system shall provide the following functions: (i) allow Customer to create and maintain case files regarding conduct incidents; (ii) allow Customer to generate necessary documentation and correspondence related to conduct cases; (iii) allow Customer to generate statistical summaries derived from the Customer's information in the database; (iv) allow Customer to draw pre-defined demographic data from the Customer's student information system into the Maxient System where technically feasible when creating a new case; (v) allow Customer's staff to access the Maxient System electronically via a tiered permissions system with local access controlled and granted by the Customer; and (vi) allow Customer to opt-in to exchange information electronically with other institutions who are part of the Maxient Network.

b) Maxient Network. With the service described above the Customer and Customer's records may become part of the Maxient Network, subject to Customer's consent as indicated at the beginning of this Agreement, *supra*. All institutions utilizing the Maxient System may become part of the Network and are subsequently able to "opt-in" to perform inter-institutional sharing of records on a need-to-know basis consistent with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). Searches within the Maxient Network are audited and require that the requesting institution provide both (i) information specific to the student they are searching, and (ii) a specific reason for the search that falls within the need-to-know requirements set forth in FERPA and other applicable laws and regulations. A search by a member institution returns only the existence or absence of a potential record for that student at a particular school. The decision to release additional information rests with the record holder, thereby preserving institutional control over all records. This subparagraph and any references to the Maxient Network within this Agreement are void if Customer explicitly "opts out" of the Maxient Network, which is indicated at the beginning of this Agreement, *supra*.

c) Technical Support. Customer will receive ongoing reviews of their Maxient System, updates to support changes to the System, and troubleshooting of errors for no additional charge. Maxient will provide direct electronic mail and online technical support for all system users, and additional telephone support for up to three (3) administrative-level users as specified within the System by Customer. Additionally, a 24-hour, 7-day a week telephone number will be available for reporting of emergency situations.

d) Training. Maxient shall provide a one-time, initial, comprehensive, on-site training in the use and maintenance of the Maxient System for Customer's staff that will utilize the Maxient System. The training will be conducted at Customer's location for

approximately one day on a date and time mutually agreed upon by Maxient and Customer and confirmed in writing, for which electronic mail shall qualify as sufficient writing. Customer acknowledges that a training may not be scheduled during the month of December, unless otherwise waived by Maxient. Customer shall provide Maxient with a list of attendees ("the Attendee List") not later than ten (10) days prior to the scheduled training. Maxient shall be responsible for determining the agenda and order of specific topics to be covered during the training. Customer agrees to secure and provide a physical space at its location sufficient for and conducive to conducting the training, which shall include no less than (i) enough space for all individuals named on the Attendee List and five (5) additional individuals without violating any applicable fire codes, and (ii) an Internet-connected computer with a screen that is reasonably visible to all individuals in the space. Customer represents that its staff will comply with the reasonable requests of Maxient's staff conducting the training in order to facilitate a productive session, including but not limited to requests to silence or refrain from the use of cellular phones or other potentially distracting devices; and Customer further represents that its staff shall behave in a manner which at a minimum is consistent with Customer's expectations for its own students during classroom attendance. Customer acknowledges that Maxient's ability to schedule, as well as conduct the on-site training is contingent upon Customer furnishing Maxient with Customer's completed Startup Materials, as defined and further described in subparagraph (1)(g), *infra*. Once the date and time of the training are confirmed, any changes to that appointment caused by Customer, including but not limited to a request to reschedule, non-compliance with the provisions of subparagraph (1)(g) of this Agreement, or failure to provide Maxient with the Attendee List by the date required by this subparagraph, may, in Maxient's sole discretion, result in the rescheduling of the training and necessitate Customer reimbursing Maxient for all non-refundable travel expenses already incurred; in which event Maxient shall promptly provide to Customer an invoice detailing said expenses and which Customer agrees to pay without undue delay. Other than any additional fees that may be assessed per the terms of this subparagraph, all costs of the training, including travel, meals, and printed materials, are included in the Setup Fee specified at the beginning of this Agreement, *supra*. Customer acknowledges that the Setup Fee, including any portion thereof related to training, is non-refundable.

e) Backup. Data stored in Customer's Maxient System will be backed up and encrypted nightly. This encrypted backup will then be transmitted over a secure channel to a geographically separate server for storage. Backups will be retained on a rolling seven (7) day cycle. Maxient warrants that both its primary and backup servers upon which Customer's data is stored are and will continue to be located in the United States.

f) Data Migration. If data migration is requested at the beginning of this Agreement, *supra*, Customer will be responsible for providing Maxient the existing data as an electronic export that conforms to Maxient's migration template specifications. Customer acknowledges that Maxient cannot directly access or be sufficiently familiar with Customer's existing records management system(s), and therefore, it is Customer's sole responsibility to undertake the work required to extract the data in conformance with Maxient's migration template. Pending Customer's successful completion of its obligations under this subparagraph, Maxient shall provide Customer with said migration template at the same time as Customer's Startup Materials, as described in paragraph (1)(g), *infra*. Upon Maxient's determination that the extracted data is in conformance with Maxient's migration template, Maxient will ask Customer to confirm that the extracted data reflects the complete and final body of legacy data to be migrated into Customer's Maxient system. Customer acknowledges that the portion of the Services under this subparagraph is one-time only, that Maxient has no obligation to perform any additional services related to the migration of legacy data beyond that which Customer has confirmed as complete and final; and Customer further acknowledges that making such confirmation is a material obligation under this subparagraph. Pending Customer's successful completion of its obligations under this subparagraph, Maxient will create customized data import routines for Customer's legacy data, thereby allowing those records to be accessible and manageable from within the Maxient System no later than eight (8) weeks following said completion. Unless otherwise waived in writing by Maxient, Customer's failure to successfully complete its obligations under this subparagraph within one (1) calendar year following the date of conclusion of the implementation process, as described in paragraph (1)(g), *infra*, shall absolve Maxient of any further obligation under this subparagraph. All fees associated with the migration of legacy data, if applicable, are included in the Setup Fee specified at the beginning of this Agreement, *supra*, and are non-refundable.

g) Implementation. The implementation process will consist of Maxient's customization of its software to fit the specific needs of Customer, beginning with the mutual execution of this Agreement and concluding upon the performance of Customer's on-site training (described in paragraph (1)(d), *supra*). Customer is obligated to provide Maxient with all information necessary for the integration of its specifications into the software, which Maxient will solicit from Customer through an informational package and questionnaire ("the Startup Materials", also sometimes referred to informally as "the Startup Packet") provided to Customer during or immediately following an initial telephone conference to discuss and plan the details of the process ("the Kickoff Call"). Maxient will contact Customer to schedule the Kickoff Call promptly upon execution of this Agreement, and Customer acknowledges that any delay in responding to this contact and scheduling the Kickoff Call will result in a delayed implementation. Customer agrees to provide accurate and complete responses to the Startup Materials, including any follow up questions posed by Maxient in order to fully understand Customer's initial responses; and that Customer's Startup Materials are incomplete, *per se*, until such conditions are fulfilled. Regarding the ability to facilitate the flow of data between Customer's student information system and Customer's Maxient system in furtherance of the functionality described in clause (iv) of paragraph (1)(a), *supra*, the Startup Materials provided by Maxient to Customer shall include the data feed format and specifications to be used. Per paragraph (1)(j), *infra*, it is Customer's sole responsibility to undertake the programming work required to provide the data feeds in Maxient's specified format. Within seven (7)

days following Maxient's receipt of Customer's completed Startup Materials, Maxient shall provide Customer with (i) available dates upon which Customer's on-site training may be scheduled, which if chosen would ensure completion of the implementation process by no later than eight (8) weeks following Maxient's receipt of Customer's completed Startup Materials; and (ii) a reasonable timeframe within which Customer must select among the dates offered under clause (i) before Maxient can no longer guarantee those dates as available to Customer. Notwithstanding the foregoing, Customer acknowledges that a training may not be scheduled to occur during the month of December (unless otherwise waived by Maxient) and that any resulting delay shall not constitute a breach of the aforementioned implementation completion deadline. Customer further acknowledges that failure to confirm one of the available dates offered within the timeframe specified by Maxient may result in a delay to scheduling Customer's on-site training beyond eight (8) weeks following Customer's completion of its Startup Materials. Customer understands that the Services, particularly those outlined in subparagraphs (1)(a) and (1)(d), *supra*, can only be provided in full upon successful completion of the implementation. All costs associated with implementation are included in the Setup Fee specified at the beginning of this Agreement, *supra*, and are non-refundable.

h) Termination of Services. Not later than thirty (30) days following termination of services, student records data from Customer's current Maxient System will be made available to the Customer in a delimited flat-file format along with all associated documents generated in the system and any other objects uploaded, to be transferred via secure file transfer protocol (FTP), or by such other means as Maxient and Customer may mutually agree. Upon (i) confirmation by Customer of receipt of the data, (ii) notice from Customer that no transfer of data is requested, or (iii) the passage of sixty (60) days following the date upon which services were terminated, whichever is first, the site of Customer's previous data on the Maxient System will be overwritten and rendered unrecoverable using the most current accepted industry standard practices for doing so, and none of Customer's records or confidential information will be retained by Maxient. Customer shall immediately return to Maxient all documentation and confidential materials provided under this Agreement and certify that no copies of said materials have been retained.

i) Fees. All fees, their amounts, and the dates upon which they are due to Maxient by Customer are listed at the beginning of this Agreement, *supra*. Maxient shall provide Customer with an invoice for all payments due under this Agreement, and Customer shall pay to Maxient the amount invoiced within thirty (30) days of receipt of the invoice, or by the date the payment is due under this Agreement, whichever is later. Maxient reserves the right to assess and collect from Customer a late fee, not greater than one and one half percent (1.5%) of the amount due, compounded monthly during the period of time in which the payment remains due, for any amount not received by Maxient within thirty (30) days of the date due under this Agreement or as listed on any subsequent invoice provided by Maxient to Customer. Unless otherwise stated at the beginning of this Agreement, *supra*, the Annual Service Fee covering service for the first twelve (12) months of the Initial Term of this Agreement (as defined in paragraph 2, *infra*) is due by the Service Start Date listed at the beginning of this Agreement, *supra*. Subsequent Annual Service Fee payments will be due at the start of each subsequent 12-month period, unless otherwise stated at the beginning of this Agreement, *supra*. In the event that Customer, by institutional requirement, statute, regulation, policy, departmental procedure, or under any other similar justification causes Maxient to pay any processing fee, transaction fee, or otherwise remit or pay to Customer or any other party any portion of the fees established under this Agreement ("compulsory vendor transaction fee"), Maxient reserves the right to invoice Customer for such compulsory vendor transaction fee, which Customer agrees to pay to Maxient in full without contest or undue delay. At the conclusion of the Initial Term of this Agreement, if Services continue in accordance with paragraph (2)(a), *infra*, Maxient reserves the right to increase an Annual Service Fee in subsequent terms by no greater than eight percent (8%) over the Annual Service Fee paid during the prior term, provided that Maxient notify Customer in writing of any change to the Annual Service Fee amount with not less than sixty (60) days' notice prior to the date on which such Annual Service Fee will be due under this Agreement.

j) Data Feeds. The parties acknowledge that properly working data feeds from Customer's student information system are essential to the portion of Services described in clause (iv) of paragraph (1)(a), *supra*, and that the absence of such would significantly hinder the practical functionality of the system, which may result in inconvenience to Customer and unfair reputational damage to Maxient. Customer acknowledges that Maxient cannot directly access or be sufficiently familiar with Customer's information system(s) or storage of the requisite data, and therefore, it is Customer's sole responsibility to undertake the programming work required to establish and maintain the data feeds in Maxient's specified format. Any failure or refusal on Customer's part to establish or maintain such data feeds may, in Maxient's sole discretion, constitute a material breach of this Agreement.

2) TERM OF AGREEMENT.

a) Term. This Agreement shall be binding upon execution of both parties and extend for the Initial Term from the Service Start Date, both of which are defined at the beginning of this Agreement, *supra*. Continuation of the Services shall occur in successive twelve (12) month terms, each such term constituting a new and separate agreement with identical contractual terms to those in this Agreement, beginning on the date immediately following the conclusion of the Initial Term ("the Subsequent Term Date") and on that same calendar date in each subsequent year. Continuation of the Services may be prevented through a timely termination of this Agreement, which requires a minimum thirty (30) days written notice by the cancelling party to the other party, and will effectively terminate Services on the Subsequent Term Date that most nearly follows by thirty (30) or more days the date of the written notice of

timely termination. Nothing in this paragraph shall be construed to prevent the parties from replacing this Agreement's contractual terms with new contractual terms at the conclusion of the Initial Term or any subsequent term thereafter.

b) Material Breach. Each party reserves the right to cancel this Agreement in the event that the other party materially breaches this Agreement, provided that the non-breaching party provide the other party with written notice of the non-breaching party's intent to cancel and that the other party is unable to cure the material breach within thirty (30) days of receipt of the non-breaching party's written notice. In the event of a material breach by Maxient, Customer shall be entitled to a refund of all annual service fees paid, prorated from the date of termination. In the event of a material breach by Customer, Maxient shall be entitled to full payment of all fees due under this Agreement, regardless of the extent of Maxient's performance, provided that Maxient had performed up to thirty (30) days following Customer's received notice of Customer's material breach. The parties agree that no remedies prescribed by this subparagraph are intended to be exclusive or otherwise limiting of other remedies available under law, equity, or this Agreement.

3) GENERAL PROVISIONS.

a) Confidential Information. "Confidential Information" means any proprietary or confidential information as such terms are most broadly defined under applicable law; including Customer's non-public institutional information, student, and personnel data; Maxient's screens, documentation, forms, technical specifications, system security information, software, methods, and customer lists; and, to the extent allowed by law, the terms of this Agreement. Each party agrees that it (i) will not copy or use any of the other party's Confidential Information in any way, except as permitted by this Agreement or as required to achieve the purposes of this Agreement, (ii) will not disclose any of the other party's Confidential Information to any third party, except as required by law or to its attorneys and accountants as reasonably necessary, and (iii) will protect the other party's Confidential Information reasonably and with due care. Information is not Confidential Information if a party can clearly show that it (i) became known to the receiving party prior to receipt from the disclosing party, (ii) has become publicly known, except through breach of this Agreement, or (iii) is independently developed without reference to Confidential Information. Customer further acknowledges that knowingly or negligently sharing Confidential Information or access to the Maxient System with any person or entity that Customer knows or reasonably should know to be a business competitor of Maxient constitutes an act of bad faith and wanton breach of this Agreement. Except as otherwise expressly prohibited by law, either party ("the receiving party") will (i) immediately notify the other party of any subpoenas, warrants, or other legal orders, demands or requests received by the receiving party seeking the other party's Confidential Information; (ii) consult with the other party regarding its response; (iii) cooperate with the other party's requests in connection with efforts by the other party to intervene and quash or modify the legal order, demand or request; and (iv) upon the other party's request, provide the other party with a copy of its response.

b) FERPA Compliance and Data Breach Protocol. Maxient agrees to abide by the limitations on re-disclosure of personally identifiable information from education records set forth in The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99). Maxient shall not use or disclose confidential information received from or on behalf of Customer (or its students) except as permitted or required by this Agreement, as required by law, or as otherwise authorized in writing by Customer. Maxient agrees not to use Confidential Information for any purpose other than the purpose for which the disclosure was made. Upon termination, cancellation, expiration or other conclusion of the Agreement, Maxient shall return or destroy any and all of Customer's Confidential Information in Maxient's possession in accordance with paragraph (1)(h), *supra*. Maxient shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted Confidential Information received from, or on behalf of Customer or its students. These measures will be extended by contract to all subcontractors used by Maxient. Maxient shall, within one day of discovery, report to Customer any use or disclosure of Customer's Confidential Information not authorized by this Agreement or in writing by Customer. Following this report, Maxient will conduct a timely and thorough investigation in an attempt to identify: (i) the nature of the unauthorized use or disclosure, (ii) the data used or disclosed, and (iii) who made the unauthorized use or received the unauthorized disclosure. At the conclusion of this investigation, Maxient will furnish a confidential written report to Customer indicating the results of the investigation, what Maxient has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and what corrective action Maxient has taken or shall take to prevent future similar unauthorized use or disclosure.

c) Intellectual Property. Except as otherwise provided herein, Maxient has all right, title, and interest to all types of intellectual property, including but not limited to new forms and form modifications, software, trademarks, and other inventions or technical knowledge protected under patent, copyright, or trade secret law ("Intellectual Property"), conceived, discovered, or developed, in whole or in part, by Maxient in the performance of this Agreement. Maxient warrants that Maxient is the sole owner and author of said Intellectual Property and Customer agrees that any attempt to reproduce, redistribute, or claim authorship of Maxient's Intellectual Property is in violation of this Agreement. Customer further assumes liability for any costs or legal fees arising out of a meritorious claim by Maxient against Customer, its agents or assigns, to assert Maxient's authorship under applicable law.

d) Limited License. Subject to the terms of this Agreement, Maxient grants Customer a limited, non-exclusive, nontransferable license to use Maxient's relevant Intellectual Property during the term of this Agreement solely for Customer's own internal purposes. Customer shall not sell, market, rent, or re-license any aspect of the Intellectual Property. Customer obtains no ownership rights or

any other rights in the Intellectual Property, other than those specified herein. Customer grants Maxient a license to use Customer's non-confidential, non-personally identifiable information (e.g., statistical information) on a consolidated basis as part of Maxient's overall statistics for marketing and/or analytical purposes. Additionally, Customer's records may be used to the extent necessary for inclusion in the Maxient Network (described in subparagraph (1)(b), *supra*).

e) Transferability. Neither party may transfer, assign, or otherwise dispose of this Agreement, or any of its rights or obligations hereunder, without the prior written consent of the other party.

f) Independent Contractor. The relationship of Maxient and Customer established by this Agreement is that of independent contractor, and nothing contained in this Agreement shall be construed to (i) give either party the power to direct or control the day-to-day activities of the other, (ii) establish the parties as partners, franchisee-franchisor, co-owners or otherwise as participants in a joint or common undertaking, or (iii) otherwise give rise to fiduciary obligations between the parties.

g) Force Majeure. Except for payment of fees, non-performance by either party will be excused to the extent that performance is rendered impossible by strike, fire, flood, governmental acts or restrictions, failure of suppliers, or any other reason where failure to perform is beyond the control and not caused by the negligence of the non-performing party.

h) Entire Agreement. This Agreement constitutes the entire agreement between the parties and supersedes all previous agreements or representations, oral or written. In the event that, for any reason, any clause or provision of this Agreement is held or declared to be invalid, illegal, or unenforceable, such holding or declaration shall not in any way affect the reliability or enforceability of any other clause or provision of this Agreement. Failure on the part of either party to enforce any provision of this Agreement shall not constitute a waiver of that party's right to subsequently enforce the same. Except as otherwise provided herein, this Agreement may not be modified except in writing signed by an authorized representative of each party. Any terms and conditions that are typed, printed or otherwise included in any invoice, purchase order, or other document rendered pursuant to this Agreement shall be deemed to be solely for the convenience of the parties. No such term or condition shall be binding upon either party, and no action by a party (including, without limitation, the payment or acceptance of any such invoice in whole or in part) shall be construed as binding with respect to any such term or condition, unless the specific term or condition has been previously expressly agreed to by Maxient and Customer in writing. No "shrink-wrap," or "click-through" terms and conditions, or reference to terms and conditions set out at a URL not set out in full and attached to this Agreement will be effective, regardless of when opened or clicked, or when or where referenced. Both parties acknowledge having read the terms and conditions set forth in this Agreement and all attachments hereto, understand all terms and conditions, and agree to be bound thereby. The titles of paragraphs and subparagraphs are for convenience only and are not to be used in construing any term herein. The parties agree that should any action be brought under law arising out of the terms of this Agreement, they shall bring such action in a court that lawfully exercises jurisdiction over Maxient's principal place of business at the time such action is commenced.

i) Security Documentation. Upon Customer's reasonable request, Maxient shall provide access to documentation of Maxient's data security plans and practices relevant to the Services under this Agreement, including but not limited to a Service Organization Control (SOC) Report covering its hosted infrastructure. Customer agrees that all such documentation is Confidential Information, as defined in paragraph (3)(a), *supra*, and Customer further agrees not to disclose such documentation or any of its content without the express written permission of Maxient.

4) WARRANTIES, RESPONSIBILITIES, AND LIMITATIONS.

a) Limited Warranty. Maxient warrants that (i) Maxient solely possesses all rights and title to the Intellectual Property utilized in the provision of the Services, excluding any open source computer code or other technology in the public domain; (ii) Maxient will not share any records processed and stored by the Customer within Maxient's system with any other person or entity (with the exception of the methods set forth, *supra*, regarding the Maxient Network); and (iii) Maxient will use commercially reasonable efforts or better, and adhere to or exceed the standards of the industry of higher education student conduct record management in fulfilling its obligations under this Agreement. Maxient does not warrant that the Services are or will be error free. Maxient further does not warrant that its electronic files containing information pertaining to Customer and/or Customer's students are not susceptible to intrusion, attack, or computer virus infection, but given the confidential nature of much of this data, Maxient will use commercially reasonable efforts to safeguard the security of this data. EXCEPT FOR THE LIMITED WARRANTY DESCRIBED IN THIS SECTION AND TO THE EXTENT ALLOWED BY APPLICABLE LAW, MAXIENT MAKES NO OTHER WARRANTIES, EXPRESS, IMPLIED OR STATUTORY, AND EXPRESSLY DISCLAIMS ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SATISFACTORY QUALITY OR ARISING FROM A COURSE OF DEALING, USAGE OR TRADE PRACTICE.

b) Immediate Remedies. For any breach of the warranties set forth above, Customer's immediate remedy shall be correction of the errors that cause the breach. Nothing in this subparagraph shall be construed to limit the remedies available to either party under law, equity, or this Agreement.

c) Customer's Responsibility. Customer is solely responsible for determining the scope and extent of its utilization of the Services provided by Maxient, and Customer is entirely responsible for reviewing the Services provided by Maxient on Customer's behalf to ensure compliance with Customer's procedures. Maxient carries out procedures specified solely by Customer, and Maxient expressly denies all liability arising from Customer's procedures including, but not limited to, Customer's adjudication methods. Maxient makes no attempt to determine or advise as to whether the Customer's procedures comply with any statutory or regulatory requirements. To the extent, however, that Customer's procedures or criteria clearly violate any of these laws, Maxient reserves the right to refuse to implement such procedures or criteria. To the extent permitted by applicable law, Customer will be responsible for its employees' negligence, Maxient's implementation of Customer's procedures in accordance with this Agreement, the violation by Customer's procedures of any applicable statutory or regulatory requirements, or a claim by any third party, including but not limited to Customer's students or employees, arising from Customer's procedures or the acts or omissions of Customer's employees or agents.

d) Maxient's Limited Liability. Customer agrees that regardless of the form of any claim Customer may have under this Agreement or otherwise, Maxient's liability for damages to Customer will not exceed the coverage provided by Maxient's General Liability and Errors and Omissions insurance policies at the time of the claim. Maxient warrants that it will maintain said insurance for the purpose of providing coverage for damages attributable to its failure to abide by the provisions of this Agreement, in an amount not less than ten (10) times the Annual Service Fee paid by Customer under this Agreement for the twelve (12) months immediately preceding the date on which the claim arose. Maxient shall provide proof of such coverage upon Customer's reasonable request. Maxient will not be liable for damages arising from any breach, unauthorized access, misuse of, or intrusion into Customer's data residing on Maxient's equipment, unless Maxient is solely responsible for said breach, unauthorized access, misuse, or intrusion. MAXIENT WILL NOT BE LIABLE OR RESPONSIBLE FOR ANY SPECIAL, INDIRECT, INCIDENTAL, EXEMPLARY, PUNITIVE, OR CONSEQUENTIAL DAMAGES, SUCH AS, BUT NOT LIMITED TO, LOSS OF PROFITS RESULTING FROM THE USE OF THE SERVICES, OR ARISING OUT OF ANY BREACH OF THIS AGREEMENT OR THE LIMITED WARRANTY, EVEN IF MAXIENT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE.

The individuals signing below hereby represent in doing so that they possess the authority to contractually bind the respective parties on whose behalf they affix their signature to this Agreement.

Dan Barwick 9/12/17

Authorized Customer Signature Date

Daniel Barwick, President

Printed Name and Title

Aaron Hark 09/14/2017

Maxient Signature Date

Aaron Hark, Co-Owner

Printed Name and Title

Appendix 4
Meeting Minutes

Student Satisfaction and Complaints Review Committee

December 15, 2017 Minutes (4th Quarter Meeting)
1:00 p.m. at Cyber Cafe

Present: Jessica Morgan-Tate, Laura Allison, Cody Westerhold, Brittany Thornton, Ben Corbett Smith, Breta Campus, Rebekah Peitz, Brett Bertie, Brett Gilcrist, Tammie Geldenhuys, and Brad Henderson.

Not Present: Emma Darrow, Marc Crawford, and Tony Turner

I. Call to Order and Approval of Minutes:

Meeting was called to order at 1:05 p.m. by Jessica Morgan-Tate
The minutes from October 2017 (3rd Quarter Meeting) were not presented.

II. Purpose Statement:

The purpose statement was read by Jessica Morgan-Tate.

III. Discussion:

a. Adoption of Mission Statement and By-Laws. The Mission Statement and By-Laws were adopted as published in the Agenda. Moved by Cody Westerhold to adopt the Mission Statement and By-Laws as published in the Agenda. Motion seconded by Breta Campus. Motion carried.
b. Election of Vice Chair and Secretary. Laura Allison volunteered to serve as Secretary. Breta Campus volunteered to serve as Vice Chair. Moved by Cody Westerhold to approved nominations. Motion seconded by Brett Gilcrist. Motion carried.
c. Review and Discussion of Fall 2017 concern log aggregate data. Committee discussed the use of Maxient beginning 1st Quarter of 2018 to better collect complaint data. Committee also discussed the food concerns and actions taken to address the raw food incident. Great Western Dining is providing an action plan to President Barwick in January regarding the food concerns and a kiosk for students to provide feedback has been purchased. Kiosk is a single-user station that can potentially be used in multiple locations to provide feedback on a myriad of events/services.
d. Action Project: Maxient marketing campaign (students, employees and community). Committee discussed ways to advertise the implementation of the new complaint system. Suggestions included:
    i. Branding the complaint system as "Tell Me" to solicit responses from a variety of student/staff/community experiences (both positive & negative).

However, the language will still clearly state this is a complaint process for students/staff/community members.

ii. Publish the "Tell Me" link on the ICC webpage in the footer.
iii. Add link in Canvas for all courses.
iv. Add the "Tell Me" option with hyperlink to outgoing email address signatures campus-wide
v. Review the procedure for complains and explain "Tell Me" at College Success courses, orientation, and Campus Clarity. Also provide the same information to faculty/staff at In-Service in January
vi. Post on social media platforms by Marketing
vii. Share to CP2 Facebook page
viii. Add trailer in student union movie theater
ix. Add to Master Syllabus

IV. Next Meeting:

The next meeting (1st Quarter 2018) of the committee will take place on April 4, 2018 at 3:00 p.m. in the Cyber Café.

V. Adjournment:

Meeting adjourned at 2:10 p.m.

Appendix 5

January Meeting Minutes

Student Satisfaction and Complaints Review Committee

January 08, 2019 Minutes (3rd Quarter 2018-19 Meeting)
2:00 p.m. at Cyber Cafe

Present: Jessica Morgan-Tate, Laura Allison, Breta Campus, Kelsey Jennings, Brett Bertie, Taylor Crawshaw, Tim Haynes, Tammie Geldenhuys, and Dr. Barwick

Not Present: Brittany Thornton, Tim Haynes

I. Call to Order and Approval of Minutes:

Meeting was called to order at 2:00 p.m. by Jessica Morgan-Tate
The minutes from October 2018 (2nd Quarter 2018-19 Meeting) were presented. Motion to approve minutes as presented by Breta Campus. Second by Taylor Crawshaw. Motion carried.

II. Discussion:

a. Discuss the role of the Student Satisfaction and Complaints Review Committee. A brief discussion was held reiterating the purpose of the committee is to (in part) undertake action projects based on the data collected to improve student's experience.

b. Discuss progress on action projects from October 2018:
   i. Maxient link on ICC email footer. Still not yet implemented.
   ii. Visibility of Maxient link of the website. Committee recommends the link to Comments/Concerns be listed under "Quick Links"
   iii. Maxient Posters. Posters are designed and just need to be printed/distributed by Laura Allison once Admin printer is functioning

c. Second Quarter Maxient Data Review
   i. One-third of cases continue to be open. Jessica Morgan-Tate will be sending notices to individuals to close cases that are no longer actively pending.

d. Develop and discuss 3rd quarter committee action project: improving cafeteria experience for students
   i. Committee will create a mystery diner program with students and staff to review their dining experience in depth
   ii. Will need to determine possible incentives for student/staff to participate (e.g., discounting meal plan and/or meals)
   iii. Laura Allison will create form for students to complete

III. Next Meeting:

The next meeting of the committee will take place on Tuesday, April 9, 2019 at 10:00 a.m. in the Cyber Café.

IV. Adjournment:

Meeting adjourned at 2:55 p.m.

Appendix 6

Mystery Shopper Template

Mystery Diner Report

Name of Diner: _____ (your name will not be shared)
Date of Visit: _____

Service: Breakfast Lunch Weekend Brunch Dinner
(circle one)

Time you entered dining hall: _____
Time you left dining hall: _____

Rate your experience using the following scale of 1 to 10
(1 being poor quality/service and 10 being excellent quality/service)

Cleanliness:

Cleanliness of dining hall: _____

Cleanliness of food service area (buffet, kitchen, salad bar, etc): _____

Cleanliness of your table: _____

Cleanliness of dining ware (plates, silverware, glasses, etc.): _____

Describe in detail why you provided the above scores for cleanliness:

_____

_____

_____

_____

Service:

Friendliness of staff: _____

Helpfulness of staff: _____

Describe in detail why you provided the above scores for service: _____

_____

_____

Food:

What did you eat and drink: _____

Visually appealing: _____

Appetizing smell: _____

Taste: _____

Describe in detail why you provided the above scores for food: _____

_____

_____

_____

_____

What could have been done differently to improve your experience today? _____

_____

_____

Appendix 7

Dining Hall Plan

Action Plan: Independence Community College #1030

Purpose: To address concerns voiced over foodservice operations.

- **Hours of operation:** It was a general concern that the dinner meal time wasn't long enough to ensure late practicing students could get enough to eat before the meal closed.
    - As of December 1, 2017, the dinner meal was extended ½ hour to answer these student's needs. This should also eliminate the need to consider to go containers for students to take food back to the dorms after they have already eaten a meal.
        - It needs to be noted that the current ID monitoring system provided by the college isn't adequate to control multiple entries by students during meal times.

- **Signage:** It has been noted that entrees aren't readily identified, and menus posted.
    - Starting second semester, all entrees will be labeled, and signs will be posted to identify menu items.
    - Weekly lunch and dinner menus will be sent to all users by email. Weekly specials, carved meats and display cooking will be highlighted to help promote participation and entice new customers.
    - The entire weekly menu will be posted inside the cafeteria.

- **Surveys/Communication:** This is a joint venture with the College.
    - Great Western Dining will continue to run a survey each semester asking for input to help improve dining services. The survey results will be shared with the College.
    - Management will be visible at least 80% of the meal period. This will allow immediate feed back both to and from customers.
    - The College will run a survey to try and capture the views of people that don't frequent the cafeteria. This information can be used to promote more participation.
    - The College will provide a specialized kiosk inside the cafeteria door to quickly catch patrons reaction to a quick simple question. Example, "How Was Your Meal?".
    - Great Western Dining will provide comment cards for more specific questions or concerns. Management will answer comments and clearly post a response within 24 hours of receiving the comment card.
        - Comment cards containing vulgar or discriminating langue will not be posted.

- **Participation:** There is speculation that Great Western Dining doesn't want more students eating in the cafeteria and that meal plan student participation is lower than other schools.
    - While several factors go into figuring meal plan participation the national average for colleges with a single meal plans is 57.5% per school year. For the first semester ICC averaged 60.2% participation per week.
        - It should be noted that colleges with football teams tend to have higher first semester participation than those without football teams.
    - Colleges with Great Western Dining as their foodservice provider with one meal plan participation percentages. Noted are the schools with football.
        - Newman: 55.6%
        - Neosho: 58.9%
        - Ft. Scott(F): 60.7%
        - Butler(F): 61%
        - Highland(F): 62.1%--Highland only has a 17-meal plan
        - Dodge(F): 60.2%
        - Seward: 57.7%
        - Barton: 56.8%
    - Consequently, by adding 30 more minutes to the dinner meal participation will increase above second semester averages.

- **Sanitation/Cleanliness:** Great Western Dining takes sanitation very seriously at all our establishments. There is a general overall opinion of clutter and messiness in the cafeteria.
    - We have a cleaning check list for every station and employees are trained to clean as they go. Because the serving line is open to view of the grill area there will be times when employees are grilling/frying that product will be out on the counter/work table. All product is handled to health department requirements.
    - We now have a full-time dining room attendant to keep the salad bar, deli bar, and tables clean during the entire meal period.

- **Food:** It is the opinion that the overall quality, taste and appearance of the food has declined. That there needs to be a change in verity of the menu and less repetition of items.
    - From this semester forward, Great Western Dining will offer a 5-week rotating menu cycle. This cycle will be adjusted each semester. The cycle eliminates repeat days, like "taco Tuesday". This will cut down on the customers having the same meal or type of meal on the same day each week. As mentioned above the menus will be emailed and posted to help encourage new participation in the cafeteria. This cycle will contain:

    - A carved meat once weekly
    - A specialty bar once weekly
    - An entrée to be displayed cooked once weekly
- In addition to implementing a 5-week menu cycle we will provide a "spice rack" to allow patrons to add different seasoning to their food.
- Greater attention will be paid to how the food is displayed and presented on the serving line to help enhance the food's appeal. Line garnishes will also be used.

Appendix 8

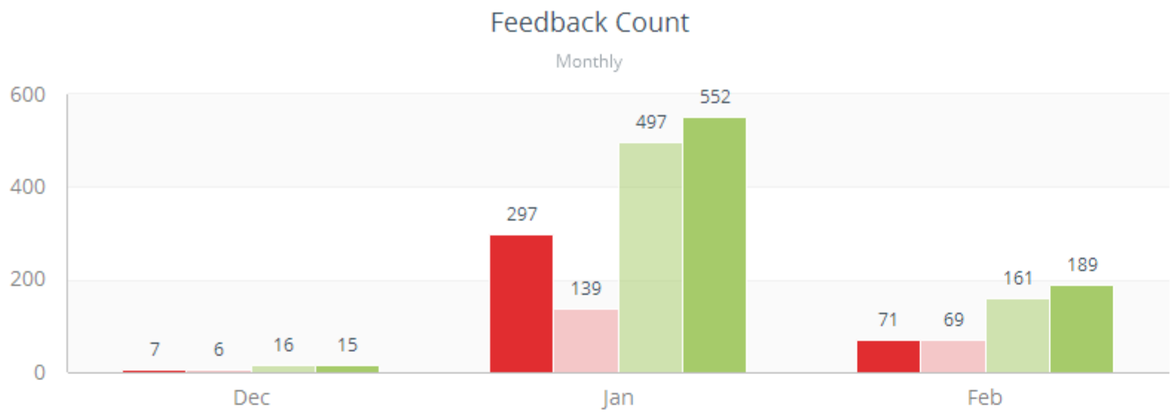
Survey Stance Documentation

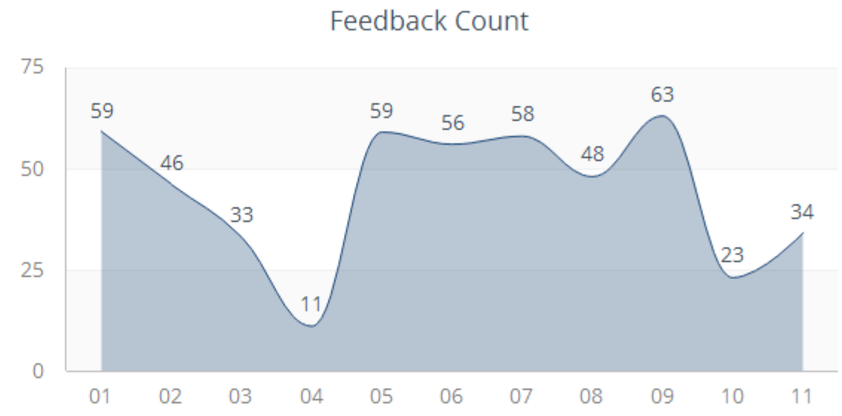
SurveyStance Dashboard: Current Month

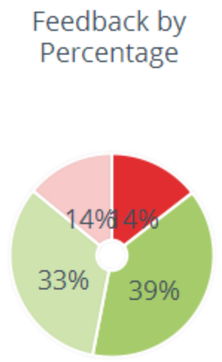
Dining Hall

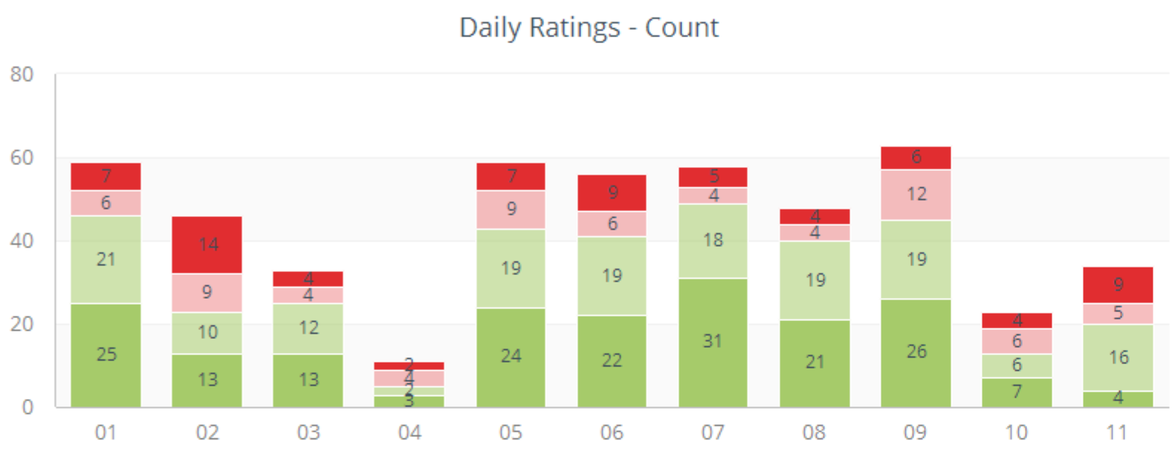
2/11/2018

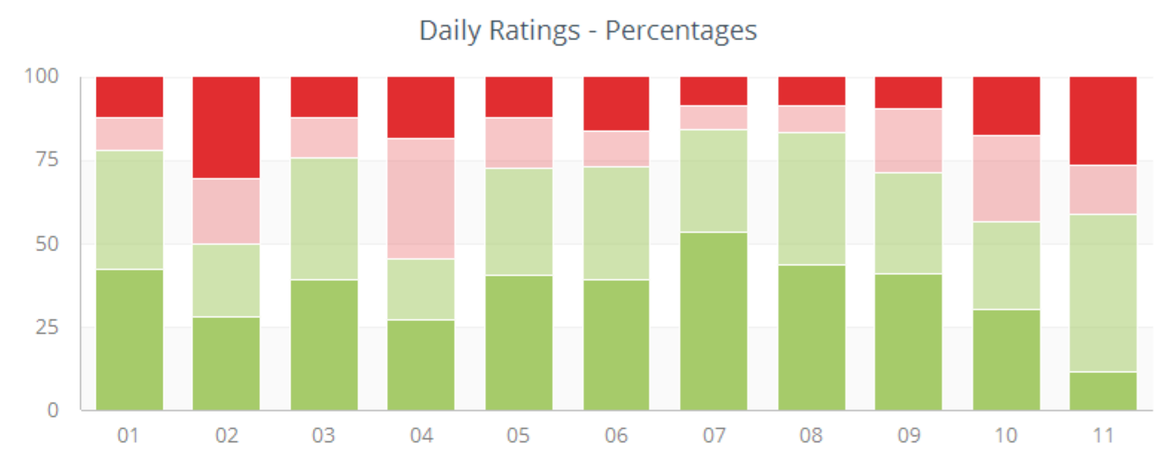
490	67%	350	140
Total Ratings (Month to Date)	Average Score (Based on a 100 Point Scale)	Positive Reviews (Month to Date)	Negative Reviews (Month to Date)
62	-0%		

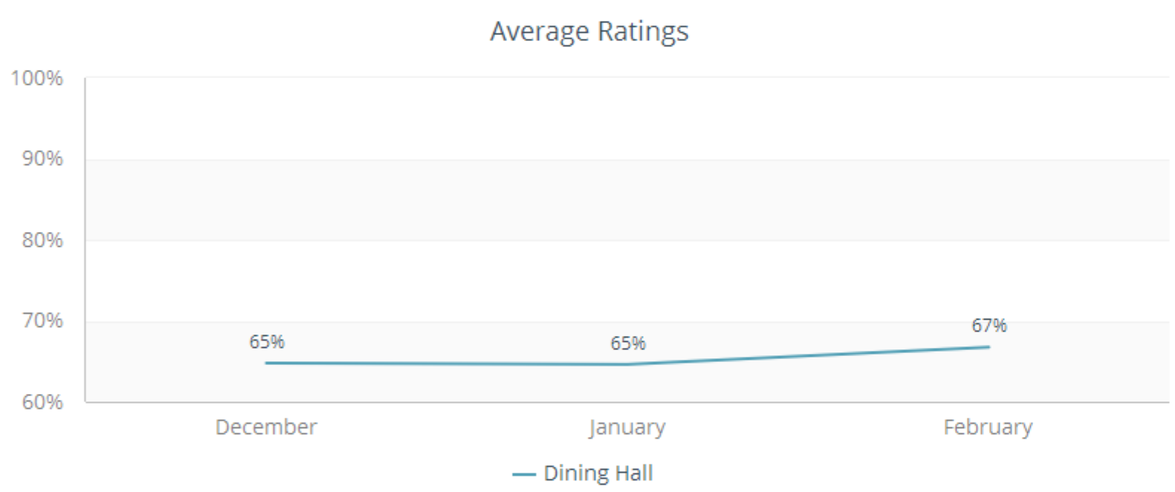


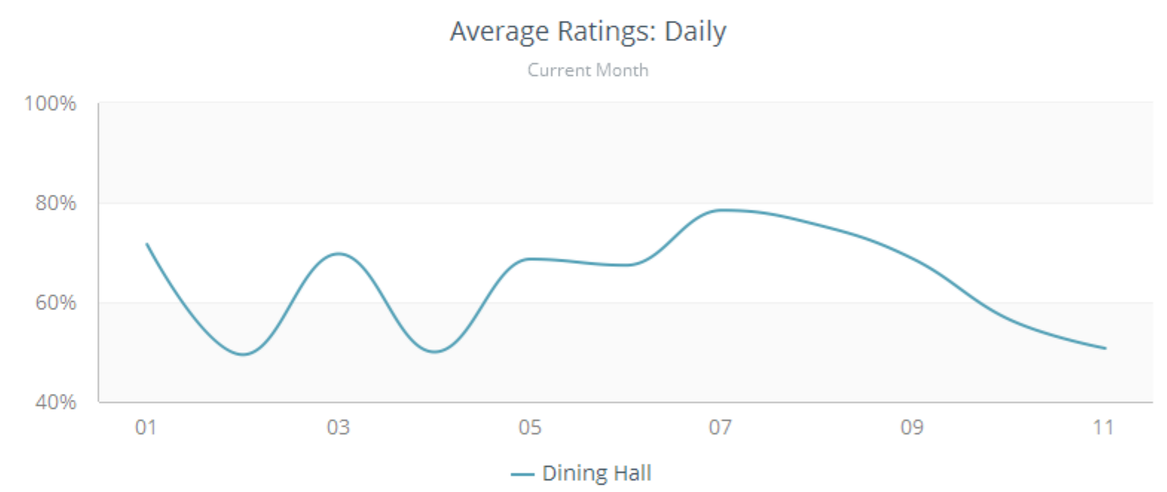






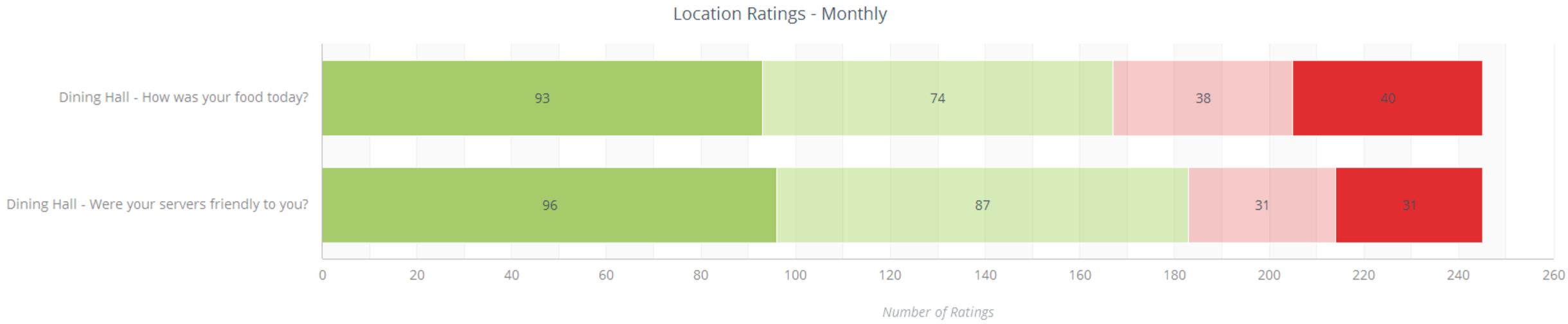






Location	Question	1 - Terrible	2 - Bad	3 - Good	4 - Excellent
Dining Hall	How was your food today?	40	38	74	93
	Were your servers friendly to you?	31	31	87	96

Question	Dining Hall
How was your food today?	64%
Were your servers friendly to you?	69%



Appendix 9

Social Media Share

We Asked...They Told!

CUSTOMER FEEDBACK RESULTS

Our 71% CUSTOMER FEEDBACK SCORE

87 Happy Customer Ratings

THANK YOU

Our Goal is 100% Customer Happiness

We're committed to Customer Satisfaction!

Feedback collect with ♥ by SurveyStance Kiosk

November 2018

We Asked...They Told!

CUSTOMER FEEDBACK RESULTS

Our 76%
CUSTOMER FEEDBACK SCORE

61
Happy Customer Ratings

THANK YOU

Our Goal is 100% Customer Happiness

We're committed to Customer Satisfaction!

Feedback collect with ♥ by SurveyStance Kiosk

February 2019

Appendix 10

Costs to Attend ICC

Tuition and Fees

2018-19 Effective August 1, 2018		2017-18 Effective August 1, 2017	
In-District**	Tuition $54 Fees $45 ICC Innovation Fee $30 *Total $129.00 per credit hour*	In-District	Tuition $54 Fees $43 ICC Innovation Fee $25 *Total $122.00 per credit hour*
Out-of-District	Tuition $60 Fees $45 ICC Innovation Fee $30 *Total $135.00 per credit hour*	Out-of-District	Tuition $60 Fees $43 ICC Innovation Fee $25 *Total $128.00 per credit hour*
Border State	Tuition $67 Fees $45 ICC Innovation Fee $30 *Total $142 per credit hour*	Border State	Tuition $67 Fees $43 ICC Innovation Fee $25 *Total $135 per credit hour*
Out-of-State	Tuition $67 Fees $45 ICC Innovation Fee $30 *Total $142 per credit hour*	Out-of-State	Tuition $67 Fees $43 ICC Innovation Fee $25 *Total $135 per credit hour*
International	Tuition $151 Fees $45 ICC Innovation Fee $30 *Total $226 per credit hour*	International	Tuition $151 Fees $43 ICC Innovation Fee $25 *Total $219 per credit hour*
High School Students		**High School Students**	
Tuition based on residency	See Above	Tuition based on residency	See Above
ICC NOW Fee	$60/credit hour*	ICC NOW Fee	$55/credit hour*
**(No other Fees apply)*		**(No other Fees apply)*	

Other Costs & Fees			Other Costs & Fees		
Housing	2450 or 4750/10-month lease		Housing	2450 or 4750/10-month lease	
Captain Quarters or Villas	*$1225 or$2375 per semester*		*Captain Quarters or Villas*	*$1225 or$2375 per semester*	
Deposit (non-refundable)	$200 per academic year				
Student Accident Insurance	$35/semester		Student Accident Insurance	$35/semester	
Meals	$1390 per semester		Meals	$1359 per semester	
Summer Housing	$315 June	$315 July	Summer Housing	$315 June	$315 July
Summer Meals (4 week)	$620 June	$620 July	Summer Meals	$605 June	$605July
Mid Semester Meals (8 week)	$695 per semester				
Intersession/Weekly Meals	$155 per week				
Employee Meals	$3.75 + tax/ Summer:$3.60/meal				
Administration Fee/ Payment Plan (ICC share)	$60 per term		Administration Fee/ Payment Plan (ICC share)	$60 per term	
Bad Address Fee	$10 per occurrence		Bad Address Fee	$10 per occurrence	
Denial Notification (Certified Letter)	$20 per occurrence		Denial/Suspension/Probation Notification (Certified Letter)	$20 per occurrence	
Return Payment Fee	$30 per occurrence		Return Check Fee	$30 per occurrence	
Student ID Replacement	$10 per ID				

**In District: Students residing in the ICC-tax district
Independence, Cherryvale,Sycamore, Elk City

Approved by Board of Trustees 11/12/2017

Approved by Board of Trustees 12/8/2016

Appendix 11

April Board Meeting Minutes

BOARD OF TRUSTEES SECOND MONTHLY MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
April 26, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Cynthia Sherwood
Norman Chambers
Terry Clark
Jana Shaver

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Beverly Harris, Executive Assistant/Board Clerk
Eric Montgomery, Chief Information Officer
Wendy Isle, Chief Business Officer
Brad Henderson, Marketing/Communications Director
Jessica Morgan-Tate, Compliance/Title IX Officer
Ben Seel, Political Science Instructor
John Eubanks, Business/Accounting Instructor
Melissa Ashford, Computer Technology Instructor
Kris Kippenberger, Director of Maintenance
Dan Fossoy, Director of ABE/GED
Andrew Gutschenritter, Financial Affairs Accountant

Guests
Neil Phillips, Jared, Gilmore & Phillips, P.A.
Tim Emert, College Legal Counsel
Rob Krumm, Great Western Dining Services
Kristen Torrey, Student
Kathy Kelley, Student
Hoite Caston, Community Member

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Cynthia Sherwood moved to approve the agenda. Terry Clark seconded the motion and the motion carried 6-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Val DeFever led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Terry Clark read the College Mission Statement.
   F. Vision Statement – Mike Wood read the College Vision Statement.
   G. Approval of April 12, 2018 Minutes – Norman Chambers moved to approve the April 12, 2018 minutes. Jana Shaver seconded the motion and the motion carried 6-0.

II. INSTITUTIONAL OPERATIONS
   A. 2017 Audit – Neil Phillips, Jared, Gilmore & Phillips P.A. provided a detailed overview of the 2017 audit. Mr. Phillips noted the independent audit received an unmodified opinion; he clarified that the audit was materially accurate without any further modifications. Neil Phillips informed the Trustees that an increase of $552,198 in net position resulted in a positive year for the general fund; he also noted ICC had a very good year, as an increase of

approximately $150,000 in unencumbered cash (cash less obligations) was reflected in the audit. Mr. Phillips cautioned the Board that the unencumbered cash of $632,000 in the general fund must last through the month of December until county tax monies are received. Although progress was made in 2017, Mr. Phillips stated that he could see the 2018 budget being very tight; revenues must come in, and students must pay financial obligations to avoid cash flow issues in December. For further clarification, Mr. Phillips noted that total expenses for the general fund in 2017 were $11,132,000; that number divided by twelve months ($926,667) reflects the cash basis the College should carry each month. Mr. Phillips noted that he conducts audits for many of the community colleges who also have the December cash crunch; however, Independence Community College uses the largest proportion of its reserves during that timeframe and should be aggressive in reducing dependence on reserves during the month of December. Mr. Phillips added that the only options for increasing the cash carry over were: increasing the mill levy (which now has a tax lid); increasing tuition (the College is currently at a maximum level when compared to other institutions); or cutting expenses. The Board was also informed that the audit looks at cash "in total", any funds that were set aside for specific purposes and documented for accumulation levels are actually reflected in the audit unencumbered cash number ($632,000). Mr. Phillips added that the College will probably need to pull a portion of those set aside funds to meet cash flows and then replace them in the respective savings account for tracking purposes. Mr. Phillips drew attention to the fact that the local economic impact resulting from the receipt of federal funding at the College, was $3,400,000 (a multiplier of 7 is typically used for federal money flowing into a local area). The Business Office staff was recognized for financial accuracy and for having bank reconciliations complete to date; Mr. Phillips informed the Board that the College has numbers it can rely on and make good decisions going forward. The unmodified report reflects the proper Business Office policies and procedures in place to account for College money. The goal for completion of the 2018 audit is December 31, 2018. Terry Clark moved to receive and accept the 2017 audit. Mike Wood seconded the motion and the motion carried 6-0.

III. EXECUTIVE SESSION – Attorney/Client Privilege was moved forward on the agenda in consideration of legal counsel. Norman Chambers moved that the Board recess for an Executive Session for consultation with the College attorney regarding a legal matter pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 7:23 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Tim Emert, Dr. Barwick, Tammie Geldenhuys, Wendy Isle, and Rob Krumm. Mike Wood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:03 p.m. The Board returned to Open Session at 7:23 p.m. Norman Chambers moved that the Board recess for an Executive Session for consultation with the College attorney regarding a legal matter pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 7:33 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Tim Emert, Dr. Barwick, Tammie Geldenhuys, Wendy Isle, and Rob Krumm. Mike Wood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:23 p.m. The Board returned to Open Session at 7:33 p.m. Norman Chambers moved that the Board recess for an Executive Session for consultation with the College attorney regarding a legal matter pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 7:38 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Tim Emert, Dr. Barwick, Tammie Geldenhuys, Wendy Isle, and Rob Krumm. Mike Wood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:33 p.m. The Board returned to Open Session at 7:38 p.m.

B. Technology Plan Overview/Approval – Eric Montgomery provided an overview of the 2018-2023 Technology Plan and noted that Criterion Three, Core Component 3.D. of the Higher Learning Commission report requires development and implementation of a technology plan that aligns with strategic objectives and budgetary plans. Eric Montgomery informed the group that the revolving action plan was a culmination of research surrounding multiple colleges, community colleges as well as four-year universities, Educause, Gartner, and the National Education Technology Plan. Mr. Montgomery shared that the plan provides strategic long-term planning for campus-wide technology while guiding technology planning and decision-making processes through allocation of budgeted funds for technology purposes. Following Mr. Montgomery's presentation, Mike Wood commended the two-person Information Technology Department for accomplishing what takes approximately 150 staff members to accomplish at four-year institutions such as WSU. Terry Clark moved to accept the 2018-2023 (5-Year) Technology Plan as presented. Mike Wood seconded the motion and the motion carried 6-0.

C. 24 X 7 Managed Helpdesk Solution – Eric Montgomery provided highlights of the recommendation and noted no increase to the 2018-2019 budget, as two salary positions were not filled. Trustee Shaver questioned timing of the recommendation instead of consideration of the proposal given during the budget planning cycle. Mr. Montgomery explained timing parameters associated with implementation. Mike Wood moved to approve the

36-month contract through Ellucian for 24 x 7 Helpdesk solutions in the amount of $147,740. Terry Clark seconded the motion and the motion carried 6-0.

D. Managed Print Solution – Eric Montgomery provided an overview of the services provided for managed print solutions through Indy Print Services. Mike Wood moved to approve the recommendation for managed print solutions through Indy Print Services at a rate of $1,500 per month. Cynthia Sherwood seconded the motion and the motion carried 6-0.

E. Approve Annual Program Reviews – Kara Wheeler shared that the Higher Learning Commission focuses on the Comprehensive Program Reviews which occur every third year and answered questions on the annual reviews being considered for Board approval. Trustee Shaver complimented the first four program reviews and noted that assessment data had been utilized for decision-making. Ms. Wheeler shared that she is working on the break-even point associated with class enrollment. Ms. Wheeler will present an overview of the recommended changes contained in the annual program reviews; an additional report of budget recommendations associated with each program will also be prepared. Terry Clark suggested contacting Pittsburg State University for an Engineering Technology instructor, or developing a plan for cost-sharing in order to maintain the Engineering Technology Program. Recruiting strategies for increased enrollment in the Cosmetology Program resulted in courses being offered to area high school students.

IV. EXECUTIVE SESSION – Non-elected Personnel. It was noted that no action would be taken following either Executive Session. Jana Shaver moved that the Board recess for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:55 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick was invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 9:40 p.m. The Board returned to Open Session at 9:55 p.m. Norman Chambers moved that the Board recess for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:10 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick was invited to attend. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 9:55 p.m. The Board returned to Open Session at 10:10 p.m.

V. EXECUTIVE SESSION –Employer-Employee Negotiations. Norman Chambers moved the Board recess for an Executive Session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 10:15 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick was invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 10:10 p.m. The Board returned to Open Session at 10:15 p.m.

EXECUTIVE SESSION – Non-elected Personnel. Jana Shaver moved that the Board recess for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:35 p.m. in CLC 104 of the Cessna Learning Center. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 10:15 p.m. The Board returned to Open Session at 10:35 p.m.

VI. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 6-0. The meeting adjourned at 10:35 p.m.

_____

Beverly Harris
Board Clerk

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

Appendix 12

Dining Hall Maxient Ticket

Independence Community College
Incident Reporting Form

Submitted on December 4, 2018 at 5:21:45 pm CST

Nature:	**Health and Safety**
Urgency:	**Critical**
Incident Date and Time:	**2018-11-05**
Incident Location:	**Villas Cafeteria/ when I woke up the next day**

Reported by

Name:	[redacted]
Title:	[redacted]
Email:	[redacted]
Phone:	[redacted]
Address:	[redacted]

Involved Parties

Questions

Please provide a detailed description of the incident/concern using specific concise, objective language (Who, what, where, when, why, and how).

Within the last 40 days I had been feeling very sick and I did not know why. I was not able to eat very much and it felt better to consume more liquid than food. I began to lose weight and my body started changing. Two weeks before the thanksgiving break which was around November 5,2018 that morning is when I began to feel sick when I woke up. I was nausea and the smell of food would make my stomach turn. I just thought it was my body not being used to or wanting the food in Independence Community College cafeteria. As the days began to pass it is about three days later and I still feel very sick on November 8,2018. I noticed within a few more days later I still did not feel better so I assumed it was the food still. Before the thanksgiving break I recall buying pizza , cooking fajita chicken that was already pre cooked and consuming already packaged foods as such as chips, granola bars etc. As far as cooking I would use a hot plate to prepare the pan to heat up to cook. The thanksgiving break was right around the corner , I noticed my stomach was still upset. It was time for me to go home for the break. I made it home to New Orleans, Louisiana on November 18, 2018 at 12:30 a.m. and the first thing I try to do is eat something and it is very hard to try and consume food. I thought that not being home for months I wouldn't just be able to come back and eat but it was normal fast food from Canes. During the thanksgiving break while I was home from November 18-24 I was not able to eat very much food at all. When I returned to school on November 25 I began to feel the same, nausea and just sick to the stomach. Everything felt like it was turning and I was hardly eating. My stomach was hurting me so I went to the bathroom and the entire time I thought I was pooping, but in reality it was these clear/white lines everywhere in the toilet but yet no poop. I decided to go to the hospital in coffeyville on November 27,2018 at 3:20 p.m. to get checked out the same day I noticed my poop being different. When I got there I showed the doctors a picture and it turned out to be a tapeworm. Tapeworms are usually formed from eating uncooked food or it can even be passed on from someone who already has one. This was very devastating news because it all made sense. I was losing weight, loss of appetite, nausea and feeling like I had to vomit and it made perfect sense why I was feeling this way. Majority of my diet comes from the cafeteria and in my personal opinion there is a higher possibility that I got it from the cafeteria here at ICC than anywhere else. I am delivering this message because this is something I would not want anyone to go through. Also the fact that I am a student athlete and all these changes with my body were happening it, it made me very weak to where I almost had no energy. So I encourage any and everyone to make sure this does not happen again because if it is from the school cafeteria this is not okay and some things need to be changed. This message was approved and I was told by the Athletic Director Ms.Tammy to post this today. Thank you.

Was Campus Security notified and/or involved?
No

Do you have anything else you would like to share with us?

Yesterday December 3, 2018 I went to lunch in the cafeteria around 11:30 and everything from the salad to the fruit looked dry at the bar. I took a picture at 11:38a.m. and when I returned to dinner at 5:35p.m. I went back to the picture and noticed that it was same fruit, salad, condiments and more still there from lunch time.I would also like to note that there were multiple times that I brought the food up to the staff in the cafeteria because some of the food did not look completely cooked or raw. On September 4, 2018, at dinner around 5:30 they made some kind of chicken. It looked good from the outside until you opened it and seen that it was completely uncooked. I politely brought it up to the gentleman working and he jerked it out my hand and told me that it's the right temperature and the right amount of time to cool it at, but in reality if it was the right time and temperature it would have been cooked. Another time on September 24, 2018 also during dinner At 5:55 p.m. they made Patty Melts and when I took a bite I noticed the meat was not cooked all the way. So I got up and brought the plate to the staff and said this meat is not cooked and he took the plate out of my hand with an attitude and did not say anything he just walked away. Below I will show you pictures of the food I have discussed and also the time frame and dates I received my mediciation from going to the hospital.

Attachments

fd1f433e447c46609465d6c64d9cf537.jpeg
20bfd254912b4b2b999bbc62f3e9400c.jpeg
8970741ecd984619b6cd786176df088f.jpeg
61692c10f4a447e9b8b4095407d2191b.jpeg
55da6d5932714108b25304677c0c3ffc.jpeg
65410c97b4bb4863b7ddff09a5b531c5.jpeg
c824181a3221425fbd0794c2a9172dbb.jpeg

Pending IR #00000588
Submitted from 107.77.200.67 and routed to Jessica Morgan-Tate (Compliance Officer). Processed by routing rule #1.
Copies to: jmorgantate@indycc.edu,ekimzey@indycc.edu

Appendix 13

Dining Hall Social Media Share 2/6/19

We Asked...They Told!

CUSTOMER FEEDBACK RESULTS

Our 76%

CUSTOMER FEEDBACK SCORE

61

Happy Customer Ratings

THANK YOU

Our Goal is 100% Customer Happiness

We're committed to Customer Satisfaction!

Feedback collect with ♥ by SurveyStance Kiosk

February 2019

Appendix 14

Dining Hall Social Media Share 11/28/18

We Asked...They Told!

CUSTOMER FEEDBACK RESULTS

Our 71% CUSTOMER FEEDBACK SCORE

87 Happy Customer Ratings

THANK YOU

Our Goal is 100% Customer Happiness

We're committed to Customer Satisfaction!

Feedback collect with ♥ by SurveyStance Kiosk

November 2018

Appendix 16

Compliance Officer Job Description

Independence Community College
Compliance Officer

The Compliance Officer oversees the College's compliance with external laws and regulations and internal policies and procedures and reports to the College's President and Board of Trustees

Qualifications

- Master's Degree required and JD or LLM preferred;
- Level-headed, clear communicator, with great people skills and an ability to communicate and cooperate up, down and across the employment chain;
- Experience deciphering confusing and/or abstract laws or ethical obligations and explaining them to others in clear, concise, easy to understand language;
- Experience creating and implementing new policies and procedures that align with and integrate best practices in a higher education environment;
- Proven ethical and principled character with a strong constitution and the extra conviction necessary to stand by difficult decisions and be more influenced by right versus wrong than by relationships and a willingness to set the tone for organizational integrity;
- Intelligent and willing to remain up-to-date on current legal trends in higher education;
- Proactive and diligent with a willingness to actively seek out potential breaches in compliance and enforce mandatory reporting policies and seeking resolution of all compliance related concerns; and
- Experience in understanding the balance between the need to safeguard confidentiality and the expectations involved in promoting appropriate transparency in a higher education environment.

Working Conditions/Physical Requirements

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

1. Position generally requires light work with occasional lifting of 20 pounds or more, carrying supplies, equipment. The job requires varying amounts of sitting, climbing, kneeling, standing and walking.

2. This position requires the ability to sit and stand for extended periods of time. It also requires constant hand grasp and finger dexterity; extended standing, walking and repetitive leg and arm movements; occasional bending; reaching forward, side-to-side, downward and overhead; and squatting and kneeling. The ability to effectively communicate with a comprehension of the English language is essential.

3. Work is generally performed in an indoor setting.

Position Information
Compliance Officer is a full-time, twelve-month position. Salary range is commensurate with education and experience, with benefits package.

COMPLIANCE DIRECTOR

As Compliance Director, this position assists the President and Board of Trustees in ensuring that the College enacts and enforces internal policies and procedures that support and encourage compliance with the external laws and regulations that are imposed upon the College in its capacity as a higher education institution.

Primary Responsibilities

- Develop institutional compliance policies and procedures through cooperation with each major functional area of the College, assessing current compliance vulnerabilities and creating collaborative action plans that align with the College's mission, vision and core values;
- Ensure the College meets all compliance requirements including applicable external federal/state laws and regulations and internal policies and procedures;
- Collaborate with personnel from all areas of the College to review internal processes and procedures for completeness and ease of understanding and to update and document College policies and procedures including those recorded in current policy handbooks and manuals;
- Assess overall institutional processes and procedures from a compliance perspective and provide recommendations for improvement across the institution;
- Oversee campus-wide compliance training to ensure adequate training is occurring in all areas of compliance;
- Serve as the College's compliance liaison by remaining up-to-date on current developments relevant to compliance in higher education and by actively informing College personnel of updates to federal/state laws and regulations relevant to each major functional area of the College;
- Oversee the College's concern log system, fielding concerns and complaints by faculty, staff, student and community members and participating in quarterly meetings of the Student Complaints Committee;
- Serve as the College's Title IX Coordinator by monitoring policies, procedures, and rules related to Title IX developments, making Title IX presentations and assisting in Title IX campus investigations and hearings;
- Respond to complaints of alleged discrimination, conflicts of interest or other violations of policies, procedures or legal/regulatory requirements by overseeing and/or participating in investigative procedures and hearings;
- Assist the President and Board of Trustees in responding to and resolving alleged compliance violations;
- Serve as a member of the President's Cabinet;
- Serve as Co-Section 504 Coordinator;

- Coordinate, execute, and oversee internal and external compliance audits, including providing requested information, coordinating institutional responses and planning and coordinating pre-audits and follow-up audits;
- Compile and submit all required federal/state compliance reports; and
- Communicate with internal and external stakeholders, maintaining appropriate transparency by disseminating publicly available compliance information to students, faculty, staff, community members and governmental organizations.

General Responsibilities

- Provide input in the College's organizational shared governance structure through active involvement in committees, councils and supportive activities related to the development and enhancement of the College's mission;
- Exhibit a commitment to high professional standards, including professional growth;
- Understand and apply the concepts of the "Learning College;"
- Display collaborative, collegial and responsible work habits;
- Ensure timeliness in reports and communications;
- Display clarity of thought and expression in oral and written communications;
- Serve as an Ambassador for ICC, helping to maintain and promote a positive reputation for the College within the community; and
- Perform other duties as assigned.

Appendix 17

Title IX Policy and Procedures

SEXUAL MISCONDUCT & TITLE IX VIOLATIONS

ICC is committed to fostering a community that promotes prompt reporting of all types of sexual misconduct and timely and fair resolution of sexual misconduct complaints. It is a violation of this Policy for anyone acting knowingly and recklessly either to make a false complaint or to provide false information regarding a complaint of sexual misconduct.

Every reasonable effort will be made to protect the confidentiality of the parties during an investigation. After an investigation, any person who is found to have violated this policy or retaliated against another will be subject to discipline, up to and including expulsion from ICC and/or termination of employment, to help ensure that such actions are not repeated.

Duty to Report:

Any person taking courses at the College, attending College programs, using College facilities, working at or for the College, or participating in College-sponsored activities may file a complaint of sexual misconduct or Title IX violation against members of the College community including any employees (faculty and staff), students, affiliates, volunteers, vendors, contractors or guests of the College to the College Title IX Coordinator. **In addition, all College employees are required to report incidents of sexual misconduct, including sexual harassment and sexual violence to the ICC Title IX Coordinator.** If you have any questions or concerns about sexual misconduct, or if you wish to file a complaint of sexual misconduct, students are strongly encouraged to immediately contact:

Jessica Morgan-Tate
Title IX Coordinator & Compliance Officer
Academic Building - Room 117
1057 West College Avenue
Independence, KS 67301
(620) 332-5672
www.indycc.edu

Sexual Misconduct

ICC is committed to maintaining a positive and safe learning and working environment. ICC students and employees are responsible for assuring that ICC maintains an environment for study and work free from sexual misconduct or related retaliation and all members of the ICC community are expected to conduct themselves in a manner that does not infringe upon the rights of others. ICC prohibits sexual misconduct, specifically including rape, sexual assault, domestic and/or dating partner violence, sexual harassment and stalking, and related retaliation of any nature against or by any student or employee.

Sexual misconduct violates the dignity of individuals, impedes the realization of ICC's educational goals, is unlawful and will not be tolerated. Specifically, sexual misconduct is a form of illegal discrimination in violation of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Kansas Acts Against Discrimination and could lead to criminal prosecution.

ICC's Sexual Misconduct Definitions:

Sexual misconduct is a broad term encompassing non-consensual or unwelcome sexual advances, requests for sexual favors and any other verbal or physical conduct of a sexual or gender-based nature, whether intentional or unintentional, where:

- An individual's submission to or rejection of the conduct is made, either explicitly or implicitly, a term or condition of employment or of status in a course, program or activity, or is used as a basis for an employment or academic decision; or
- The conduct is sufficiently severe, persistent or pervasive such that it has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance or educational experience, or of creating an intimidating, hostile, humiliating or offensive working or educational environment.

Sexual misconduct also specifically includes rape, sexual assault, domestic and/or dating partner violence, sexual harassment and stalking, and related retaliation of any nature against or by any student or employee.

It is not possible to list all circumstances that might constitute sexual misconduct. In general, sexual misconduct encompasses any sexually related conduct which causes others discomfort, embarrassment or humiliation, and any harassing conduct, sexually related or otherwise, directed toward an individual because of that individual's sex. Such conduct is subject to ICC policy whenever it occurs in a context related to the employment or academic environments, or if it is imposed upon an individual by virtue of an employment or academic relationship.

A determination of whether conduct constitutes sexual misconduct is dependent upon the totality of the circumstances, including the pervasiveness or severity of the conduct. The following examples of conduct may constitute sexual misconduct:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct or gossip regarding one's sex life;
- Commenting on an individual's body, commenting about an individual's sexual activity, deficiencies or prowess;
- Displaying sexually suggestive objects, pictures or cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures or suggestive or insulting comments;
- Inquiries into one's sexual experiences; or
- Discussion of one's sexual activities.

In order to constitute sexual misconduct, conduct must be unwelcome or non-consensual. Conduct is unwelcome when the other person does not solicit or invite it and regards it as undesirable or offensive. Consent requires a willingness or agreement to engage in the conduct, with full knowledge of the facts and circumstances and the necessary mental capacity. The fact that a person may accept the conduct does not mean that he/she welcomes or consents to it.

Consent is defined as "informed, freely and affirmatively communicated willingness to participate in sexual activity that is expressed by clear and unambiguous words or actions." Clear and unambiguous words or actions are those that are freely and actively given by informed individuals that a reasonable person in the circumstances

would believe communicate a willingness to participate in a mutually agreed upon sexual activity. The following factors will be considered when determining consent:

- A lack of protest, the absence of resistance and silence do not indicate consent.
- The existence of a present or past dating or romantic relationship does not imply consent to future sexual activity.
- Consent must be present throughout the sexual activity and may be initially given, but withdrawn at any time. When consent is withdrawn all sexual activity must stop. Likewise, where there is confusion about the state of consent, sexual activity must stop until both parties consent again.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- It is the responsibility of each person who wishes to engage in sexual activity to obtain consent.

Consent is not obtained where:

- There is physical force, threats, intimidation or coercion.
- There is incapacitation due to the influence of drugs or alcohol.
- There is the inability to communicate because of a physical or mental condition.
- An individual is asleep, unconscious or involuntarily physically restrained.
- An individual is unable to understand the nature or extend of the sexual situation because of mental of physical incapacitation or impairment.
- One party is not of legal age to give consent pursuant to Kansas state law (K.S.A. 21-5503).

Sexual Assault

Sexual assault is any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. For purposes of the *Clery* Act this includes rape, fondling, incest and statutory rape.

If you are sexually assaulted:

- Get to a safe place for your protection.
- Get medical attention immediately. The primary purpose of medical examination is to check for physical injury and/or the presence of sexually transmitted diseases as a result of the assault. The secondary purpose of the medical examination is to aid in police investigations and/or legal proceedings.
- Don't bathe or douche. Bathing or douching might be the first thing you want to do; however, this would literally be washing away valuable evidence. As such, you should wait until after you have a medical examination.
- Save your clothing. It is all right to change clothes but save what you were wearing. Place each item of clothing in a separate paper bag and save for the police. Your clothing could be used as evidence for future prosecution.
- Whether to file a police report is your decision and you do not have to make it immediately. However, if you decide to file a report, it would be advantageous to your case to do so as soon as possible. A representative of the College can accompany you if you decide to make a police report.
- Make contact your local victim support resources. If you are a victim of a sexual assault, it is important to secure medical attention and counseling and health support services for support even if you decide not to contact the police.

Talk to a professional counselor to get the emotional help that you need due to the trauma. Many sexual assault cases go unreported because the victim fears retaliation or possible humiliation if word gets around that he/she

has been the victim of sexual assault. Victims tend to feel guilty as though they did something to bring the situation upon themselves and often keep the incident to themselves or to share some of the incident with a close friend. While this might be helpful initially, we encourage you to talk to a knowledgeable counselor about your reactions to being victimized. The services that are provided both on and off campus are available to all victims of violent acts and are designed to assist in overcoming the trauma of the attack.

Intimate Partner, Domestic and Dating Violence

Intimate partner, dating and domestic violence is controlling, abusive and aggressive behavior that occurs in romantic and/or familial/domestic relationships. It can include verbal, emotional, physical or sexual abuse in any combination. You may be experiencing intimate partner, domestic or dating violence if your romantic/domestic partner or family member:

- Shows abusive, controlling or aggressive behavior;
- Displays verbal, emotional, physical, or sexual abuse;
- Monitors your activities and demands explanations for your whereabouts;
- Shows extreme jealousy and controls your relationships with others;
- Belittles you by criticizing you while alone or in front of others;
- Controls the relationship by making decisions for you;
- Shows disrespect by not listening or displays lack of interest when you talk;
- Physically threatens or hurts you;
- Does not let you hang out with friends;
- Tells you what to wear;
- Needs to be with you all the time; or
- Checks your phone or Facebook.

Tips for Ending an Abusive Intimate Partner Relationship:

- Create a safety plan, like where you can go if you are in danger.
- Make sure you have a working cell phone handy in case you need to call for help.
- Create a secret code with people you trust. That way, if you are with your partner, you can get help without having to say you need help.
- Try to avoid walking or riding alone.
- Be smart about technology. Don't share your passwords. Don't post your schedule on Facebook, and keep your settings private.

Stalking

Approximately 3.4 million people in the United States are victims of stalking each year. The primary targets are young adults between the ages of 18-24 years old. Most victims know their stalker. About one in four victims experience some form of cyberstalking. Stalking creates uncertainty, instills fear, and can completely disrupt lives.

Stalking may involve one or more of the following:

- Repeated undesired contact such as phone calls, emails, letters, showing up unexpectedly, etc.;
- Following or lying in wait for the individual;
- Making threats to the individual or their family;

- Any harassing or threatening behavior used to contact, track or place fear in the individual; and/or
- Cyber stalking includes threatening behavior to create unwanted advances using the Internet and other forms of online and computer communications. Some forms of cyber stalking can include harassment using threatening or obscene emails, live chat, texting, hacking or monitoring a victim's computer and online activity.

A stalker can be someone you know well or not at all. Most stalkers have dated or been involved with the people they stalk. Most stalking cases involve men stalking women, but men do stalk men, women do stalk women and women do stalk men. Intimate partner stalkers frequently approach their targets, and their behaviors escalate quickly.

Almost one-third of stalkers have engaged in stalking before. Two-thirds of stalkers pursue their victims at least once per week, many daily, using more than one method. Seventy-eight percent of stalkers use more than one means of approach. Weapons are used to harm or threaten victims in one out of five cases.

If you have experienced any of the following unwanted or harassing contacts on more than one occasion during the past year that made you feel annoyed, fearful, anxious or concerned, you may be a victim of stalking:

- Receiving unwanted phone calls;
- Receiving unsolicited or unwanted letters or emails;
- Having a sense of being followed more than once by someone;
- Having someone show up at places without a legitimate reason or waiting for you;
- Receiving unwanted items, presents or flowers;
- Having your property vandalized or damaged;
- Receiving threats directed at you or someone close to you; or
- Discovering information or rumors about yourself posted on the Internet or in a public place or spread by word of mouth.

Victim Counseling and Health Services Options

In addition to the services offered by ICC's Title IX Department and the ICC Care Team, victims of sexual misconduct can receive counseling and health services through these local agencies:

Community Health Center of SE Kansas
Coffeyville Location:
801 West 8th
Coffeyville, KS 67337
(620) 251-4300

Independence Location:
3751 West Main Street
Independence, KS 67301
(620) 577-2131
(same building as Four County Mental Health)
http://chcsek.org/

Four County Mental Health Center
3751 West Main Street
Independence, KS 67301
(800) 499-1748
www.fourcounty.com

Labette Health/Independence Healthcare Ctr.
510 North Peter Pan Road
Independence, KS 67301
(620) 332-2000
https://www.labettehealth.com/clinics/independence-healthcare-center/

The Get Inclusive program is ICC's prevention and education efforts to help stop relationship violence in support of Title IX, the Violence Against Women Reauthorization Act, the SAVE Act and Clery.

SEXUAL MISCONDUCT GRIEVANCE PROCEDURES

Jurisdiction

Personal Jurisdiction

Any person may file a sexual misconduct complaint involving a "College student" under these complaint procedures. A "College student" means any student who is registered or enrolled at the College at the time of alleged sexual misconduct (including sexual misconduct that is alleged to have occurred during any academic recess, provided that there is an expectation of such student's continued enrollment at the College). With respect to a complaint that does not involve an individual that meets the criteria of a College student, the College reserves the right to determine, in its sole discretion, whether the conduct described in the complaint constitutes a sufficient risk to the College community to warrant processing the complaint.

Geographic Jurisdiction

These Complaint Procedures apply to any allegation of sexual misconduct against a College student, regardless of where the alleged sexual misconduct occurred. Although there is no geographical limitation to invoking these complaint procedures, sexual misconduct that is alleged to have occurred a significant distance from the College may be more difficult to investigate. In addition, with respect to any complaint by a person who is not a member of the College community which relates to conduct occurring other than on College-owned or leased property, at any College sanctioned function, at the permanent or temporary local residence of a College student, faculty member, employee or visitor, or elsewhere in Montgomery County, Kansas ("Non-College Conduct"), the College reserves the right to determine, in its sole discretion, whether the conduct described in the complaint constitutes a sufficient risk to the College community to warrant processing the complaint.

These grievance procedures will apply in conjunction with the faculty specific grievance procedures as detailed in the College's negotiated agreement with faculty except as prohibited by law.

Timing of Complaints and Availability of Procedures

If there is personal jurisdiction over the accused, there is no time limit within which to invoke these complaint procedures. Nevertheless, students are encouraged to report alleged sexual misconduct immediately in order to maximize the College's ability to obtain evidence, and conduct a thorough, impartial and reliable investigation. Failure to promptly report alleged sexual misconduct may result in the loss of relevant evidence and witness testimony and may impair the College's ability to enforce these complaint procedures.

Where the accused is a degree candidate, it is the responsibility of the complainant to consult with the Title IX Coordinator concerning the accused student's intended date of graduation and to file a complaint in a timely manner where personal jurisdiction over the accused student would otherwise be lost. The conferral of a degree may be deferred until proper resolution of any sexual misconduct charges can occur.

Retaliation

It is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party. Retaliation should be reported promptly to the Title IX Coordinator and may result in disciplinary action independent of the sanction or interim measures imposed in response to the sexual misconduct allegations.

Other Related Misconduct

The Title IX Coordinator, Investigator(s) and Hearing Committee are empowered to review allegations of, and to impose sanctions for, sexual misconduct *and* any violations of the ICC Student Code of Conduct ("Code of Conduct") directly related to the alleged sexual misconduct. Such related misconduct may include, without limitation, violations of the rules of privacy as articulated herein, violations of VP of Student Affairs and/or Title IX Coordinator directive(s) and for violations of other Code of Conduct provisions that occurred in the course of the alleged sexual misconduct. It is not the practice of the College to pursue disciplinary action against a complainant, respondent or witness for his/her improper use of alcohol or drugs (e.g., underage drinking) which is revealed as a result of the sexual misconduct complaint, provided that such student is acting in good faith as a complainant or witness to the events of the alleged sexual misconduct.

College students who meet with investigators, the VP of Student Affairs (and his/her designee) and/or the Title IX Coordinator, whether as parties to the proceedings or as witnesses, are expected to provide truthful testimony in accordance with the College's policies and procedures.

Effect of Criminal Proceedings

Because sexual misconduct may constitute both a violation of College policy and criminal activity, the College encourages students to report alleged sexual misconduct promptly to local law enforcement agencies. Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. Because the standards for finding a violation of criminal law are different from the standards for finding a violation of College policy, criminal investigations or reports are not determinative of whether sexual misconduct, for purposes of these complaint procedures, has occurred. Conduct may constitute sexual misconduct under the College's policy

and these complaint procedures even if law enforcement agencies lack sufficient evidence of a crime and therefore decline to prosecute.

The filing of a complaint of sexual misconduct under these complaint procedures is independent of any criminal investigation or proceeding, and (except that the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence) the College will not wait for the conclusion of any criminal investigation or proceedings to commence its own investigation and take interim measures to protect the complainant, respondent and the College community. Nothing in these procedures is intended to limit the authority of ICC to take appropriate disciplinary action against any individual who violates College rules or policies, whether or not the conduct constitutes sexual misconduct under the law.

The Disciplinary Process

Initial Meeting with Complainant

Upon receipt of notice of any allegation of sexual misconduct, the Title IX Coordinator will schedule an individual intake meeting with the complainant in order to: 1) provide the complainant a general understanding of College policy and sexual misconduct complaint procedures; 2) identify forms of support or immediate interventions available to the complainant; and 3) address at a high level how the allegation of sexual misconduct could potentially be addressed at both the College level and as a criminal matter with local law enforcement The intake meeting may also involve a discussion of any accommodations that may be appropriate concerning the complainant's academic and/or College employment arrangements.

At the initial intake meeting with the complainant, the Title IX Coordinator will: 1) determine whether there is reasonable cause to believe that College policy has been violated and if so, 2) determine how, and whether, the complainant wishes to proceed with a formal investigation into the allegations against the accused.

If the complainant wishes to proceed with a formal investigation, the Title IX Coordinator will promptly prepare and forward a formal complaint setting forth the name of the accused and the date, location and nature of the alleged sexual misconduct to a Title IX Investigator, selected by the Title IX Coordinator, for investigation. The Title IX Coordinator will also select a trained Title IX Hearing Committee to review the investigative report prepared by the Title IX Investigator and hear testimony by the parties and any witnesses.

If the complainant does not wish to proceed with a formal investigation and/or requests that his/her complaint remain confidential, **Title IX nevertheless requires the College to investigate and take reasonable action in response to the complainant's information**. The Title IX Coordinator may conduct a preliminary investigation into the alleged sexual misconduct and may weigh the complainant's request(s) against the following factors: 1) the seriousness of the alleged sexual misconduct; 2) whether there have been other complaints of sexual misconduct against the

accused; and 3) the accused's right to receive information about the allegations if the information is maintained by the College as an "education record" under FERPA. The Title IX Coordinator will inform the complainant if at any time the Title IX Coordinator determines that the College cannot ensure confidentiality. Even if the College does not take disciplinary action against the accused because the complainant insists on confidentiality or that the complaint not be investigated, the Title IX Coordinator reserves the authority to undertake an appropriate inquiry, issue a "no-contact" order and take other reasonably necessary measures.

Initial Meeting with Respondent

Upon the initiation of a formal investigation into an allegation of sexual misconduct, the Title IX Coordinator will provide the respondent with a written notice of claims and schedule an initial meeting with the accused/respondent in order to 1) provide the accused/respondent with a general understanding of College policy and sexual misconduct complaint procedures; 2) identify forms of support or immediate interventions available to the respondent; and 3) address at a high level how the allegation of sexual misconduct could potentially be addressed at both the College level and as a criminal matter with local law enforcement.

Interim Measures/Directive(s)

In *all* complaints of alleged sexual misconduct, *regardless of whether the College initiates a formal investigation*, the College will undertake an appropriate inquiry and take such prompt and effective action as is reasonably practicable under the circumstances to support and protect the rights and well-being of the complainant and the respondent, including taking appropriate interim steps before the final outcome of an investigation. Accordingly, at or after the initial meetings with the parties, the Title IX Coordinator may take protective action that he/she deems appropriate concerning the interaction of the parties pending the outcome of the investigation, including without limitation: 1) imposing a "no contact" order directive requiring the parties refrain from having contact with one another, directly or through proxies, whether in person or via electronic means, pending the investigation; and 2) directing appropriate College officials to alter the students' academic and/or College employment arrangements. When taking steps to separate the parties, the Title IX Coordinator will seek to minimize unnecessary or unreasonable burdens on either party. Violation(s) of the Title IX Coordinator's directive and/or protective actions will constitute "related misconduct" and will be subject to additional disciplinary action under this policy.

RESOLUTION PROCESS

ICC's resolution process involves a fact-finding inquiry by trained individuals designated by the Title IX Coordinator to conduct investigations and hearings of alleged sexual misconduct, which includes summarizing information learned from those involved, collecting related documents and submitting summary findings to the Title IX Hearing Committee that are likely to be helpful in determining whether behavior is in violation of ICC's sexual misconduct policy.

Formal Resolution Process

Investigation

Under the formal resolution process, the Title IX Coordinator will prepare and assign the complaint to a trained Title IX Investigator to conduct an investigation. The investigator is a neutral fact-finder, who, during the course of the investigation, typically conducts interviews with each complainant, respondent and third-party witness (including expert witnesses, where applicable); visits and takes photographs at relevant sites; and, where applicable, coordinates with law enforcement agencies to collect and preserve relevant documentation and other evidence. The completed investigative report includes, among other things, summaries of interviews with each complainant, respondent and third-party witness; summaries of interviews with expert witnesses, where applicable; photographs of the relevant site(s) and related logs; other photographic, hard-copy, electronic and forensic evidence; and a detailed written analysis of the events in question. A typical Investigation will be completed within sixty (60) days, if not sooner.

Interim Recommendations

During the Investigation process, the Investigator may, where the alleged sexual misconduct is sufficiently serious, in his/her reasonable discretion, cause a disciplinary hold to be placed on the accused student's academic record pending final resolution of the complaint. An accused student whose transcripts are subject to a hold may appeal that decision to the VP of Student Affairs, whose decision will be final.

Complainant Requests Informal Resolution: Accused Student Elects to Accept Responsibility

After reviewing the Investigative Report, the complainant may decide to elect informal resolution instead of formal resolution, by making such request to the Title IX Coordinator prior to the final determination. At any time prior to the final determination, the respondent may elect to acknowledge his/her actions and take responsibility for the alleged sexual misconduct. In such cases, the VP of Student Affairs will propose a resolution to the complaint and a sanction. If both the complainant and the respondent agree in writing to such proposed sanction, the complaint is resolved without final review and determination by the Title IX Hearing Committee and without any further rights of appeal by either party. If either the complainant or the respondent objects to such proposed sanction, a review by the VP of Student Affairs and a final determination will be issued for the exclusive purpose of determining a sanction.

Investigation Procedures

<u>1. Submissions</u>

The parties will provide the Title IX Investigator with a list of witnesses they propose to be interviewed, list of relevant documents to be obtained and a description of any other information they believe to be relevant to the investigation on or before a date set by the investigator. Evidence of the complainant's past sexual history will not be considered unless it is relevant to the complaint. The investigator will provide each party with a copy of the list of witnesses to be contacted. Witnesses contacted by the investigator who are unwilling to participate in an interview may instead submit a written statement to the investigator, prior to the date set for submission of the investigative report to the Title IX Coordinator.

<u>2. Investigation</u>

During the ongoing investigation, and prior to the issuance of the final outcome letter by the Title IX Hearing Committee, each party may submit written statements to the investigator or Title IX Coordinator with any documentation deemed relevant. If prior to the issuance of the final outcome letter, the Title IX Coordinator, Title IX Investigator or Title IX Hearing Committee determine that unresolved issues exist that would be clarified by the submission of additional information, a request for such additional information be submitted to the parties. The respondent has the option not to provide a written statement; however, the exercise of that option will not preclude the investigation from proceeding and a final determination of the complaint being made by the Title IX Hearing Committee and/or the VP of Student Affairs.

3. Third Parties

Third parties may assist each party in the investigation process, including preparing and submitting statements on behalf of a party, but may not participate verbally in any interview or meeting, unless they are witnesses in the investigation.

4. College's Counsel

The investigators and Title IX Coordinator may seek advice from the College's legal counsel throughout the investigation process on questions of law and procedure; however, factual determinations are the domain of the investigator and Title IX Coordinator.

5. Standard of Proof

The Colleges adopts a "preponderance of the evidence" standard for purposes of evaluating evidence gathered in for the purpose of making factual findings and determinations concerning whether a violation of this policy has occurred. A preponderance of the evidence means that the information shows that it is "more likely than not" that the accused violated the College's policy. In the context of a review of the investigators' investigative report and determination by the Title IX Hearing Committee, the respondent will be found to be responsible for the alleged sexual misconduct if the Title IX Hearing Committee concludes that such sexual misconduct more likely than not occurred based upon careful review of all information presented. In making a determination, the Title IX Hearing Committee shall carefully consider all of the evidence presented and follow the procedures stated in these complaint procedures.

6. Investigation Report to Parties Prior to Title IX Hearing Proceedings

Prior to submitting the investigative report to the Title IX Hearing Committee, the Title IX Coordinator will distribute, concurrently to both parties, a proposed draft of the investigative report prepared by the Title IX Investigator and/or the Title IX Coordinator during the Title IX investigation. Both parties will have five (5) business days within which to prepare a written response to the information included in the proposed draft of the investigative report. The Title IX Coordinator, with input from the Title IX Investigator, will determine whether the submissions of either party require revision of the investigative report. In addition, the written response and any supporting documentation provided by either party will be included as an appendix to the final investigative report submitted to the Title IX Hearing Committee prior to the commencement of the hearing proceedings.

7. Sanctions

The Title IX Hearing Committee will consider suspending or expelling any student found responsible for sexual misconduct; however, the Title IX Hearing Committee may impose any sanction that it finds to be fair and proportionate to the violation, including a "no contact" order, alteration of the parties' academic or employment arrangements at ICC, warning, disciplinary hold, community service/work hours, counseling, fines, restriction of access to College property and/or College sponsored activities, loss of scholarship, probation, suspension and/or expulsion. In determining an appropriate sanction, the Title IX Hearing Committee may consider any record of past violations of the Student Code of Conduct, as well as the nature and severity of such past violation(s). The Title IX Hearing Committee will also consider whether the sanction will: a) bring an end to the violation in question, b) reasonably prevent a recurrence of a similar violation and (c) remedy the effects of the violation on the complainant and the College community. The sanction decision will be made by the Hearing Committee and any sanction imposed will be explained or supported in the written final outcome letter submitted to the parties by the Title IX Coordinator.

8. Appeals

Either party may petition to appeal the Title IX Hearing Committee's final determination based on one of the following three grounds:

1. Failure of ICC to follow its own policies as they relate to the investigation and adjudication of the alleged sexual misconduct and/or student code of conduct violations;
2. The discovery of new information which would materially alter the decision of the hearing panel; or
3. Concerns regarding whether the severity of the punishment is proportionate to the alleged sexual misconduct.

In such instances, the appealing party must notify the Title IX Coordinator in writing within five (5) business days of the date on which the Title IX Coordinator delivers the final outcome letter to the parties. The notice of appeal must describe in detail the grounds upon which the appeal is based. The Title IX Coordinator will accept such appeal request, will put the non-appealing party on notice, thereby allowing the non-appealing party to submit a response directly related to the appeal notice within five (5) business days of receipt of the notice of appeal and will review the notice of appeal and any additional documentation with respect to the procedural appeal prior to submitting the appeal to the VP of Student Affairs for approval.

If the VP of Student Affairs determines that the appellant has grounds upon which to appeal the Title IX Hearing Committee's decision, then the VP of Student Affairs will put the parties on notice of such determination. Depending upon the grounds for which the appeal is allowed, the VP of Student Affairs will 1) allow for the questioned procedure to be carried out appropriately (which may include allowing for additional witness statements and/or documentation in certain circumstances), 2) review the new information presented by the appellant (and appellee as appropriate), 3) consider whether the severity of the punishment is proportionate to the alleged sexual misconduct and/or 4) review the entire set of documents created and collected in the investigation and the Title IX Hearing Committee's final outcome letter before making a determination regarding the original complaint of sexual misconduct.

The VP of Student Affairs will make a final ruling/determination with respect to the original complaint of sexual misconduct within thirty calendar (30) days of the date of the appeal. Decisions by the VP of Student Affairs are final and not subject to appeal by either party. In the event a conflict of interest exists that would prevent the VP of Student Affairs from making the final ruling/determination on appeal, the final ruling/determination will be made by the President or his/her designee.

9. Effective Date of Sanction

Sanctions imposed by the Title IX Hearing Committee are not effective until the resolution of any timely appeal of the decision. However, if advisable to protect the welfare of the parties or the College community, the Title IX Hearing Committee may determine that any probation, suspension or expulsion be effective immediately and continue in effect until such time as the Title IX Coordinator may otherwise determine. The Title IX Coordinator may suspend the final determination pending exhaustion of any appeals by the parties or may allow the parties to attend classes or to engage in other activity on a supervised or monitored basis or may make such other modifications to the determination as may be advisable in the sole discretion of the Title IX Coordinator. The Title IX Coordinator's decision may not be appealed.

10. Privacy of the Hearing Process; Final Outcome Letter.

In order to comply with FERPA and Title IX and to provide an orderly process for the submission and consideration of relevant information without undue intimidation or pressure, documents prepared and/or submitted during investigation testimony or other information, may not be disclosed outside of the investigation process, except as may be required or authorized by law.

In addition to complying with Title IX and FERPA, the College is required to comply with the federal Clery Act. Under the Clery Act, both the complainant and the respondent must be informed of the hearing outcome, and the College may not impose any limitations on the re-disclosure of this information. Accordingly, following the closure of the investigation process, the Title IX Coordinator will issue a "Final Outcome Letter," *concurrently* to *both* the complainant and respondent. The final outcome letter will set forth, as required by the Clery Act, the name of the respondent; the violation(s) of College policy for which the respondent was found responsible, if any; any essential findings supporting the Title IX Hearing Committee's decision on the issue of responsibility; and the sanction imposed, if any. College policy neither encourages nor discourages the further disclosure of the final outcome letter by any party. The College acknowledges that sharing the final outcome letter with others, including family, friends, legal counsel, mental health professionals and sexual assault advocates or victims, may be a critically important part of an individual's healing process.

INFORMAL RESOLUTION

A complainant who wishes to file a formal complaint with the Title IX Coordinator but who does not wish to pursue formal resolution may request a less formal proceeding. Although less formal than the formal resolution process, informal resolution is an appropriate resolution process; it is not mediation. The respondent is expected to attend the informal resolution proceeding but is not required to participate.

Purpose of Informal Resolution

Informal resolution provides an opportunity for the complainant to confront the respondent, in the presence of, and facilitated by, a presiding officer and to communicate his/her feelings and perceptions regarding the incident, the impact of the incident and his/her wishes and expectations regarding protection in the future. The respondent will have an opportunity to respond.

Third Parties and Presiding Officer

The complainant and respondent each may bring a third party to the informal resolution; however, third parties may not participate verbally in the meeting. The Title IX Coordinator will preside over the informal resolution and may elect to be assisted by another member of the investigation team and/or the VP of Academic Affairs.

Informal Resolution Where Accused Student Acknowledges Responsibility

If, during the course of the informal resolution, a respondent elects to acknowledge his/her actions and take responsibility for the alleged sexual misconduct, the informal resolution will be concluded and the VP of Student Affairs will propose a sanction. If both the parties agree to such proposed sanction, the complaint will be resolved without any further rights of appeal by either party. If either the complainant or the respondent objects to such proposed sanction, the VP of Student Affairs shall make a determination of an appropriate sanction. For purposes of this sanction determination, all of the other provisions of these complaint procedures relating to the imposition of a sanction for sexual misconduct shall apply including, for example, the provisions governing the effective date of the sanction.

Privacy of Informal Resolution

In order to promote honest, direct communication, information disclosed during informal resolution will remain private while the informal resolution is pending, except where disclosure may be required by law or authorized in connection with duties on behalf of the College.

Informal Resolution Where Accused Student Contests Responsibility

If the respondent contests the complaint of alleged sexual misconduct, the VP of Student Affairs may nevertheless impose a protective order agreed upon by the parties, or (with or without such agreement) based on information derived from the informal resolution proceedings, taken together with any other relevant information known to the College at the time of the informal resolution.

Election of Formal Resolution

The College, the complainant or the respondent may, at any time prior to the conclusion of the informal resolution, elect to end such proceedings and initiate formal resolution instead. In such cases, statements or disclosures made by the parties in the course of the informal resolution may be considered in the subsequent formal resolution.

Conflicts of Interest

In the event that a conflict of interest exists with regards to the handling of an allegation of sexual misconduct by the Title IX Department, the Title IX Coordinator reserves the right to exclude the conflicted individual from the resolution of the allegation of sexual misconduct.

This Handbook may be subject to change without out prior notices. The college reserves the right to change, modify, or alter this Student Handbook. When reasonably possible, the college will attempt to communicate changes to students in writing.

Appendix 18

Title IX Investigation Packet

Independence Community College

Title IX INVESTIGATION REPORT
Case No. _____

Summary of Findings

[NOTE: *This document will be viewed by all parties to the complaint prior to review by the hearing panel and will be allowed the opportunity to review the report and prepare a written response to the findings in the report in the form of an addendum. This report should be able to stand on its own, providing adequate explanation for anyone reading it to fully understand the case without outside references.]*

[NOTE: Use Investigation Checklist]

On ____, Reporter/Complainant(s) ___ filed a complaint against Respondent(s) ___ under Independence Community College's Title IX Policy. In accordance with my (our) role as Title IX investigator, I (we) have investigated this complaint and hereby make the following findings of fact in this investigation report:

I. **Preliminary Investigation** [Name/Role of Parties/Witnesses, Investigator(s) Names, When/How Case Received and Assigned, Dates] **[Title IX Coordinator]**

II. **History of the Case** [Institutional Response – Rights/Options Given, Notification to Respondent, When/How/Where Parties & Witnesses Interviewed, Explain Lengthy Delays, Overview of Role of Investigation in Title IX Process, Interim Measures Affecting All Parties] **[Title IX Coordinator and Investigator(s)]**

III. **Summary of Allegations** [Fact Specific Allegations and Cross-Allegations for Each Party (should match the items contained in Notice provided to Respondent, if items are missing from Notice, must re-issue an updated Notice to Respondent)] **[Title IX Coordinator and Investigator(s)]**

IV. **Applicable Policies** [Reference Specific Policies, including relevant definitions, also attach copy of full Title IX Policy/Procedures to Report] **[Title IX Coordinator and Investigator(s)]**

a. **Title IX Policy and Procedures** [List Specific Title IX Policy Violations (with a short explanation of what alleged behavior resulted in each violation)]

b. **Other Applicable Policies** [List specific non-Title IX policy violations (with a short explanation of what alleged behavior resulted in each violation (*e.g.,* Code of Conduct, Staff/Faculty Handbooks, etc.))]

Independence Community College

V. Standard of Proof [Title IX Coordinator]

Pursuant to ICC's Title IX Policy and Procedures, this investigation applies a preponderance of the evidence standard in evaluating the evidence gathered in this matter for purposes of making factual findings and recommendations concerning whether a policy violation has occurred. [Reference this standard throughout the remainder of the Report]

VI. Summary of Investigation [Summary of Evidence Collected/Reviewed including: parties correspondence with institution, summary of party/witness interviews, text messages, emails tweets, posts, letters, etc., police/medical records, video from surveillance cameras, phone logs etc.)] **[Title IX Coordinator and Investigator(s)]**

a. **Undisputed Facts** [In narrative form, describe the facts that are undisputed by all parties]

b. **Disputed Facts** [In narrative form, describe the facts that are disputed including information about which parties/witnesses agree with or dispute the various accounts of events]

VII. Findings [Title IX Hearing Committee – Final Outcome Letter]

a. **Credibility** [In establishing credibility consider: corroborating evidence, inconsistencies, logic of a person's narrative and the impact of trauma on memory; Describe reasoning and consider: plausibility, demeanor, motive to falsify, corroboration and past record (of general credibility/lack of credibility NOT sexual history)

b. **Fact Determination** [What happened? Key Disputed Facts: What do you think happened? Why and based on what evidence? Corroborating evidence? Inconsistencies?

VIII. Analysis/Conclusion and Discipline/Remediation [NOT included in this Report because Investigator's Role is Fact-Finder not Decision-Maker, which is the Role of the Title IX Panel] **[Title IX Hearing Committee – Final Outcome Letter]**

_____ _____

Investigator Date

_____ _____

Title IX Coordinator Date

ADDENDUM TO SUMMARY OF FINDINGS

Independence Community College

Rights and Options for Survivors of Sexual Assault

The following information provides a summary of your rights and options after filing a complaint of sexual assault at Independence Community College. Please contact the College's Title IX Coordinator with any questions about this information.

Once you have made a complaint of sexual assault, you have several options, including but not limited to:

- A support person/advisor of your choice
- Personal crisis counseling
- Assistance with contacting parents or relatives
- Seeking legal advice and pursuit of legal action against the perpetrator
- Pursuit of disciplinary action against the perpetrator
- Requesting that no further action be taken
- Requesting further information about the investigation and resolution process

Reporting to Law Enforcement: Whether to file a police report is your decision and you do not have to make it immediately. However, if you decide to file a report, it would be advantageous to your case to do so as soon as possible. A representative of the College can accompany you if you decide to make a police report.

Preservation of Evidence: It is important that you preserve evidence as it may be necessary to prove the complaint you are making or needed to obtain a protection order. In the case of sexual assault, you should not bathe, urinate, douche, brush your teeth, drink liquids or change clothes until after you are examined by a medical professional and if necessary and you choose to obtain one, a sexual assault/rape examination has been completed by a trained forensic professional.

Having a forensic examination does not obligate you to file criminal charges. In addition, evidence in an electronic format such as text messages, emails, photos, social media posts, screenshots, etc. should be retained.

Protective Orders*:* If you have obtained or obtain a temporary protection order or other no contact order against the alleged perpetrator from a criminal, civil or tribal court, you may provide that information to ICC's Title IX Coordinator. If this information is provided to ICC, the College will take all reasonable and legal action to implement the order.

Interim Protective Measures*:* At any time during the investigation, the College may impose protective measures for the parties or witnesses for the protection of those involved and to ensure equal access to the College's educational programs and activities. They may include separating the parties, placing limitations on contact between the parties, interim suspension, campus ban, or making alternative living, classroom and workplace arrangements.

Please talk to the Title IX Coordinator if you wish to change your academic, living, transportation or working situation, if you want information about taking a leave of absence and related financial aid information or if you want any other specific interim protective measure to be implemented. The College will make such remedies available to you, during or after an investigation has concluded, if requested and if they are reasonably available regardless of whether you choose to report the incident to law enforcement.

Independence Community College

Institutional Procedures: A full description of the College's procedures regarding the receipt and investigation of sexual assault is available in the Student Handbook, located on ICC's website and available from the College's Title IX Coordinator. The College's policy provides for:

- A prompt, fair and impartial resolution of your complaint using a preponderance of the evidence (more likely that not) standard and conducted by College officials trained in the investigation of allegations of sexual assault;
- The right, for both the complainant and respondent, to be accompanied by a support person/advisor during all aspects of the investigation/resolution process;
- Written, simultaneous notice in writing of any outcomes at any stage of the process (including appeals) to the both complainant and respondent; and
- A prohibition against any retaliation against the complainant, respondent or any other person participating in an investigation of alleged sexual assault by the College.

Confidentiality: If you request confidentiality or ask that a complaint not be investigated, the College will take reasonable steps to investigate and respond to the complaint in a manner consistent with your request. However, the College's ability to respond may be limited in such cases and the College may not be able to grant such a request when the respondent poses a continuing threat to the College community. Throughout the investigation of your complaint, ICC will maintain as confidential any remedies or protective measures provided to you, to the extent that maintaining such confidentiality does not impair the College's ability to provide such remedies or protective measures. ICC is also required by law to make certain statistical disclosures of crimes reported to it. If you report an incident that is a crime, the College will make the statistical disclosure without disclosing personally identifying information about you.

Retaliation: It is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party.

Sanctions: If there is a finding that a violation of College policy has occurred, sanctions may include: a campus or activities ban/restriction, community service/work hours, a no-contact order, alteration of the parties' academic or employment arrangements at ICC, warning, disciplinary hold, loss of scholarship, counseling, educational sanctions, fines, probation, suspension/expulsion, written reprimand or some combination thereof.

Campus and Community Resources: In addition to the services offered by the ICC Care Team, victims of sexual assault can receive counseling and health services through these local agencies:

Community Health Center of SE Kansas
Coffeyville Location:
801 West 8th
Coffeyville, KS 67337
(620) 251-4300

Independence Location:
3751 West Main Street
Independence, KS 67301
(620) 577-2131
(same building as Four County Mental Health)
http://chcsek.org/

Four County Mental Health Center
3751 West Main Street
Independence, KS 67301
(800) 499-1748
www.fourcounty.com

Labette Health/Independence Healthcare Ctr.
510 North Peter Pan Road
Independence, KS 67301
(620) 332-2000
https://www.labettehealth.com/clinics/independence-healthcare-center

Independence Community College

Rights and Options for Survivors of Stalking

The following information provides a summary of your rights and options after filing a complaint of stalking at Independence Community College. Please contact the College's Title IX Coordinator with any questions about this information.

Once you have made a complaint of stalking, you have several options, including but not limited to:

- A support person/advisor of your choice
- Personal crisis counseling
- Assistance with contacting parents or relatives
- Seeking legal advice and pursuit of legal action against the perpetrator
- Pursuit of disciplinary action against the perpetrator
- Requesting that no further action be taken
- Requesting further information about the investigation and resolution process

Reporting to Law Enforcement: Whether to file a police report is your decision and you do not have to make it immediately. However, if you decide to file a report, it would be advantageous to your case to do so as soon as possible. A representative of the College can accompany you if you decide to make a police report.

Preservation of Evidence: It is important that you preserve evidence as it may be necessary to prove the complaint you are making or needed to obtain a protection order. Having a forensic examination does not obligate you to file criminal charges. In addition, evidence in an electronic format such as text messages, emails, photos, social media posts, screenshots, etc. should be retained.

Protective Orders*:* If you have obtained or obtain a temporary protection order or other no contact order against the alleged perpetrator from a criminal, civil or tribal court, you may provide that information to ICC's Title IX Coordinator. If this information is provided to ICC, the College will take all reasonable and legal action to implement the order.

Interim Protective Measures*:* At any time during the investigation, the College may impose protective measures for the parties or witnesses for the protection of those involved and to ensure equal access to the College's educational programs and activities. They may include separating the parties, placing limitations on contact between the parties, interim suspension, campus ban, or making alternative living, classroom and workplace arrangements.

Please talk to the Title IX Coordinator if you wish to change your academic, living, transportation or working situation, if you want information about taking a leave of absence and related financial aid information or if you want any other specific interim protective measure to be implemented. The College will make such remedies available to you, during or after an investigation has concluded, if requested and if they are reasonably available regardless of whether you choose to report the incident to law enforcement.

Institutional Procedures: A full description of the College's procedures regarding the receipt and investigation of stalking is available in the Student Handbook, located on ICC's website and available from the College's Title IX Coordinator. The College's policy provides for:

Independence Community College

- A prompt, fair and impartial resolution of your complaint using a preponderance of the evidence (more likely that not) standard and conducted by College officials trained in the investigation of allegations of stalking;
- The right, for both the complainant and respondent, to be accompanied by a support person/advisor during all aspects of the investigation/resolution process;
- Written, simultaneous notice in writing of any outcomes at any stage of the process (including appeals) to the both complainant and respondent; and
- A prohibition against any retaliation against the complainant, respondent or any other person participating in an investigation of alleged stalking by the College.

Confidentiality: If you request confidentiality or ask that a complaint not be investigated, the College will take reasonable steps to investigate and respond to the complaint in a manner consistent with your request. However, the College's ability to respond may be limited in such cases and the College may not be able to grant such a request when the respondent poses a continuing threat to the College community. Throughout the investigation of your complaint, ICC will maintain as confidential any remedies or protective measures provided to you, to the extent that maintaining such confidentiality does not impair the College's ability to provide such remedies or protective measures. ICC is also required by law to make certain statistical disclosures of crimes reported to it. If you report an incident that is a crime, the College will make the statistical disclosure without disclosing personally identifying information about you.

Retaliation: It is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party.

Sanctions: If there is a finding that a violation of College policy has occurred, sanctions may include: a campus or activities ban/restriction, community service/work hours, a no-contact order, alteration of the parties' academic or employment arrangements at ICC, warning, disciplinary hold, loss of scholarship, counseling, educational sanctions, fines, probation, suspension/expulsion, written reprimand or some combination thereof.

Campus and Community Resources: In addition to the services offered by the ICC Care Team, victims of stalking can receive counseling and health services through these local agencies:

Community Health Center of SE Kansas
Coffeyville Location:
801 West 8th
Coffeyville, KS 67337
(620) 251-4300

Independence Location:
3751 West Main Street
Independence, KS 67301
(620) 577-2131
(same building as Four County Mental Health)
http://chcsek.org/

Four County Mental Health Center
3751 West Main Street
Independence, KS 67301
(800) 499-1748
www.fourcounty.com

Labette Health/Independence Healthcare Ctr.
510 North Peter Pan Road
Independence, KS 67301
(620) 332-2000
https://www.labettehealth.com/clinics/independence-healthcare-center/

Independence Community College

Rights and Options for Survivors of Dating and Domestic Violence

The following information provides a summary of your rights and options after filing a complaint of dating or domestic violence at Independence Community College. Please contact the College's Title IX Coordinator with any questions about this information.

Once you have made a complaint of dating or domestic violence, you have several options, including but not limited to:

- A support person/advisor of your choice
- Personal crisis counseling
- Assistance with contacting parents or relatives
- Seeking legal advice and pursuit of legal action against the perpetrator
- Pursuit of disciplinary action against the perpetrator
- Requesting that no further action be taken
- Requesting further information about the investigation and resolution process

Reporting to Law Enforcement: Whether to file a police report is your decision and you do not have to make it immediately. However, if you decide to file a report, it would be advantageous to your case to do so as soon as possible. A representative of the College can accompany you if you decide to make a police report.

Preservation of Evidence: It is important that you preserve evidence as it may be necessary to prove the complaint you are making or needed to obtain a protection order. Having a forensic examination does not obligate you to file criminal charges. In addition, evidence in an electronic format such as text messages, emails, photos, social media posts, screenshots, etc. should be retained.

Protective Orders*:* If you have obtained or obtain a temporary protection order or other no contact order against the alleged perpetrator from a criminal, civil or tribal court, you may provide that information to ICC's Title IX Coordinator. If this information is provided to ICC, the College will take all reasonable and legal action to implement the order.

Interim Protective Measures*:* At any time during the investigation, the College may impose protective measures for the parties or witnesses for the protection of those involved and to ensure equal access to the College's educational programs and activities. They may include separating the parties, placing limitations on contact between the parties, interim suspension, campus ban, or making alternative living, classroom and workplace arrangements. Please talk to the Title IX Coordinator if you wish to change your academic, living, transportation or working situation, if you want information about taking a leave of absence and related financial aid information or if you want any other specific interim protective measure to be implemented. The College will make such remedies available to you, during or after an investigation has concluded, if requested and if they are reasonably available regardless of whether you choose to report the incident to law enforcement.

Institutional Procedures: A full description of the College's procedures regarding the receipt and investigation of dating or domestic violence is available in the Student Handbook, located on ICC's website and available from the College's Title IX Coordinator. The College's policy provides for:

Independence Community College

- A prompt, fair and impartial resolution of your complaint using a preponderance of the evidence (more likely that not) standard and conducted by College officials trained in the investigation of allegations of dating or domestic violence;
- The right, for both the complainant and respondent, to be accompanied by a support person/advisor during all aspects of the investigation/resolution process;
- Written, simultaneous notice in writing of any outcomes at any stage of the process (including appeals) to the both complainant and respondent; and
- A prohibition against any retaliation against the complainant, respondent or any other person participating in an investigation of alleged dating or domestic violence by the College.

Confidentiality: If you request confidentiality or ask that a complaint not be investigated, the College will take reasonable steps to investigate and respond to the complaint in a manner consistent with your request. However, the College's ability to respond may be limited in such cases and the College may not be able to grant such a request when the respondent poses a continuing threat to the College community. Throughout the investigation of your complaint, ICC will maintain as confidential any remedies or protective measures provided to you, to the extent that maintaining such confidentiality does not impair the College's ability to provide such remedies or protective measures. ICC is also required by law to make certain statistical disclosures of crimes reported to it. If you report an incident that is a crime, the College will make the statistical disclosure without disclosing personally identifying information about you.

Retaliation: It is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party.

Sanctions: If there is a finding that a violation of College policy has occurred, sanctions may include: a campus or activities ban/restriction, community service/work hours, a no-contact order, alteration of the parties' academic or employment arrangements at ICC, warning, disciplinary hold, loss of scholarship, counseling, educational sanctions, fines, probation, suspension/expulsion, written reprimand or some combination thereof.

Campus and Community Resources: In addition to the services offered by the ICC Care Team, victims of dating or domestic violence can receive counseling and health services through these local agencies:

Community Health Center of SE Kansas
Coffeyville Location:
801 West 8th
Coffeyville, KS 67337
(620) 251-4300

Independence Location:
3751 West Main Street
Independence, KS 67301
(620) 577-2131
(same building as Four County Mental Health)
http://chcsek.org/

Four County Mental Health Center
3751 West Main Street
Independence, KS 67301
(800) 499-1748
www.fourcounty.com

Labette Health/Independence Healthcare Ctr.
510 North Peter Pan Road
Independence, KS 67301
(620) 332-2000
https://www.labettehealth.com/clinics/independence-healthcare-center

Independence Community College

Rights and Options for Sexual Misconduct Respondents

The following information provides a summary of your rights and options after a complaint of sexual misconduct has been filed against you at Independence Community College. Please contact the College's Title IX Coordinator with any questions about this information.

Once a complaint of sexual misconduct has been made against you, you have several options, including but not limited to:

- A support person/advisor of your choice (respondent's advocate available upon request);
- Personal crisis counseling;
- Assistance with contacting parents or relatives;
- Seeking legal advice; and
- Requesting further information about the investigation and resolution process.

Institutional Procedures: A full description of the College's procedures regarding the receipt and investigation of sexual misconduct is available from the College's Title IX Coordinator. The College's policy provides for:

- A prompt, fair and impartial resolution of the complaint against you using a preponderance of the evidence (more likely that not) standard and conducted by College officials trained in the investigation of allegations of sexual misconduct;
- The right, for both the complainant and respondent, to be accompanied by a support person/advisor during all aspects of the investigation/resolution process;
- Written, simultaneous notice in writing of any outcomes at any stage of the process (including appeals) to the both complainant and respondent; and
- A prohibition against any retaliation against the complainant, respondent or any other person participating in an investigation of alleged sexual misconduct by the College.

Interim Protective Measures*:* At any time during the investigation, the College may impose protective measures for the parties or witnesses for the protection of those involved and to ensure equal access to the College's educational programs and activities. They may include separating the parties, placing limitations on contact between the parties, interim suspension, campus ban, or making alternative living, classroom and workplace arrangements.

Please talk to the Title IX Coordinator if you wish to change your academic, living, transportation or working situation, if you want information about taking a leave of absence and related financial aid information or if you want any other specific interim protective measure to be implemented. The College will make such remedies available to you, during or after an investigation has concluded, if requested and if they are reasonably available.

Throughout the investigation of your complaint, ICC will maintain as confidential any remedies or protective measures provided to you, to the extent that maintaining such confidentiality does not impair the College's ability to provide such remedies or protective measures.

ICC is also required by law to make certain statistical disclosures of crimes reported to it. If you are involved in an incident reported as a crime, the College will make the statistical disclosure without disclosing personally identifying information about you.

Independence Community College

Confidentiality: If you request confidentiality or ask that a complaint not be investigated, the College will take reasonable steps to investigate and respond to the complaint in a manner consistent with your request. However, the College's ability to respond may be limited in such cases and the College may not be able to grant such a request when the respondent poses a continuing threat to the College community. Throughout the investigation of your complaint, ICC will maintain as confidential any remedies or protective measures provided to you, to the extent that maintaining such confidentiality does not impair the College's ability to provide such remedies or protective measures. ICC is also required by law to make certain statistical disclosures of crimes reported to it. If you report an incident that is a crime, the College will make the statistical disclosure without disclosing personally identifying information about you.

Retaliation: It is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party.

Sanctions: If there is a finding that a violation of College policy has occurred, sanctions may include: a campus or activities ban/restriction, community service/work hours, a no-contact order, alteration of the parties' academic or employment arrangements at ICC, warning, disciplinary hold, loss of scholarship, counseling, educational sanctions, fines, probation, suspension/expulsion, written reprimand or some combination thereof.

Campus and Community Resources: In addition to the services offered by the **ICC Care Team**, participants in an investigation of sexual misconduct can receive counseling and health services through these local agencies:

Title IX Respondent's Resource
Anita Chappuie
Director of Institutional Research & Title IX Respondent Resource
Academic Office Room 116
achappuie@indycc.edu
620.332.5634

Community Health Center of SE Kansas
Coffeyville Location:
801 West 8th
Coffeyville, KS 67337
(620) 251-4300

Independence Location:
3751 West Main Street
Independence, KS 67301
(620) 577-2131
(same building as Four County Mental Health)
http://chcsek.org/

Four County Mental Health Center
3751 West Main Street
Independence, KS 67301
(800) 499-1748
www.fourcounty.com

Labette Health/Independence Healthcare Ctr.
510 North Peter Pan Road
Independence, KS 67301
(620) 332-2000
https://www.labettehealth.com/clinics/independence-healthcare-center

Independence Community College

Letter Template for Respondent Written Notice

[Letterhead]

[Date]
[Re: Case No. ___]

PRIVATE AND CONFIDENTIAL

[Contact Information]

Dear _____ _____:

A complaint alleging a violation of Independence Community College's Sexual Misconduct Policy has been made against you. A brief description of the allegations against you are as follows:

- Identify parties and the precise conduct involved;
- Include date and location information; and
- List specific policy provisions violated

In accordance with the College's Sexual Misconduct Policies and Procedures, I have been assigned to investigate this matter on behalf of the College. Your presence is required on [Date] at [Time] in [Location] for an initial interview regarding the above allegations. In accordance with College policy, one support person/advisor of your choice may accompany you to this initial interview.

Prior to your interview, please take a moment to review the enclosed [Type of Allegation] Rights and Options for Respondent's document, which includes important information about the College's Sexual Misconduct Investigation process and your personal rights and options during the investigation process.

Please be aware that it is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party. Retaliation should be reported promptly to the Title IX Coordinator and may result in disciplinary action independent of the sanction or interim measures imposed in response to the sexual misconduct allegations.

If you have any questions about the contents of this letter or the enclosed rights and options document, please do not hesitate to contact me directly at (620) 332-___, via email at _____@indycc.edu or in person in the ____ in Room ____ to discuss.

Independence Community College

Sincerely,

[Name]
[Title]

Enclosure: [Type of Alleged Violation] - Rights and Options

cc: [Names including Title IX Coordinator/other investigators]

Independence Community College

Letter Template for Complainant Written Notice

[Letterhead]

[Date]
[Re: Case No. ___]

PRIVATE AND CONFIDENTIAL

[Contact Information]

Dear _____ _____:

You have been identified as a complainant in an alleged violation of Independence Community College's Sexual Misconduct Policies and Procedures. A brief description of the allegations is as follows:

- Identify parties and the precise conduct involved;
- Include date and location information; and
- List specific policy provisions violated

In accordance with the College's Sexual Misconduct Policies and Procedures, I have been assigned to investigate this matter on behalf of the College.

INVESTIGATOR INTERVIEW PENDING:

Your presence is required on [Date] at [Time] in [Location] for an initial interview regarding the above allegations. In accordance with College policy, one support person/advisor of your choice may accompany you to this initial interview.

Prior to your interview, please take a moment to review the enclosed [Type of Allegation] – Rights and Options document, which includes important information about the College's Sexual Misconduct Investigation process and your personal rights and options during the investigation process.

Please be aware that it is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party. Retaliation should be reported promptly to the Title IX Coordinator and may result in disciplinary action independent of the sanction or interim measures imposed in response to the sexual misconduct allegations.

Independence Community College

POST INTERVIEW LETTER

Please take a moment to review the enclosed [Type of Allegation] – Rights and Options document, which includes important information about the College's Sexual Misconduct Investigation process and your personal rights and options during the investigation process.

Please be aware that it is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party. Retaliation should be reported promptly to the Title IX Coordinator and may result in disciplinary action independent of the sanction or interim measures imposed in response to the sexual misconduct allegations.

If you have any questions about the contents of this letter or the enclosed rights and options document, please do not hesitate to contact me directly at (620) 332-____, via email at _____@indycc.edu or in person in the ____ in Room ____ to discuss.

Sincerely,

[Name]
[Title]

Enclosure: [Type of Alleged Violation] - Rights and Options

cc: [Names including Title IX Coordinator/other investigators]

Appendix 19

2016, 2017, 2018 Student Life Survey Results

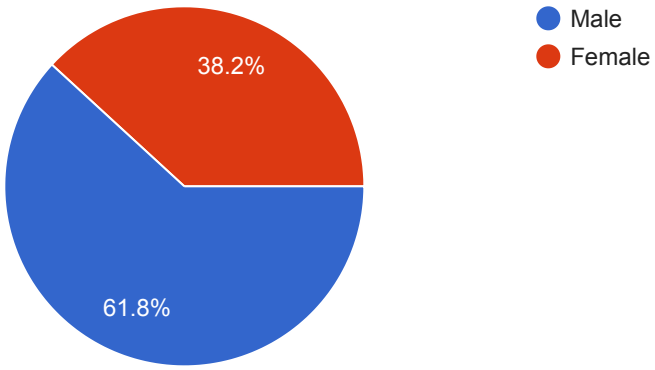
Campus Focus 2016

241 responses

Demographics

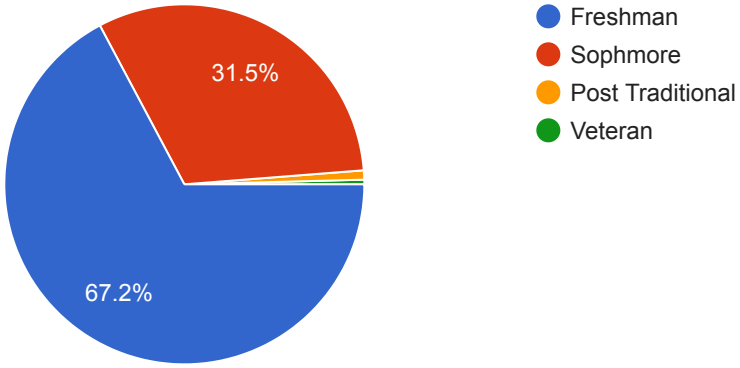
Gender

241 responses



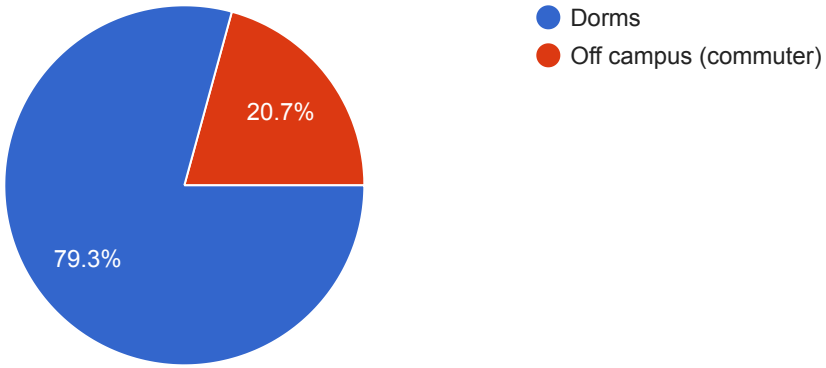
I am a _____ student

241 responses



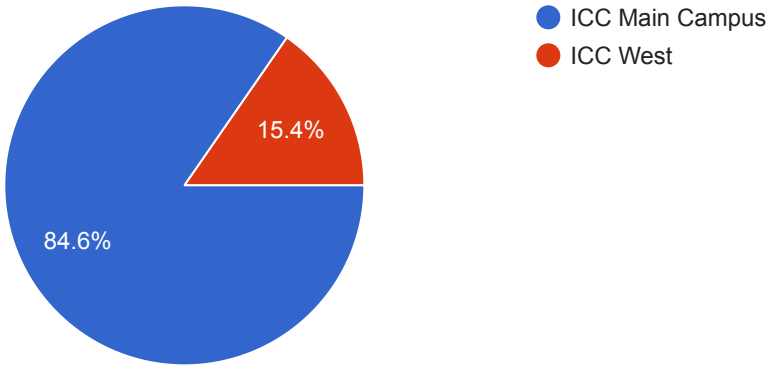
Where do you reside?

241 responses



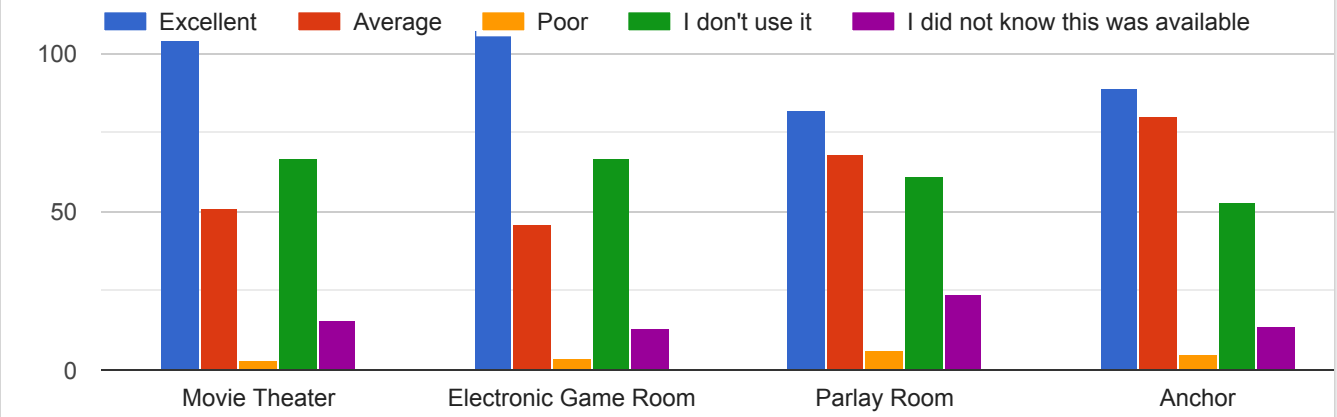
Which Campus do you attend the majority of your classes?

241 responses

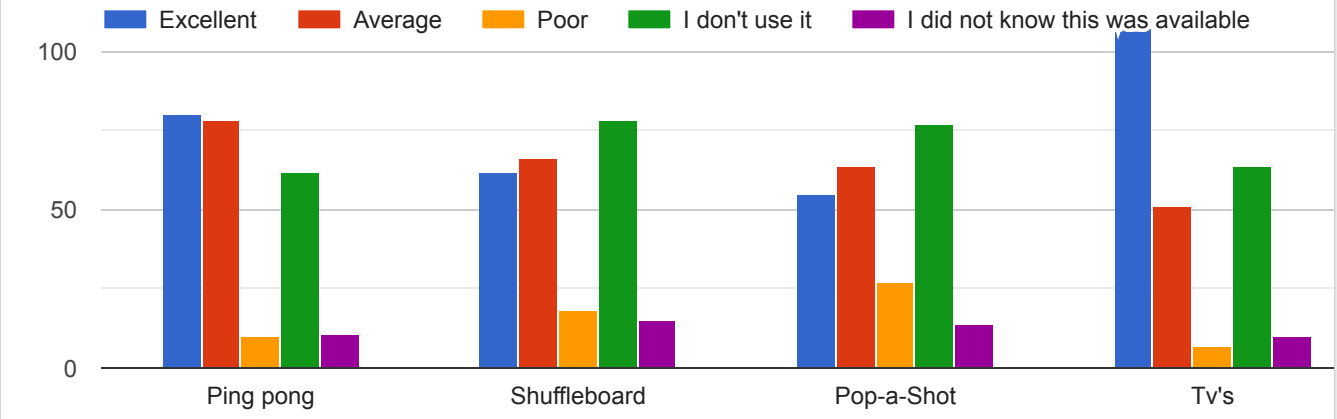


Student Union

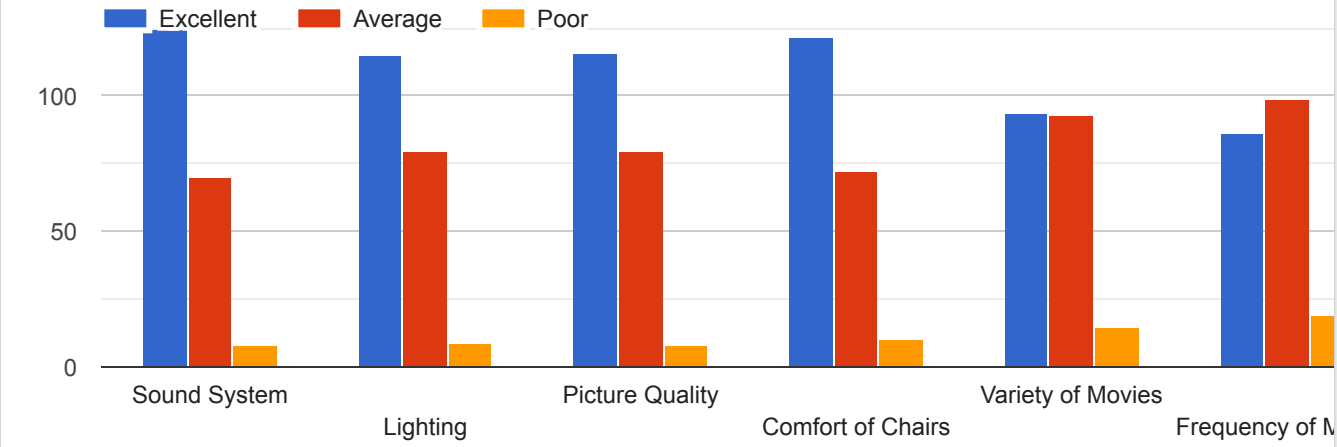
How would you rate your experience using the following student union services?



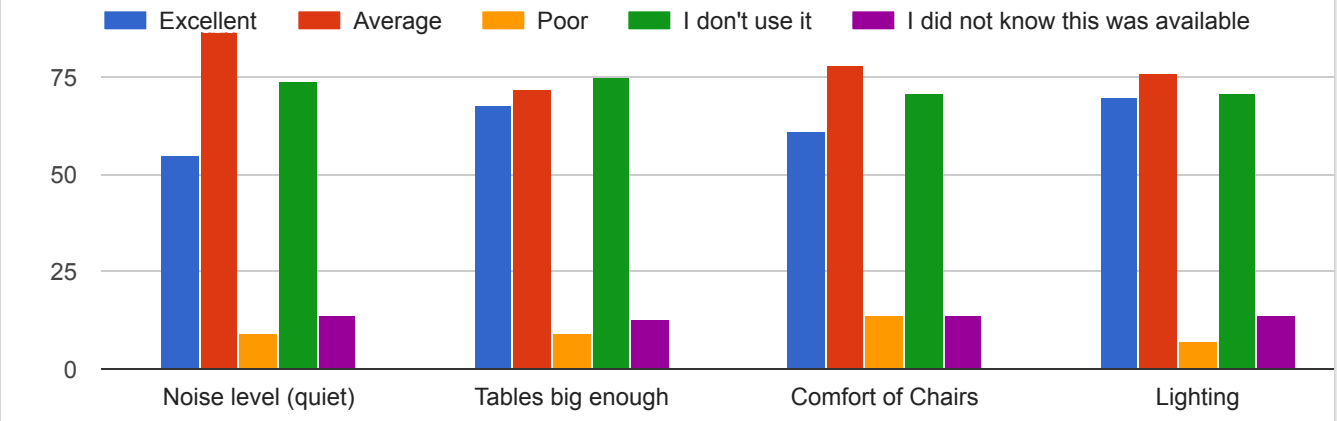
How would you rate your satisfaction using the following services in the Anchor?



How would you rate your satisfaction using the following services in the Movie Theater?

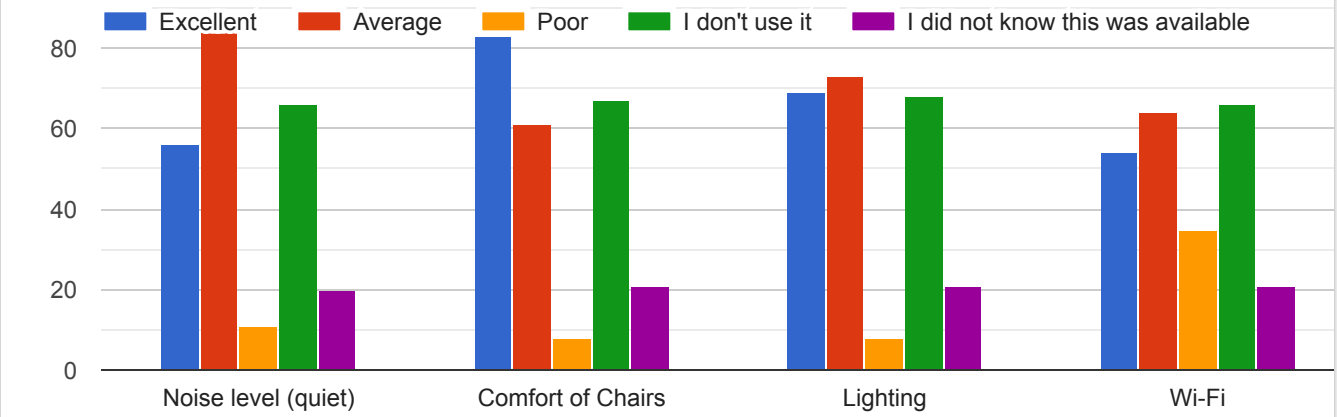


How would you rate your satisfaction using the following services in the Study Rooms?

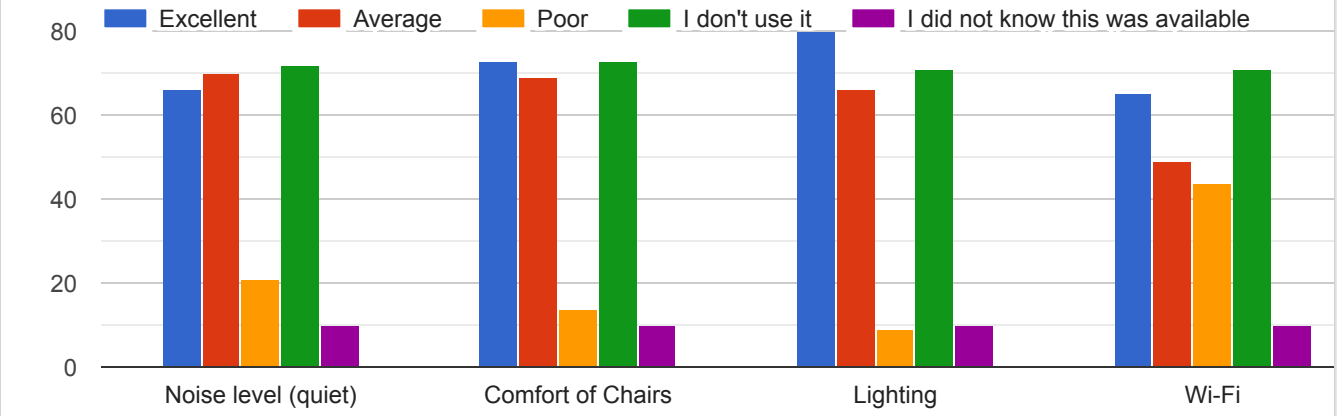


How would you rate your satisfaction using the following services in the

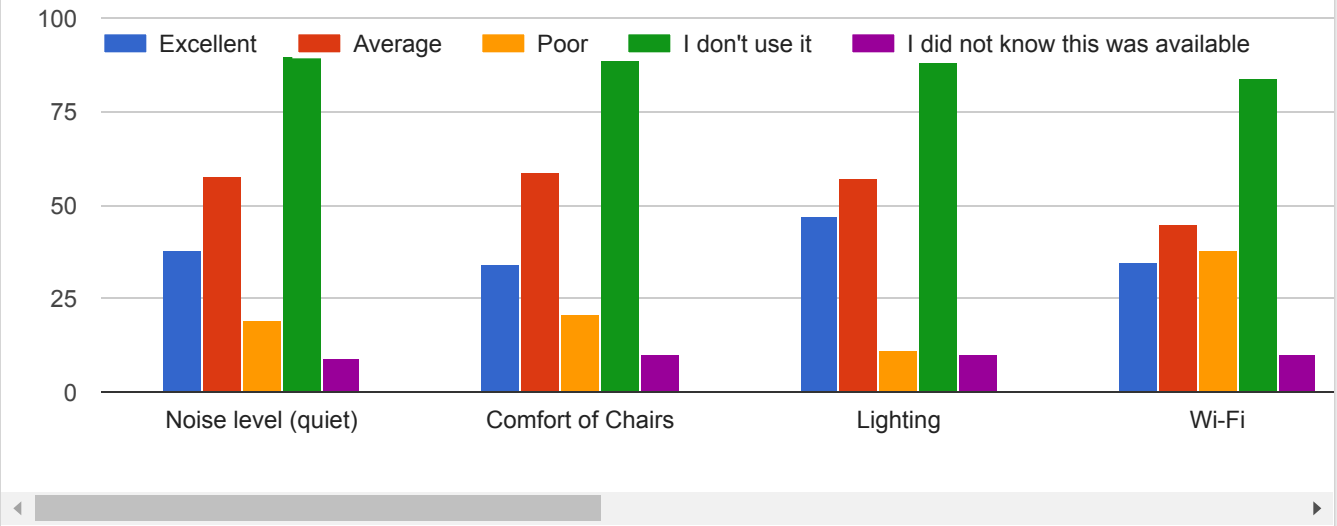
Parlay Room?



How would you rate your satisfaction using the following services in the Electronic Game room?

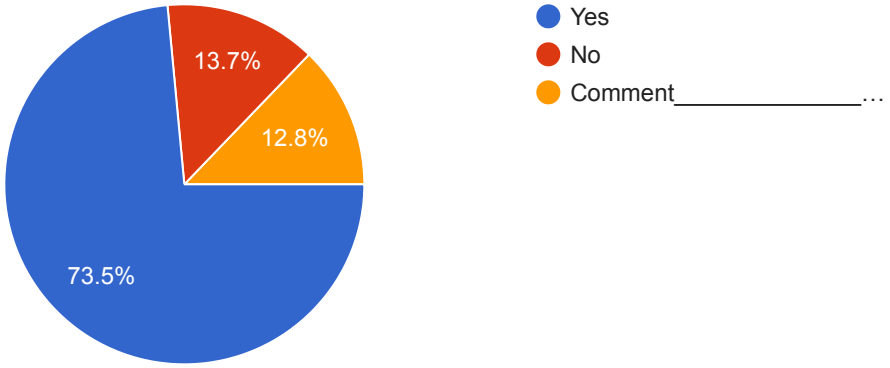


How would you rate your satisfaction using the following services in the Pirate Bay Cyber Cafe?



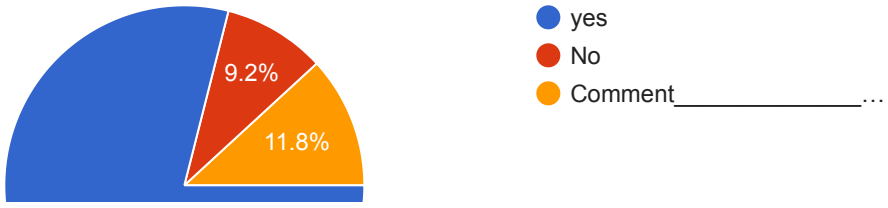
The Student Union is a comfortable place for me to spend my free time.

234 responses

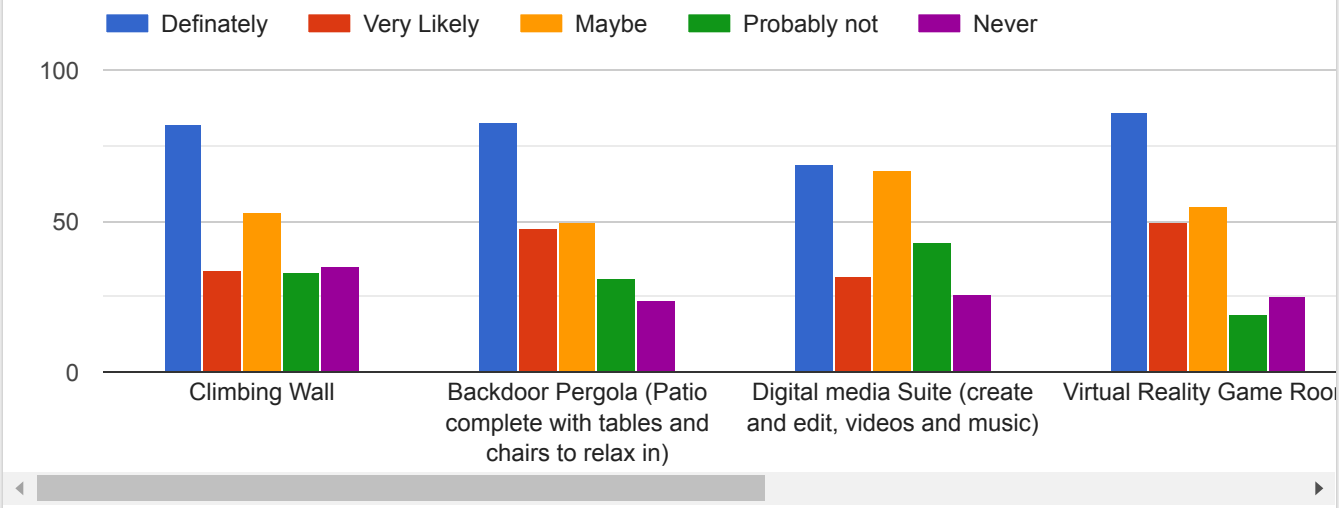


I Feel Safe in the Student Union.

228 responses



How likely are you to use the following potential additions to the Student Union?



Please feel free to provide any additional feedback on the Student Union.

29 responses

Laser Tag

1-2 more upbeat staff/ security personell could aid in the atmosphere

CHARGING STATIONS!

Great place to go and do something

More dance games

Could have better noise control

enjoy going to student union to study with groups fro projects

It is fun but food is bad

it is amazing

need more selection of food need more games in the game room

Cody is great at running the achor

I am sure it is a great place, but I do not have time to frequent the student union. My work hours do not allow

great place, great director of it

I have never heard of the Student Union

More computers

It's a chill place

It's good

Maybe more games that are not related to sports

It's a great place!

has definite potential to be amazing, and is on the verge of it!

Remodel a little

Fix the cafe food please, pool table

It is very boring around here

Put a few more things in

Stay open later, Don't lock doors so early.

never used it but it sounds awesome

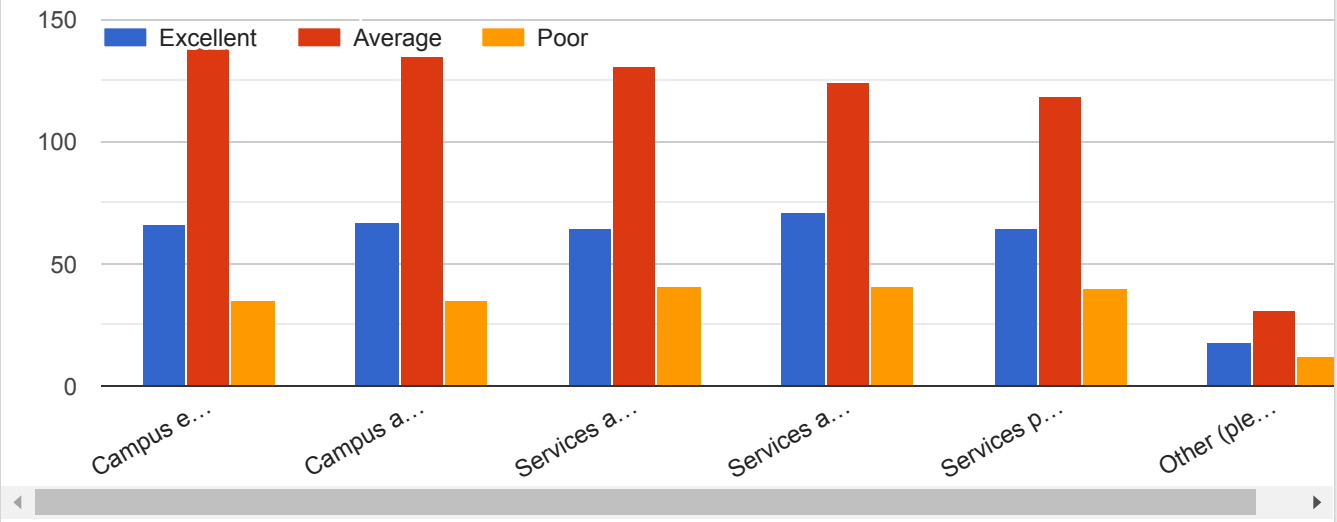
Post more info at ICC West, we are apart of the school but barely knows what goes on at main campus.

I feel like there needs to be more communication with west campus. I dont even feel like im apart of the college just taking the cosmetology program.

Better food

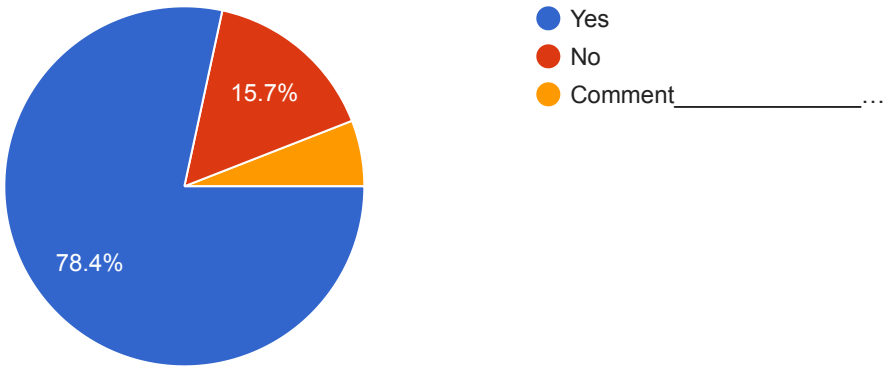
Student Life

How well does the college communicate _____?



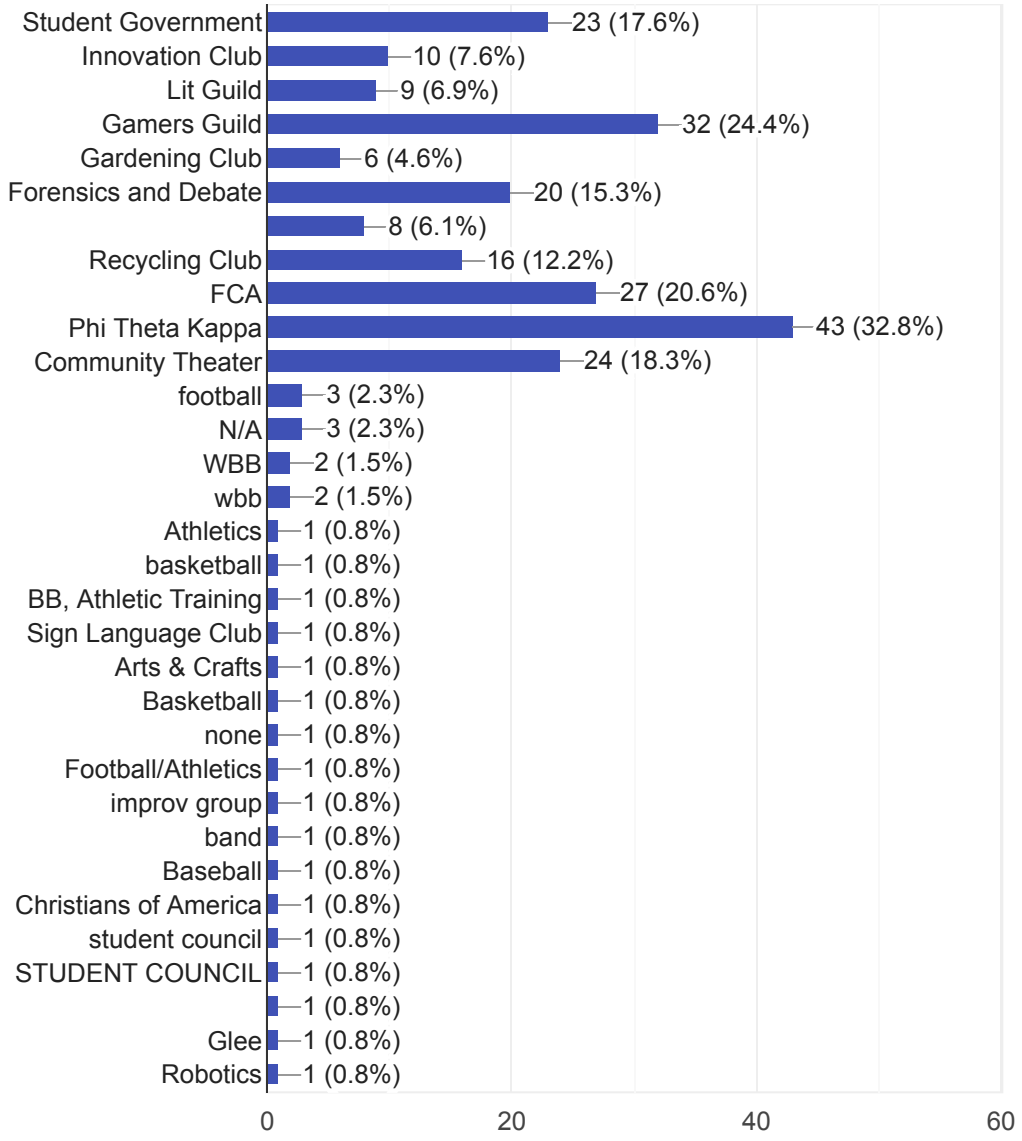
The college shows concern and makes an effort to provide activities for students.

236 responses



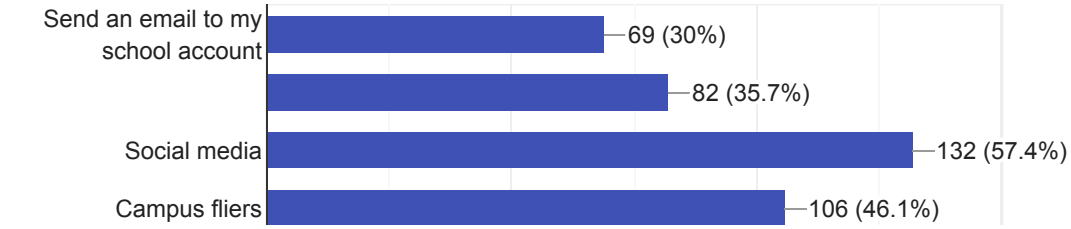
What clubs do you participate in or would like to see on campus?

131 responses



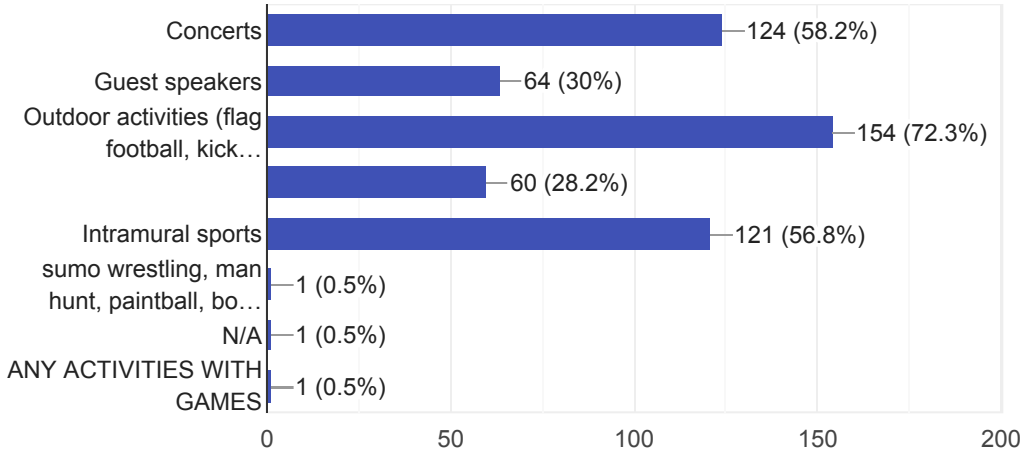
What is the best way for you to get information about events and activities on campus?

230 responses



What activities would you like to see or participate in on campus?

213 responses

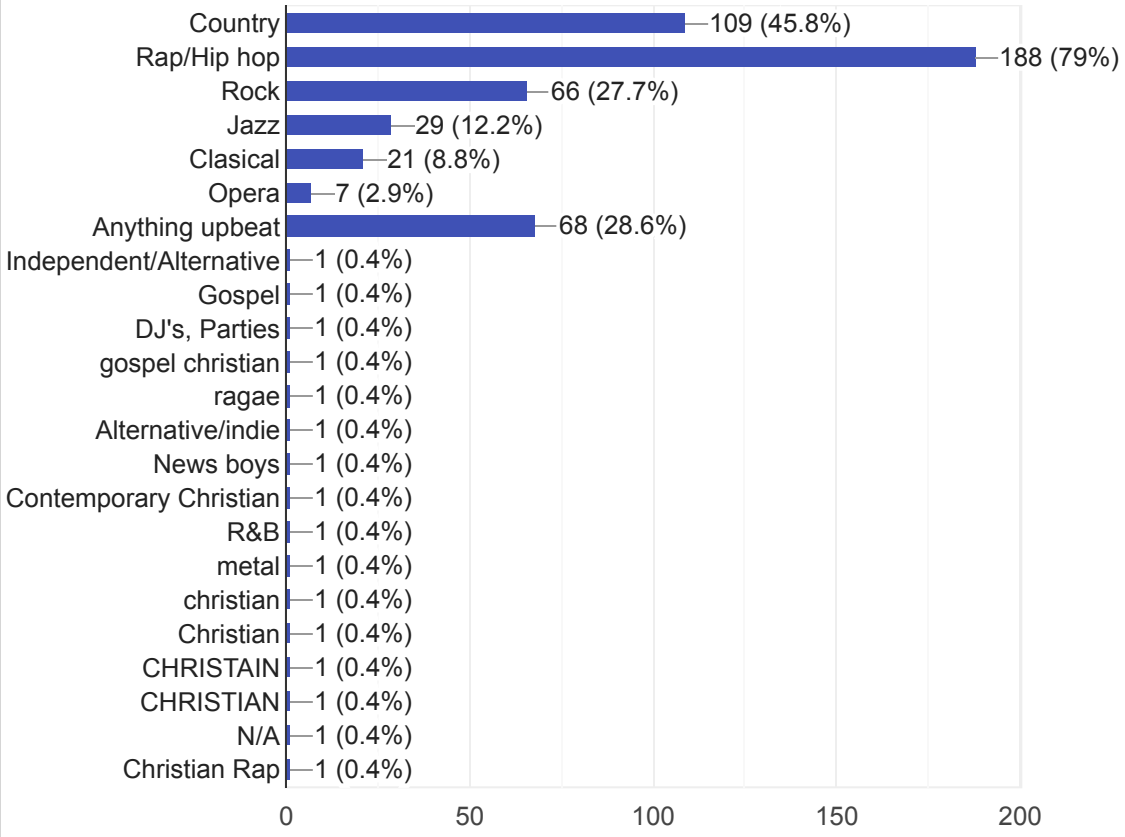


What topics/type of guest speaker would you be interested in listening to?

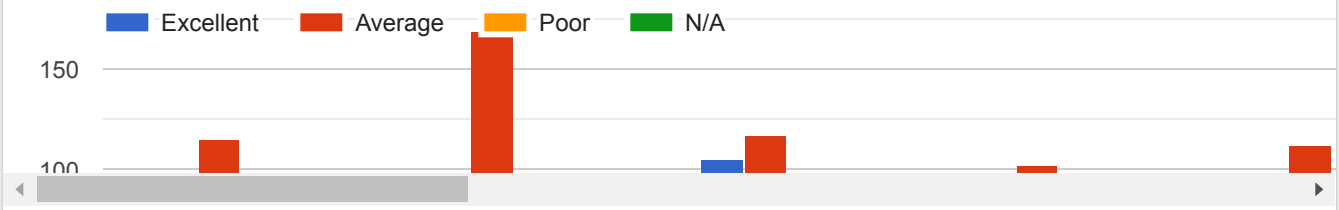
228 responses

What genre music would you like to hear at an on campus concert?

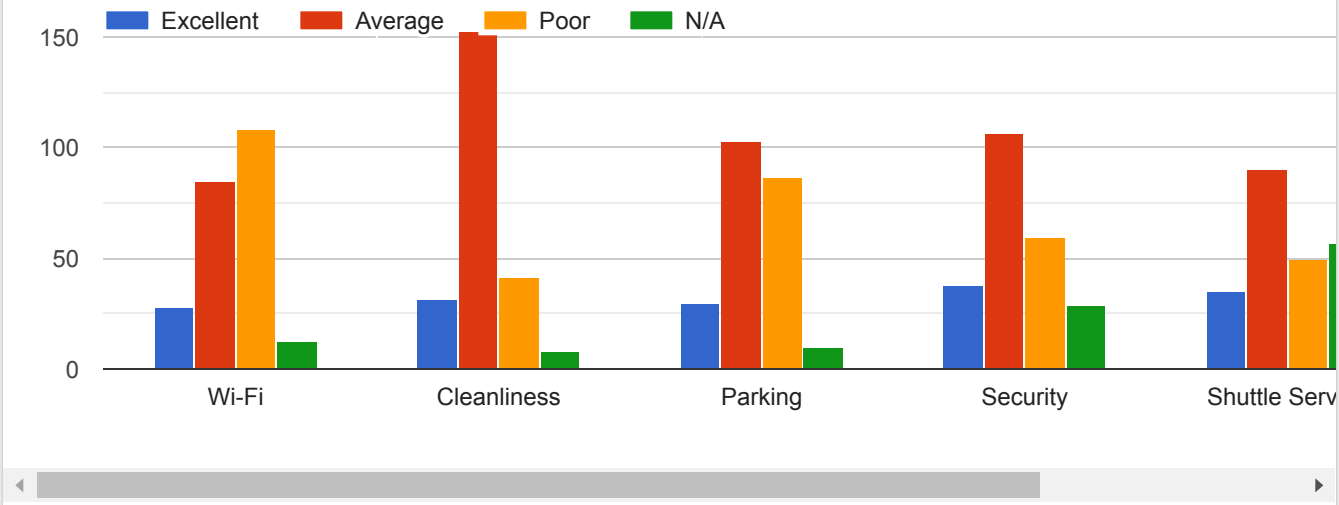
238 responses



How would you rate the following campus facilities?

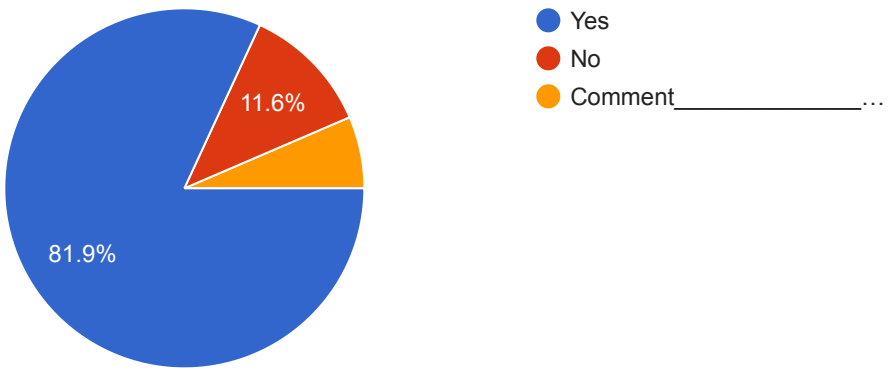


How would you rate services on campus?



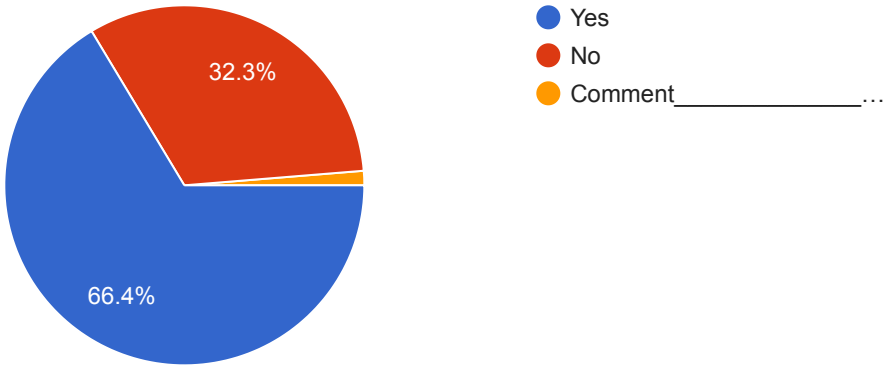
Do you feel safe on campus?

232 responses



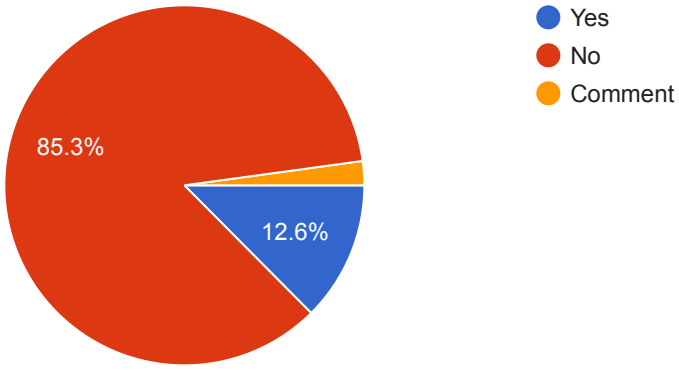
Do you know who to contact with issues of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking)?

232 responses



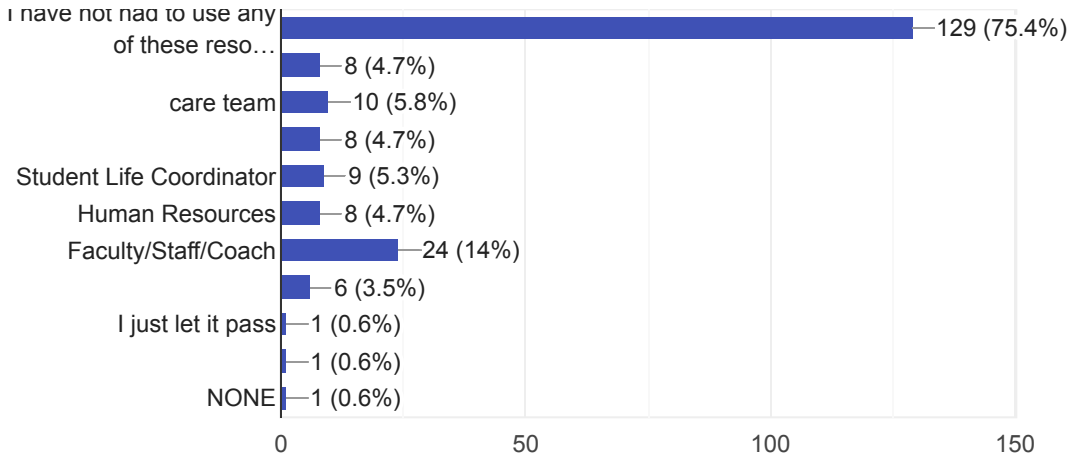
Have you experienced any issues of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking) while on campus at ICC?

231 responses



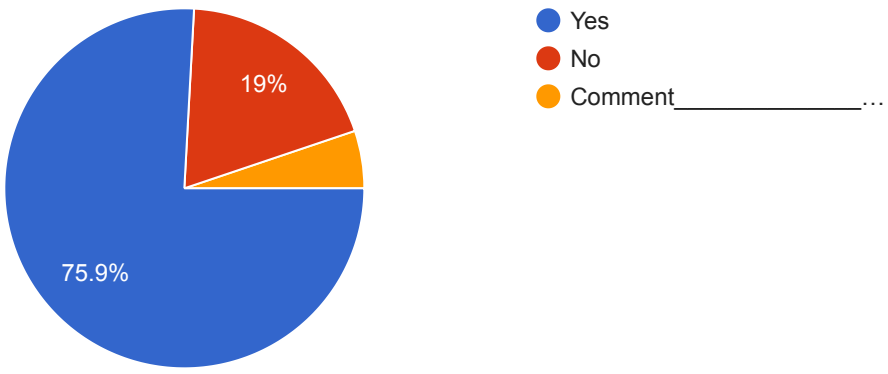
If you have experienced an issue of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking) please check the resources you contacted to report the incident.

171 responses



Do you feel the college provides a culturally diverse experience?

232 responses



Please feel free to provide any additional feedback on Student Life

19 responses

It's been great here at ICC

Not to bad. Way to loud

Enjoy student life at ICC

Poor food in caf

better food and better wifi please

The food and girls suck

In the cafe, for breakfast, there should be grits serving on the other side of omlet serving

Student life is cool

The wifi is pretty bad

I think everyone is aware of how bogus the cafeteria is, right?

Food sucks

It's a great environment! Everyone is super nice and helpful!

Security is too strict in villas. the food is not very good

Cafe sucks

Wifi needs major improvements

GREAT

Better Wifi

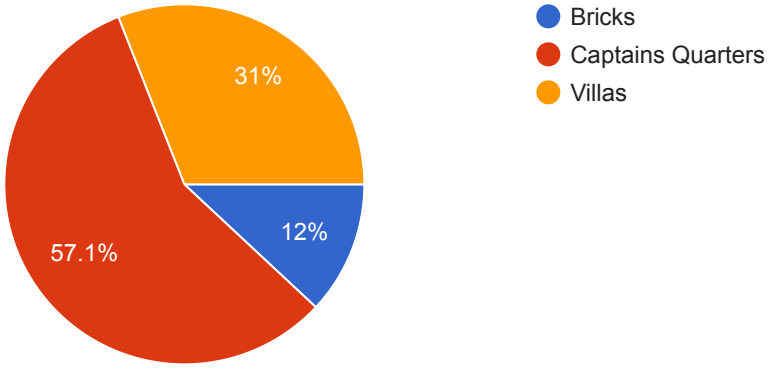
Why don't the clocks work?
Outside tables for students to sit outside and hangout.
Bonfire

Wish west campus felt more homey than just a prison. wish communication of events were better between campus and west. I want a chance to meet other students other than cosmetology students.

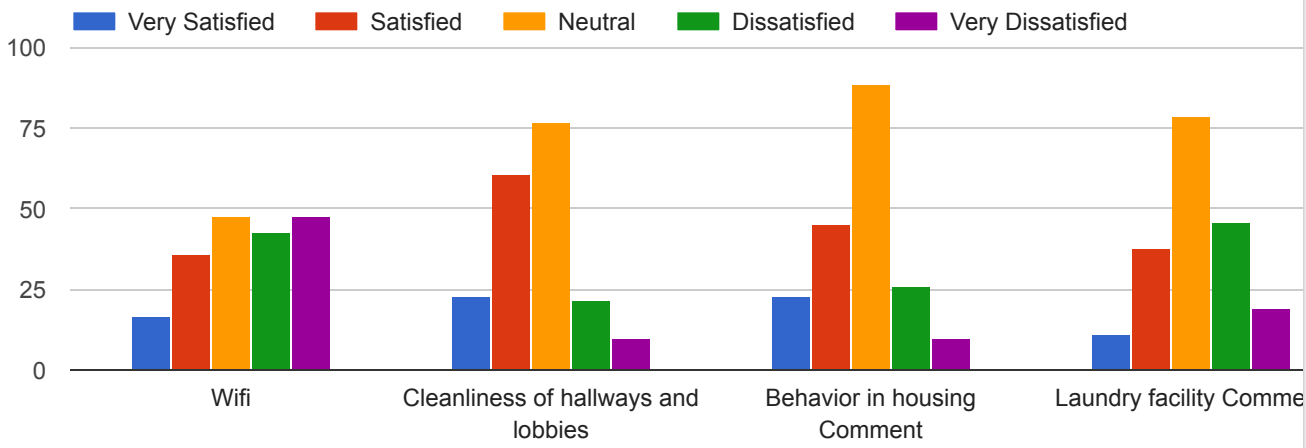
Student Housing

Which dorms do you currently reside in?

184 responses



Please rate the following Dormitory services



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Google Forms

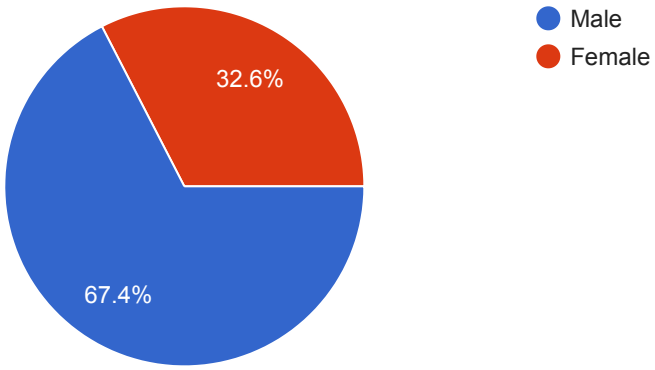
Campus Satisfaction Survey

132 responses

Demographics

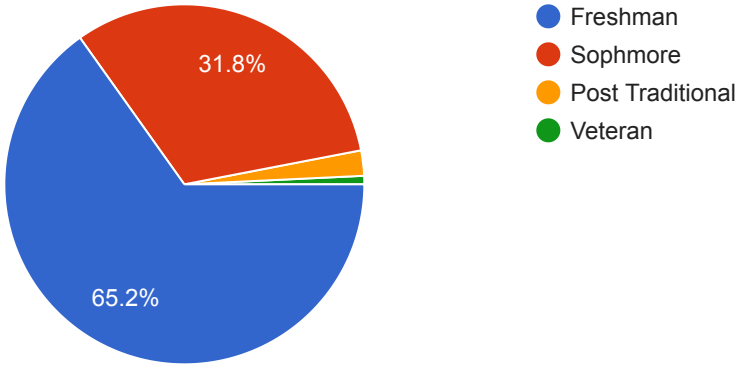
Gender

132 responses



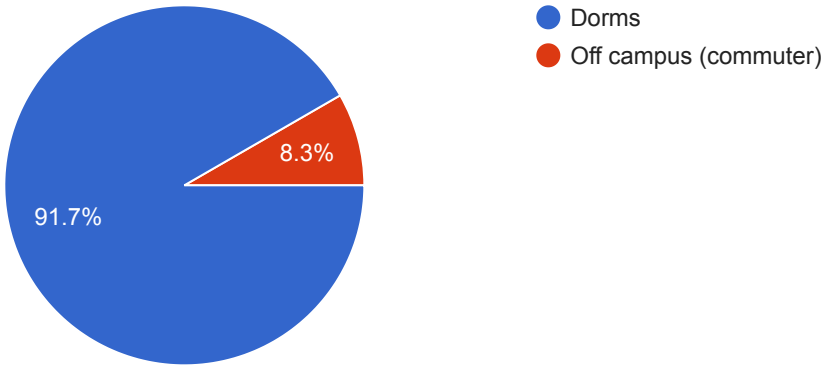
I am a _____ student

132 responses



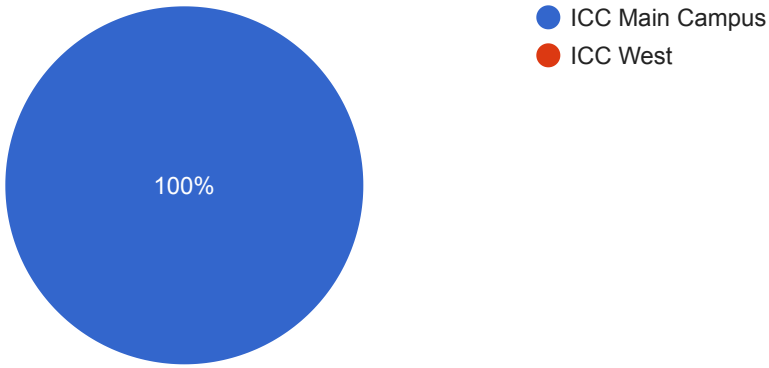
Where do you reside?

132 responses

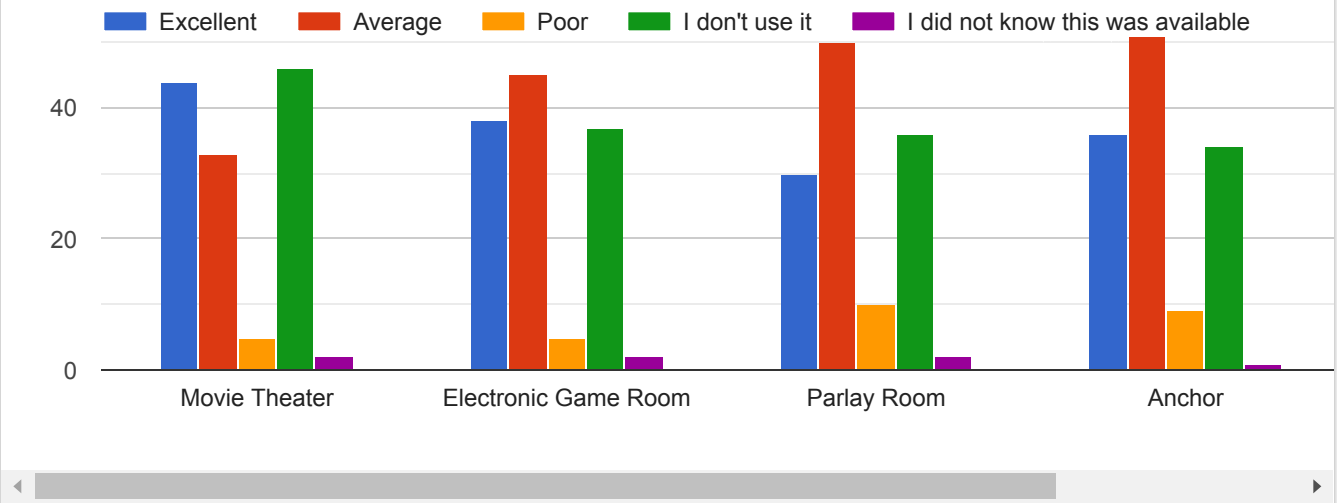


Which Campus do you attend the majority of your classes?

132 responses



How would you rate your experience using the following student union services?



What Comments do you have about of any of the above services?

6 responses

Students internet connection doesn't allow access to ICC websites . If the study rooms were unlocked in AM because sometimes access isn't available.

They are good to have

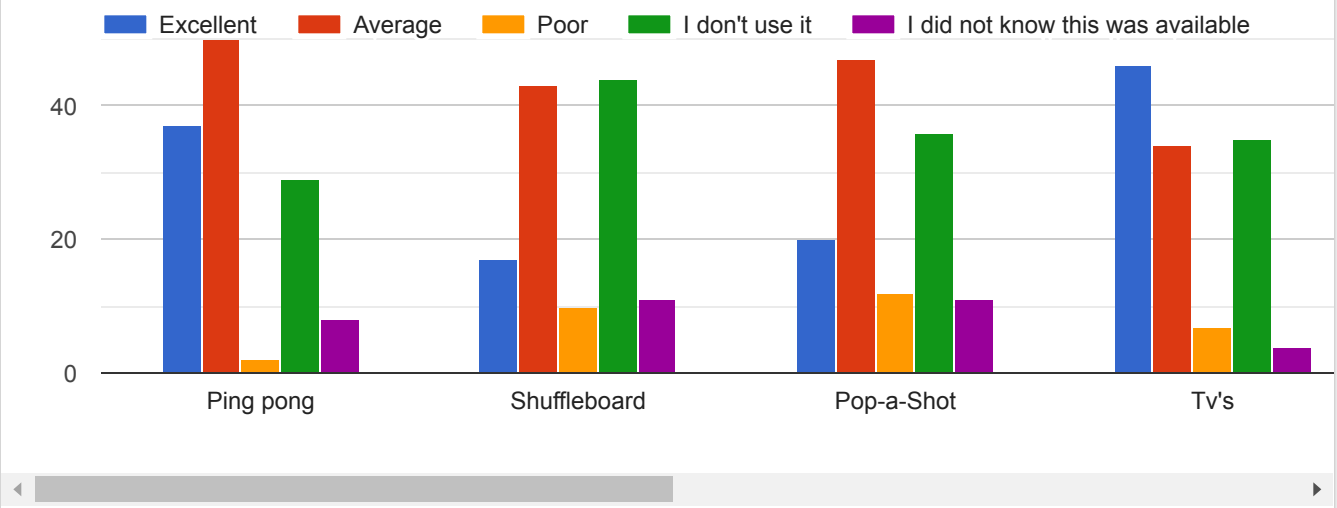
Need more game options

Too crowded and the students usung them generally refuse to allow others use of them.

it tends to get a little noisy

The study are "library" can be a little loud at times.

How would you rate your satisfaction using the following services in the Anchor?



What Comments do you have about of any of the above services?

5 responses

Be nice to have popcorn during school day.

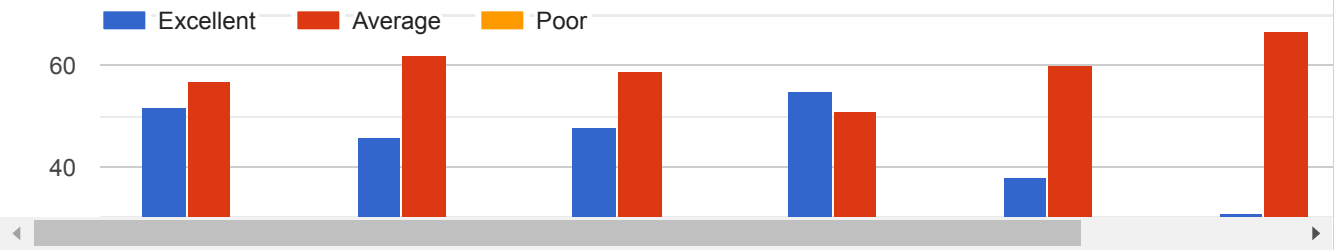
Need mancala

Coffee machine has ants in it occassionally.

Good

The games seem disorganized but thats probably from students.

How would you rate your satisfaction using the following services in the Movie Theater?



What Comments do you have about of any of the above services?

8 responses

Don't use

The movies are awesome and I really appreciate them.

I like the theater

I have never been there.

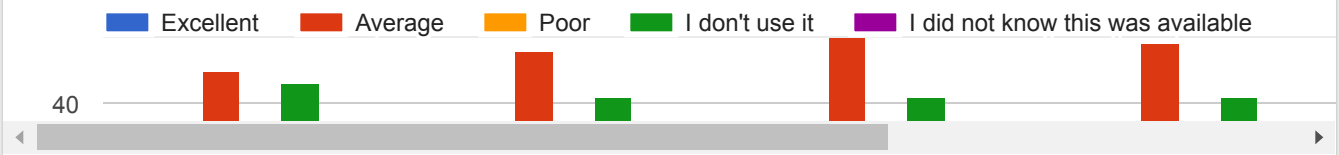
Great

never went

I should go more.

functionality of movie theater

How would you rate your satisfaction using the following services in the Study Rooms?



What Comments do you have about of any of the above services?

5 responses

Student life/ staff at union. Cody is very friendly and helpful. He made me feel at ease. My age difference has made it difficult with fellow students.

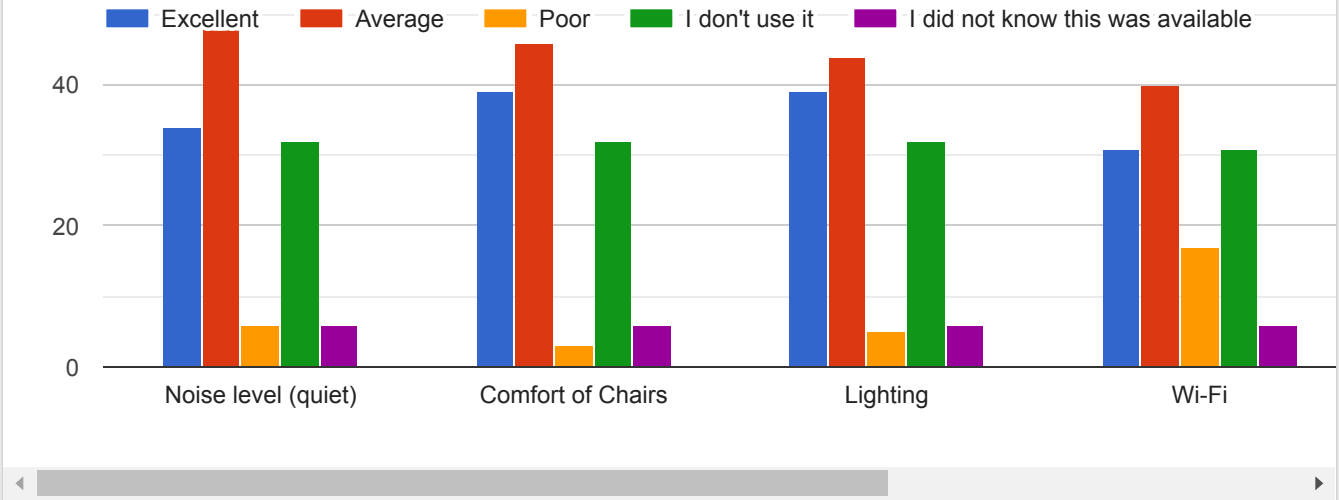
Wifi is horrible

better

chairs are a bit stiff

excellent

How would you rate your satisfaction using the following services in the Parlay Room?



What Comments do you have about of any of the above services?

6 responses

Need snack vending machine

Computers are slow

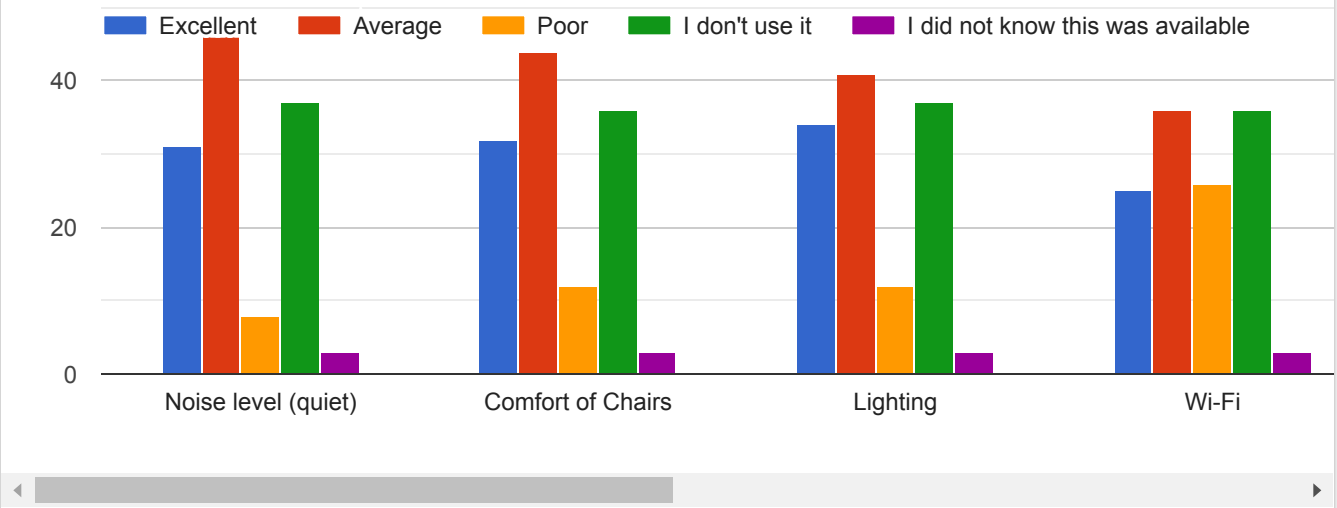
Exellent

good nap place

wifi isnt terrible

excellent

How would you rate your satisfaction using the following services in the Electronic Game room?



What Comments do you have about of any of the above services?

5 responses

N/A

Services are good, especially since I spend a good amount of time here.

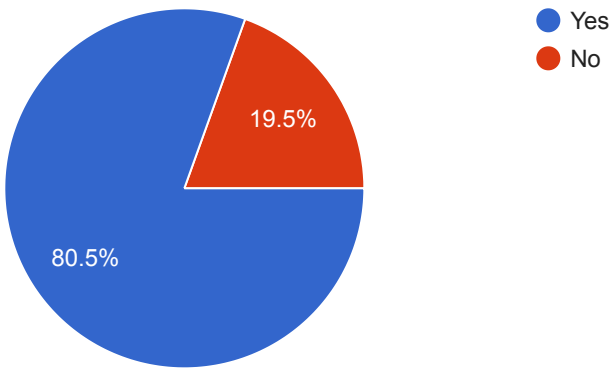
Good

more variety of games would be appreciated.

excellent

The Student Union is a comfortable place for me to spend my free time.

123 responses



Additional comments on the above question.

4 responses

Sounds nice i have not been there.

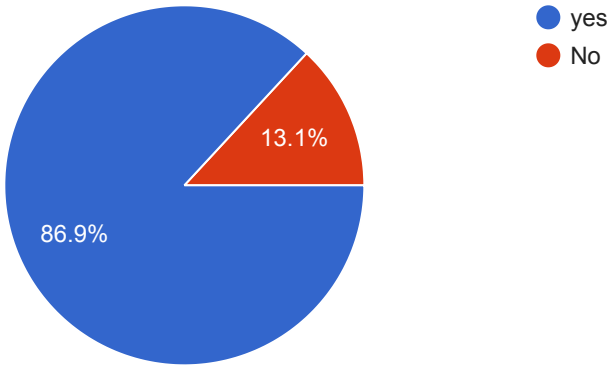
wifi

cold

a bit too loud

I Feel Safe in the Student Union.

122 responses



Additional comments on the above question.

1 response

There should be more lighting outside of the student union!

How likely are you to use the following potential additions to the Student Union?

Other Suggestions?

6 responses

Food court

paintball

more food and snack options

Sand volleyball court

karaoke machines

mini golf

Please feel free to provide any additional feedback on the Student Union.

6 responses

I don't have any transportation. Do a shuttle to pick up and return home would be helpful. Even if they only did this at a certain time.

The student union is fun and a great place to be. I enjoy it here.

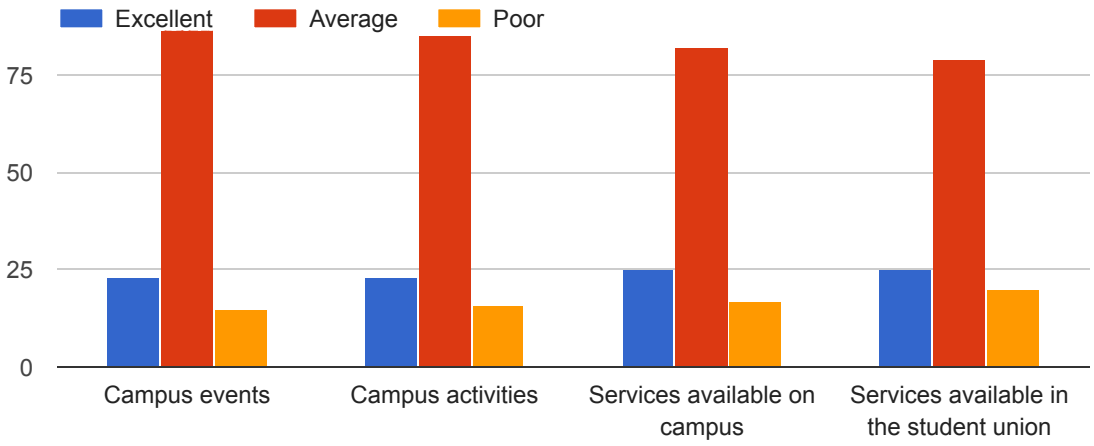
It's cool

It is mostly enjoyable but the above additions would make it so much better.

it's pretty cool

We need word document on the computers!

How well does the college communicate _____?



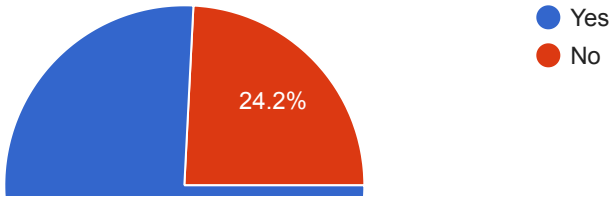
Other (Please specify)

1 response

transportation to places

The college shows concern and makes an effort to provide activities for students.

124 responses



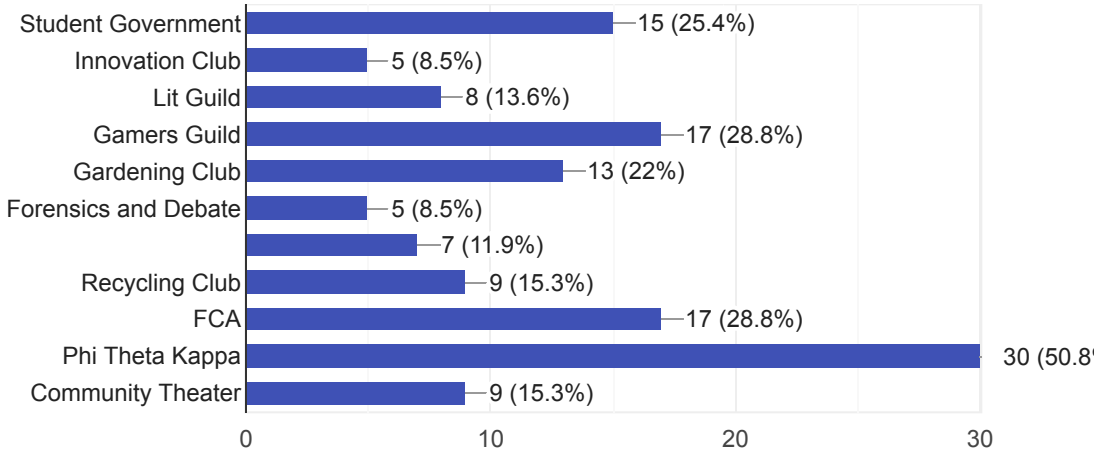
Additional comments on the above question.

0 responses

No responses yet for this question.

What clubs do you participate in or would like to see on campus?

59 responses



Other clubs you would be interested in joining?

3 responses

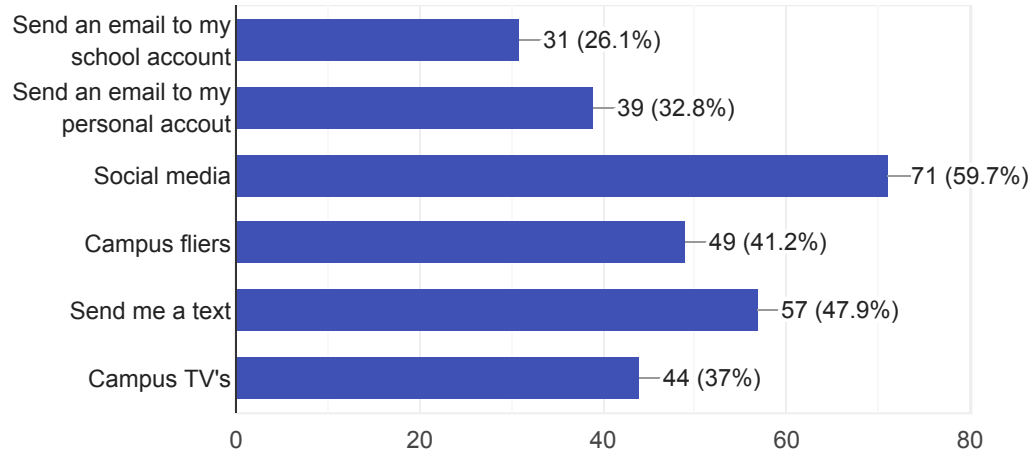
post traditional group

Students against destructive decisions

community theater

What is the best way for you to get information about events and activities on campus?

119 responses



What is better way to send information to you/other students?

8 responses

Post a weekly campus newspaper

Social Media

Usually sending an email to my personal account as I do check that every so often.

Through email

notes on dorm room doors

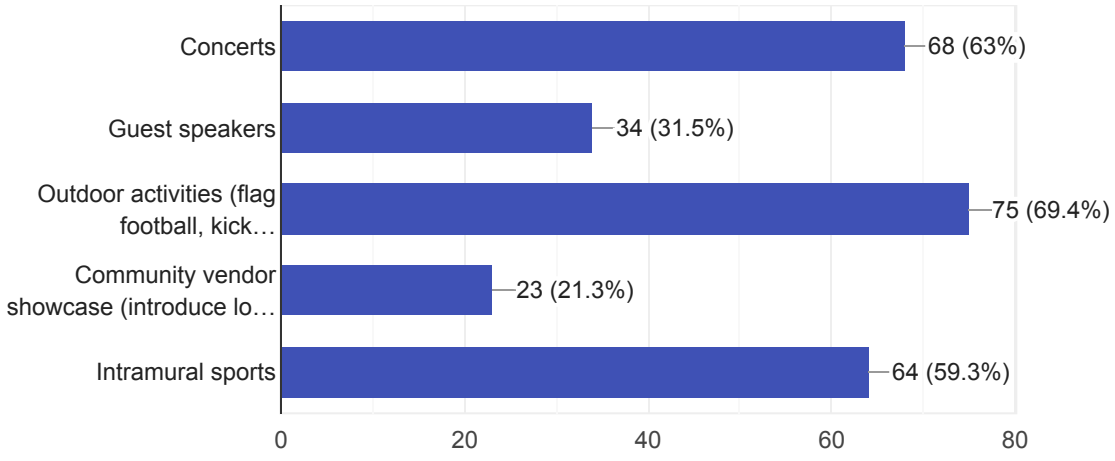
imessage

text

Canvas?

What activities would you like to see or participate in on campus?

108 responses



Other

4 responses

soccer

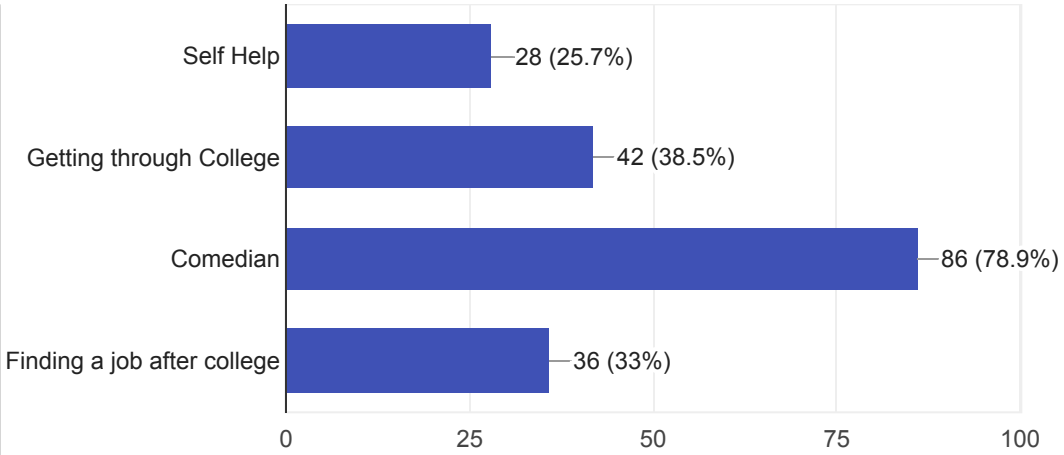
fishing derby

Im aware of multiple athletes who get cut off of teams who would still enjoy being active and with intramural sports they can enjoy that experience

Talent Show

What topics/type of guest speaker would you be interested in listening to?

109 responses



Other

5 responses

liver band

motivational

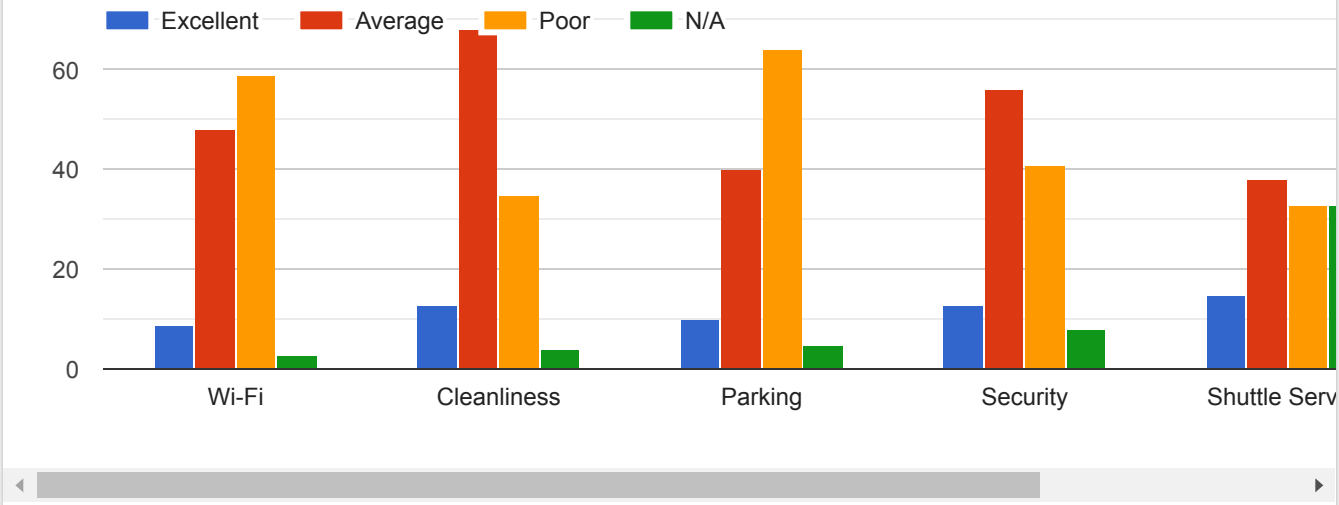
Aspiring athletes who went Juco route and their Journey of going through it.

anything

Following Dreams

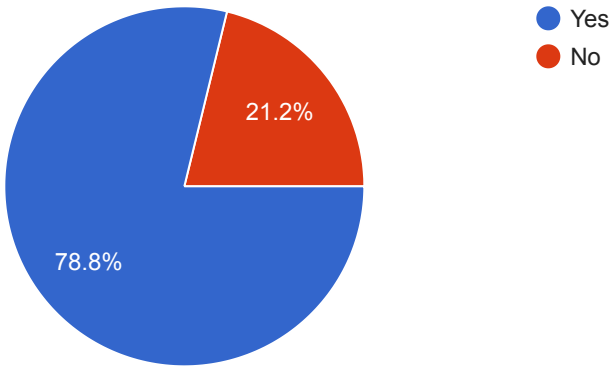
How would you rate the following campus facilities?

How would you rate services on campus?



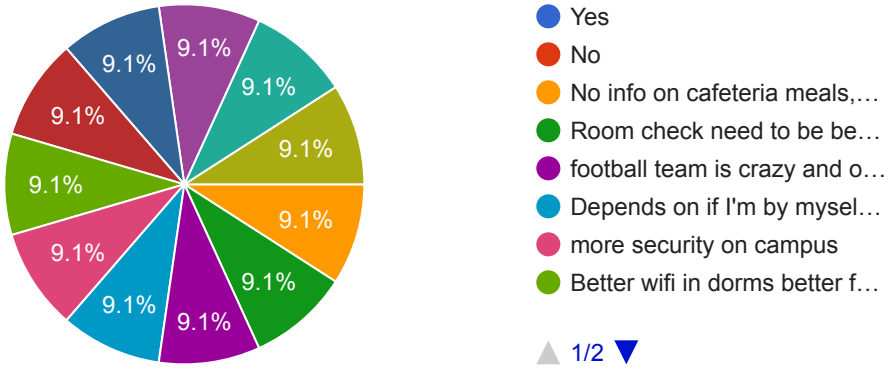
Do you feel safe on campus?

118 responses



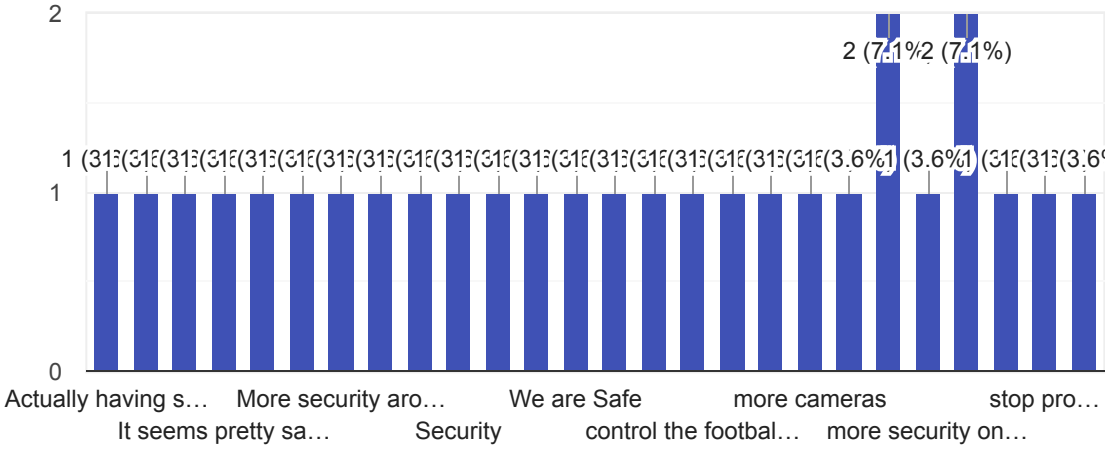
Are you aware of the campus "We Care" program where you can submit issues/complaints online?

11 responses



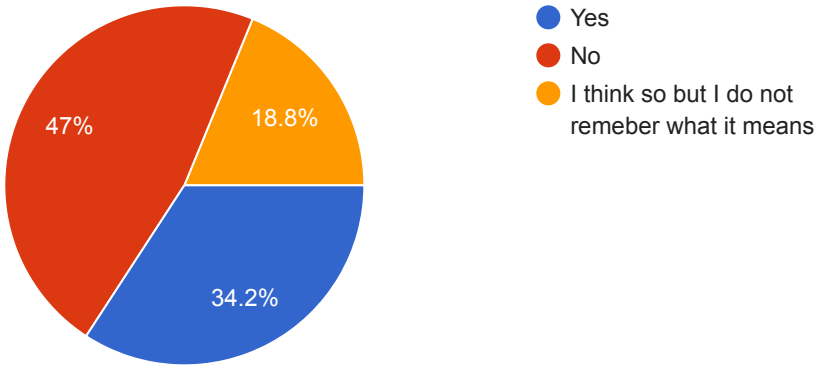
What would help make campus safer?

28 responses



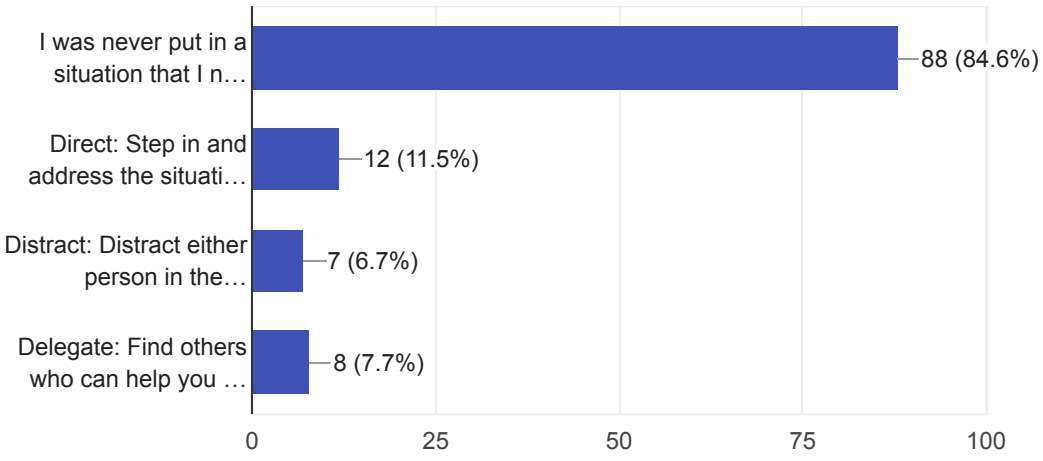
Did you learn about Bystander Intervention while at ICC?

117 responses



If you witnessed a situation where bystander intervention was needed what strategy did you use?

104 responses



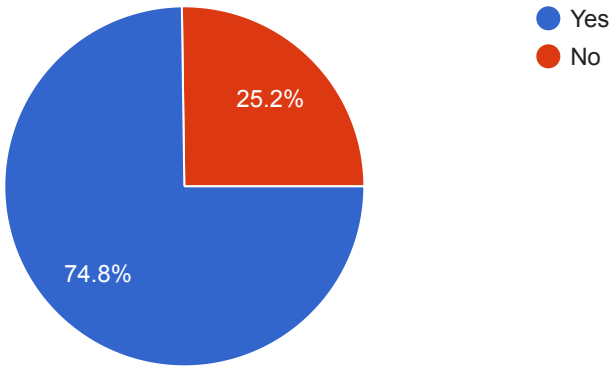
Comment

0 responses

No responses yet for this question.

Do you know who to contact with issues of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking)?

115 responses



Comment

3 responses

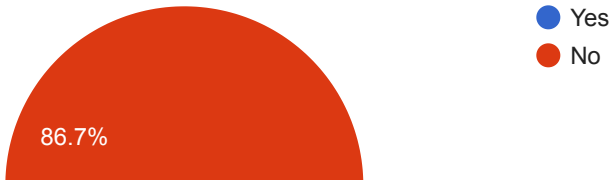
The cops

the police, this inner policing bullshit needs to stop.

my coach

Have you experienced any issues of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking) while on campus at ICC?

113 responses



Comment

6 responses

Got it take care of it

See it constantly around campus

never around

to lower these ^ get rid of football

Football players harass my girlfriend.

Cat-calling harassment

If you have experienced an issue of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking) please check the resources you contacted to report the incident.

91 responses

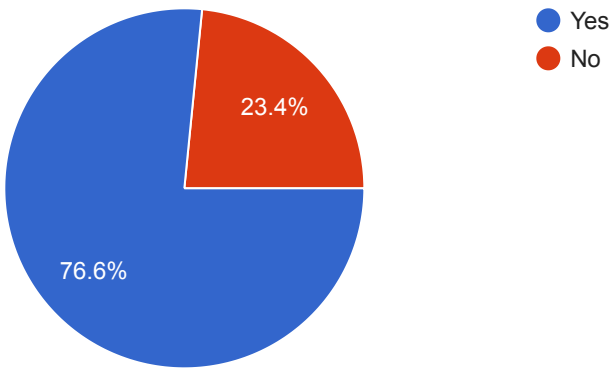
Comment

0 responses

No responses yet for this question.

Do you feel the college provides a culturally diverse experience?

111 responses



What would make the college a more culturally diverse experience?

14 responses

If every professor was as diverse as the other. Everyone has differences. I only have differed with one.

more events

more cultural events

Replacing damaged flags

I dont know

impossible

no clue

campus would be cleaner, safer, and quieter if there was no football team

i dont know

less football

more fun activities

don't

International days and meals

Having latinas and white people

Please feel free to provide any additional feedback on Student Life

6 responses

I wish I would have received like a welcome packet or info book. Anything no one knows what is offered or how to access. Not everyone will just ask.

The student life is really good other than the random screaming in the middle of the night.

the football team is out of control and needs to be dealt with

bad wifi

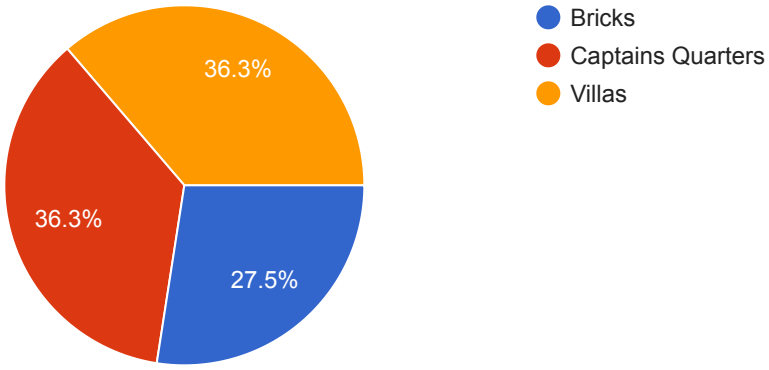
Football takes over game rooms. Drug use by basketball and football players in public is very uncomfortable to be out in student accessories.

I enjoy this campus

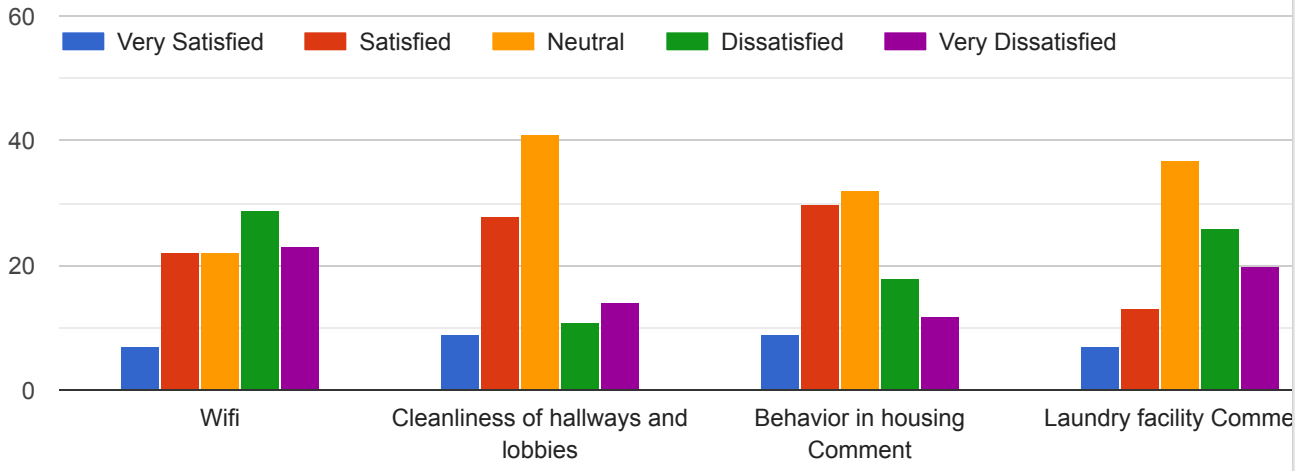
Student Housing

Which dorms do you currently reside in?

102 responses



Please rate the following Dormitory services



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Google Forms

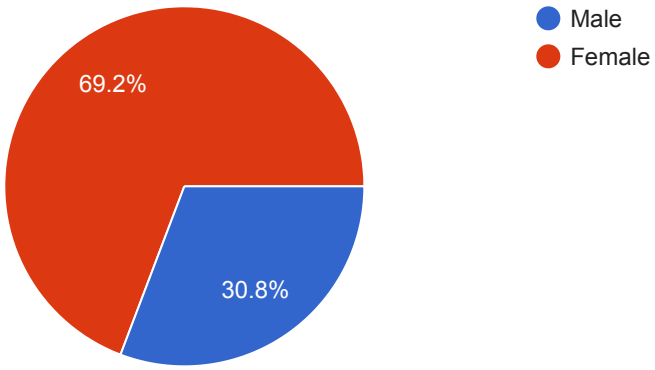
Campus Satisfaction Survey 2018

52 responses

Demographics

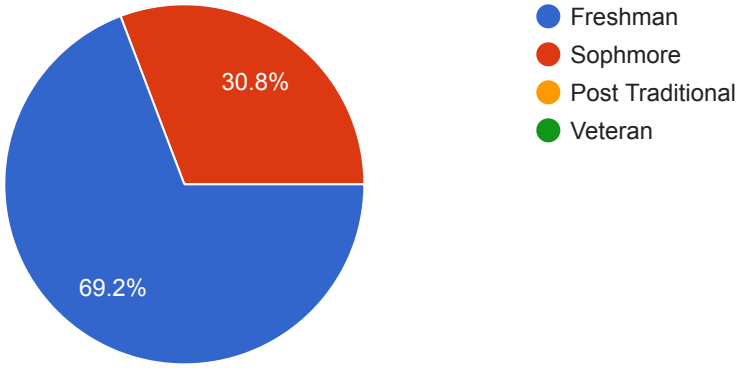
Gender

52 responses



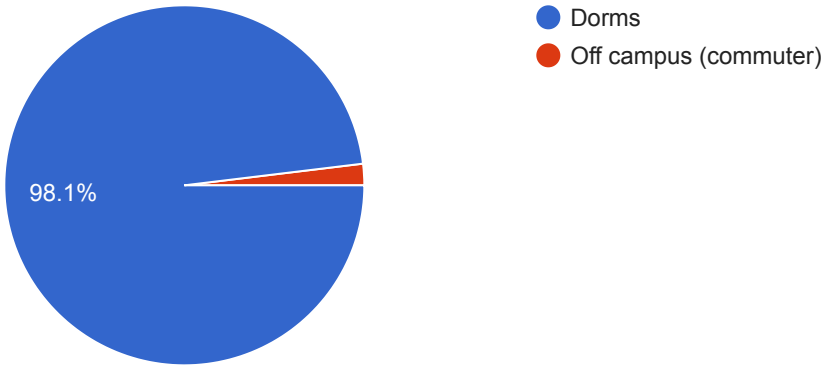
I am a _____ student

52 responses



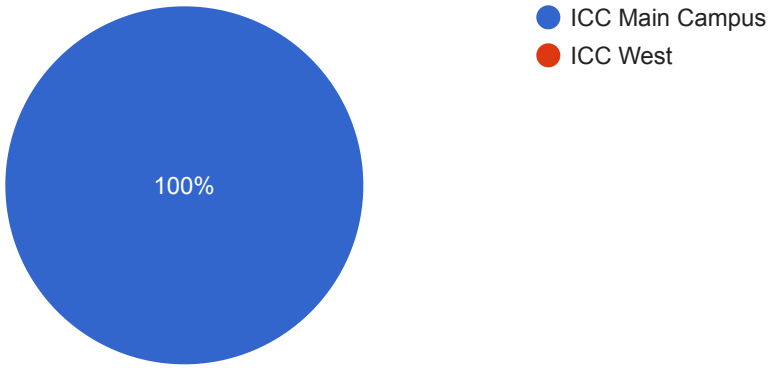
Where do you reside?

52 responses

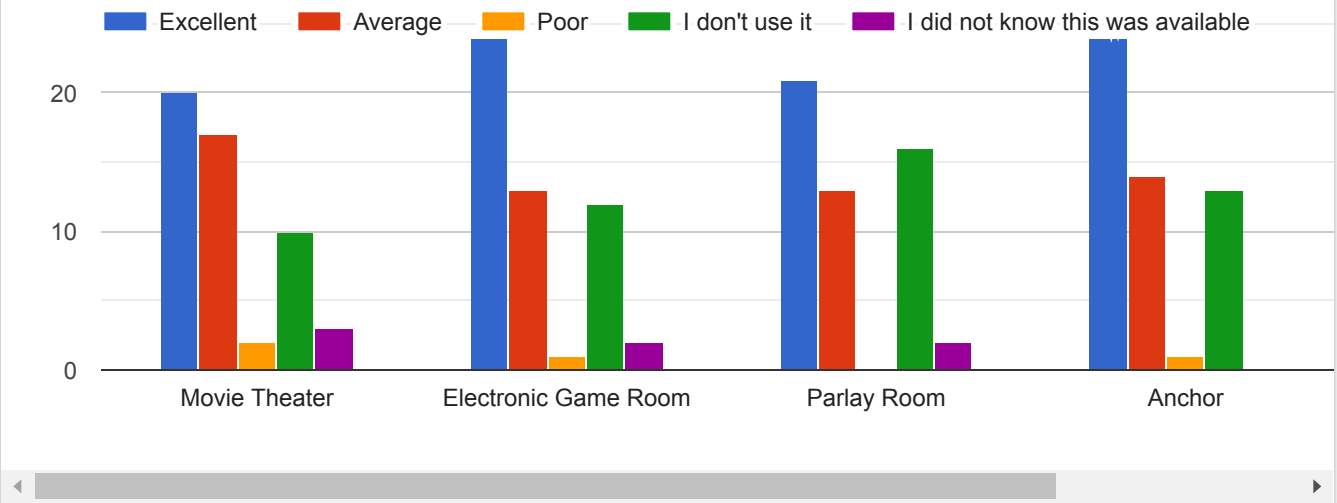


Which Campus do you attend the majority of your classes?

52 responses



How would you rate your experience using the following student union services?



What Comments do you have about of any of the above services?

9 responses

The parlay room is supposed to be a place where people can go to do their homework, not hear rude music and listen to people insult each other. I heard someone cal someone else "Chandelier legs." I don't know wha that means, but probably nothing good.

The study rooms can be noisy at times.

A student printer is needed in the union.

They are all great places.

the study rooms afe often locked and there isn't no one there to get unlock it for us.

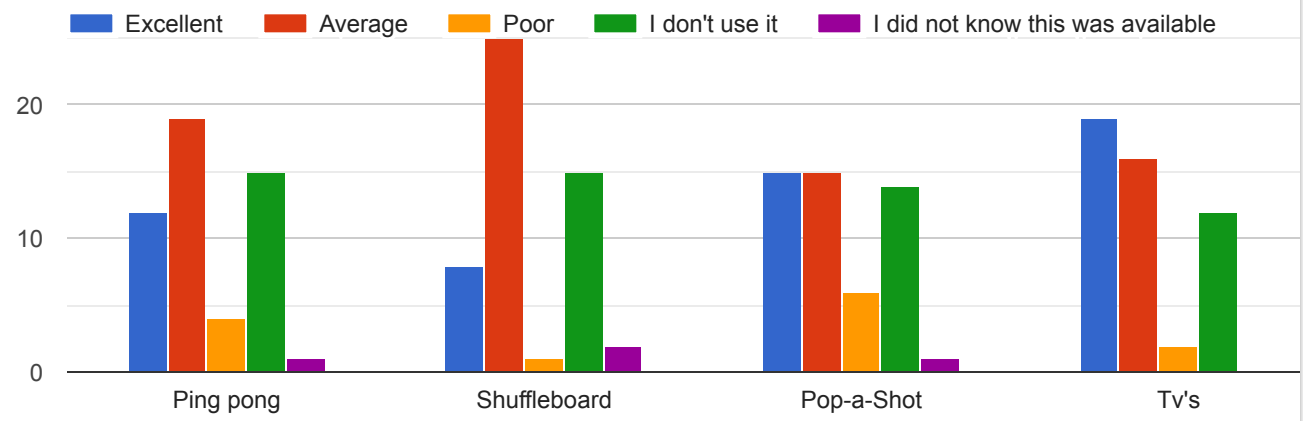
UNLOCK THE DOORS!

Average

Where are they study rooms, and are they always locked?

the movie theater needs to be open more and we need to show more movies.

How would you rate your satisfaction using the following services in the Anchor?



What Comments do you have about of any of the above services?

15 responses

The ping pong table was absent for a while.

Some of the computers act up.

Ping Pong table is always broke

The popcorn machine worked like once, and the coffee machine never worked when we went in there.

fun place to hang out

ping pong table is always broken

needs some updating

tvs are hardly ever on, and when they are, it's always on sports or the news, not everyone watches sports or the news. give us some variety please!

Average

Get cards for humanity

Cards Against Humanity

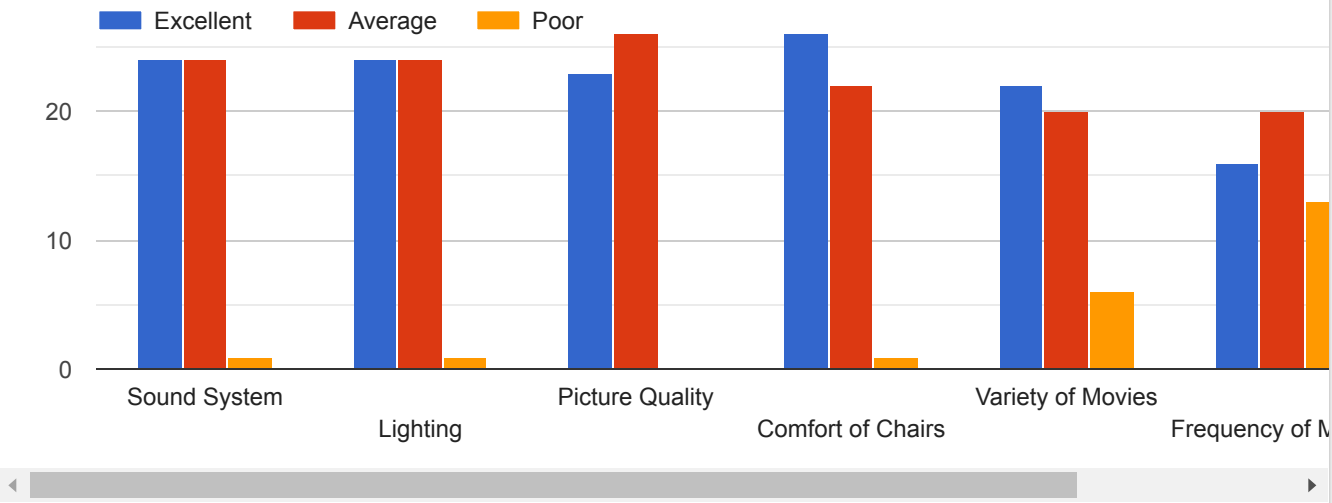
The availability of the coffee machine can be better

Are you going to put the ping pong table back?

Some of the TV s don't work or won't connect and only one of them has sound.

Ping pong is broken and missing half the time :(Pop a shot is great but the scoreboard doesn't work >(

How would you rate your satisfaction using the following services in the Movie Theater?



What Comments do you have about of any of the above services?

14 responses

rarely use it to have an opinion

that flickering light needs fixed.

Needs to play more movies.

i would use it if you'd show more movies.

only used one time with my team and it was clean and comfortable.

I love it

I feel like we need regular movie nights with popcorn, etc,. and should be advertised more.

No movies were shown, and like the study rooms, it is ALWAYS locked

get words out better when showing movies.

let us give options and have students vote.

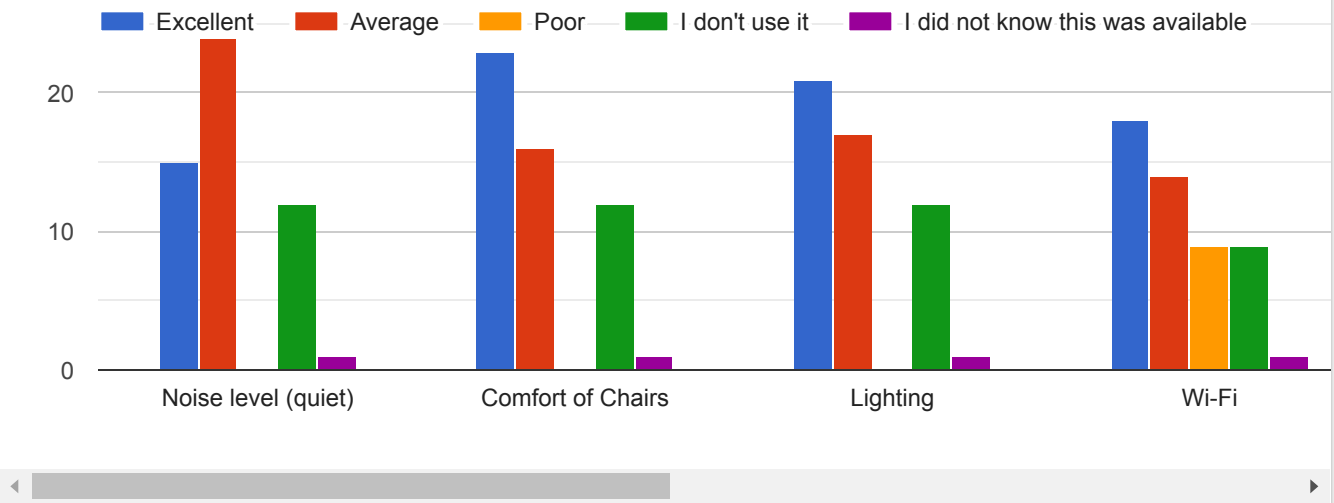
THE LIGHT BETWEEN THE PROJECTOR AND THE SEATS NEEDS FIXED!

Comfortable

Do like you did and let us suggest movies, and people can vote and that way we are seeing what we want to watch

Not open enough! I would love to watch tv in there or something as long as it's not news or sports, Maury maybe.

How would you rate your satisfaction using the following services in the Electronic Game room?



What Comments do you have about of any of the above services?

7 responses

Needs more games.

all good

Again, usuall y can't get them, or there's no RA to sign us in and out.

get a Playstation 4

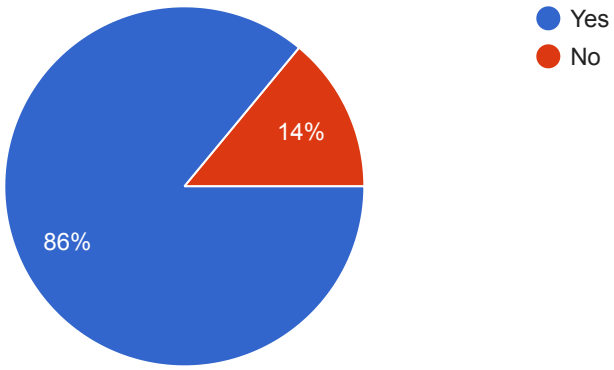
get better wifi

Whorabile wifi

Noise Level? Some of these guys don't have a filter and then I get upset, but when I tell the RA they don't do anything and it upsets me more that they are talking the way they are.

The Student Union is a comfortable place for me to spend my free time.

50 responses



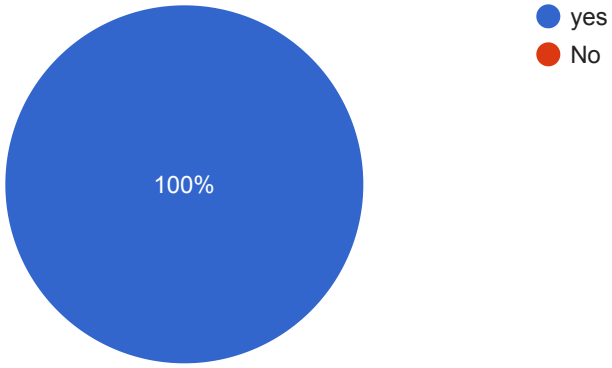
Additional comments on the above question.

1 response

don't use

I Feel Safe in the Student Union.

51 responses



Additional comments on the above question.

3 responses

I would feel safer if the doors locked and we had to use our fobs to get in. or maybe we could sign in and out.

usually comfortable and quiet at later hours.

Until someone with a gun comes in and starts shooting us, then where do we go? Basically EVERYTHING is always locked, and you can shoot through windows.

How likely are you to use the following potential additions to the Student Union?

Other Suggestions?

6 responses

tell more jokes, people like that. And get a snack machine, we have one that dispenses drinks, but not snacks. Revolutionize here.

Snack Stand/concession and work study can work it!

free cable

MINI GOLF!

Disability friendly games too maybe

Mini Golf? My little library? where you take a book, but you have to give a book

Please feel free to provide any additional feedback on the Student Union.

4 responses

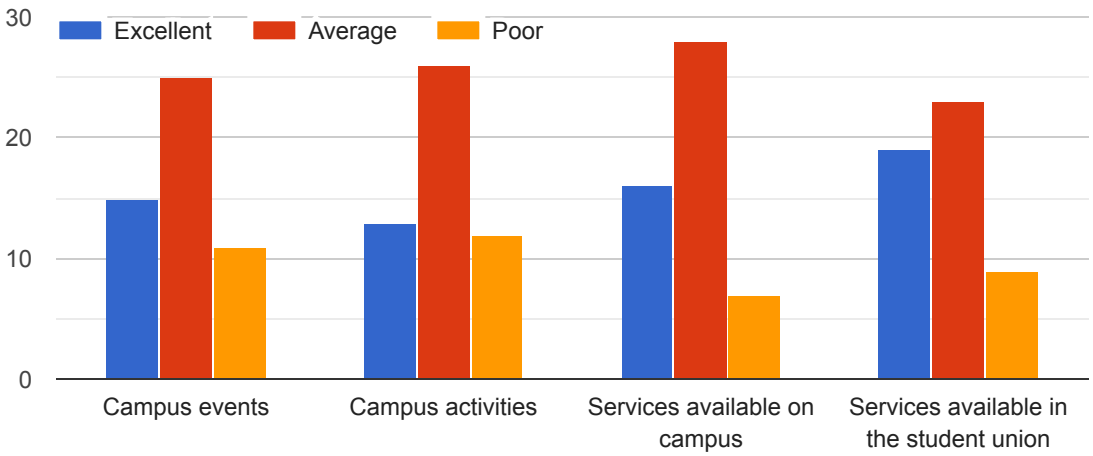
This is overall a good place to spend my free time. I do my homework here, hang out with my friends, and nap.

ADD PRINTER!

i don't really have time to use it.

just make games, study rooms, and theater more available, or let us know times of operation

How well does the college communicate _____?



Other (Please specify)

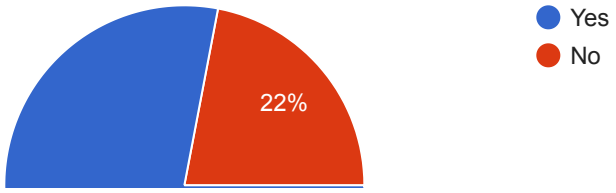
2 responses

people generally don't attend campus activities.

college post bulletins sometimes but only a few here and there. otherwise no talk

The college shows concern and makes an effort to provide activities for students.

50 responses



Additional comments on the above question.

3 responses

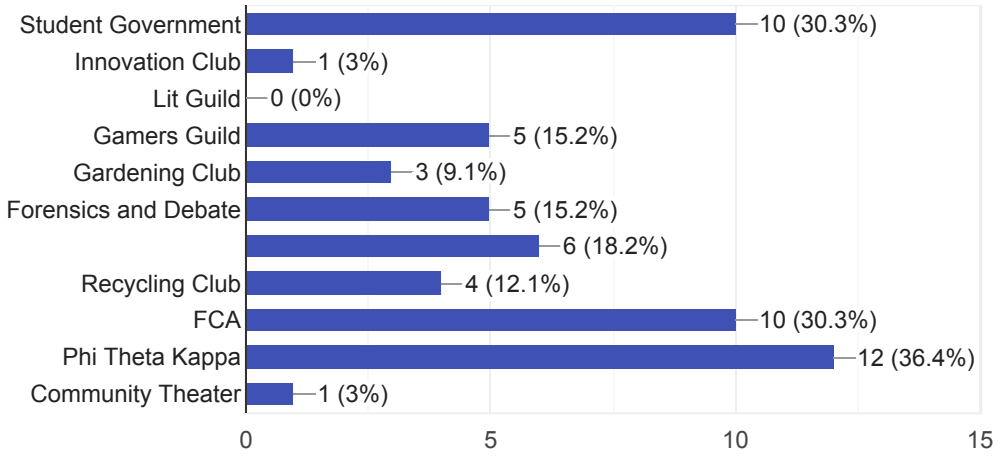
average

use the text app thing man

We need to have more activities

What clubs do you participate in or would like to see on campus?

33 responses



Other clubs you would be interested in joining?

7 responses

multi cultural/ international student organizations.

ROTC "Please!"

Bible Study Group

bible clubs that aren't just for athletes

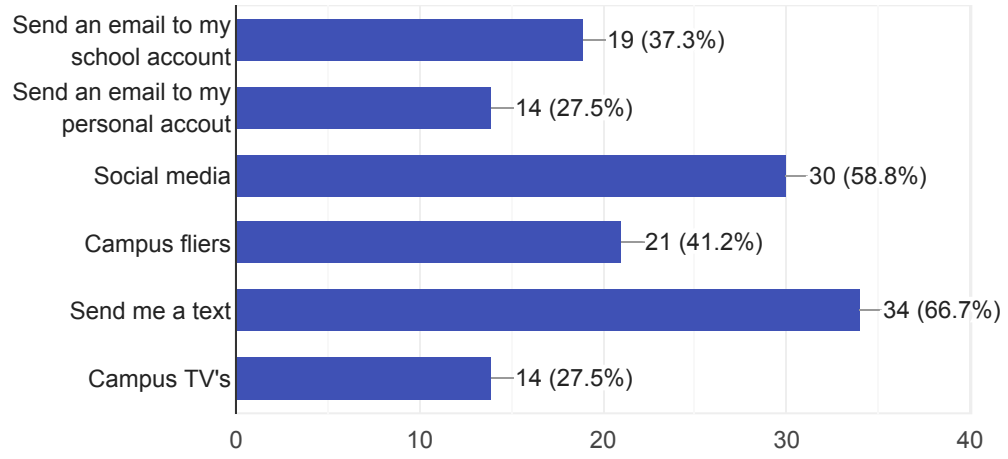
fortnite club

soccer

POETRY CLUB!!!!!!!!!!!!

What is the best way for you to get information about events and activities on campus?

51 responses



What is better way to send information to you/other students?

9 responses

pout more fliers where people can see them, cover all your bases.

text/fliers

fliers

by email or text

Talk about them frequently

We have tv's all over campus that are off, put them to use or take them down.

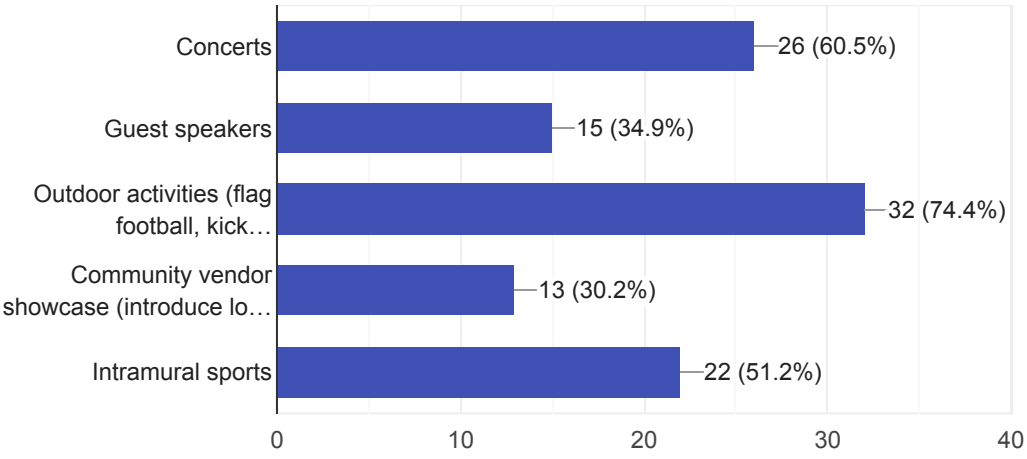
Email/more fliers

test messages

Make sure we see it every day

What activities would you like to see or participate in on campus?

43 responses



Other

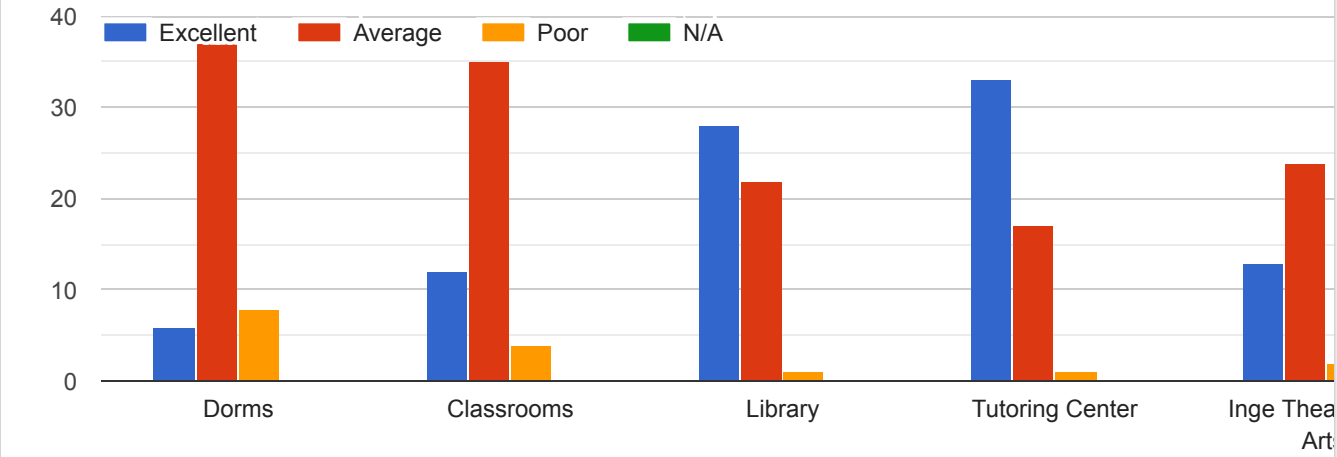
3 responses

track, swim team.

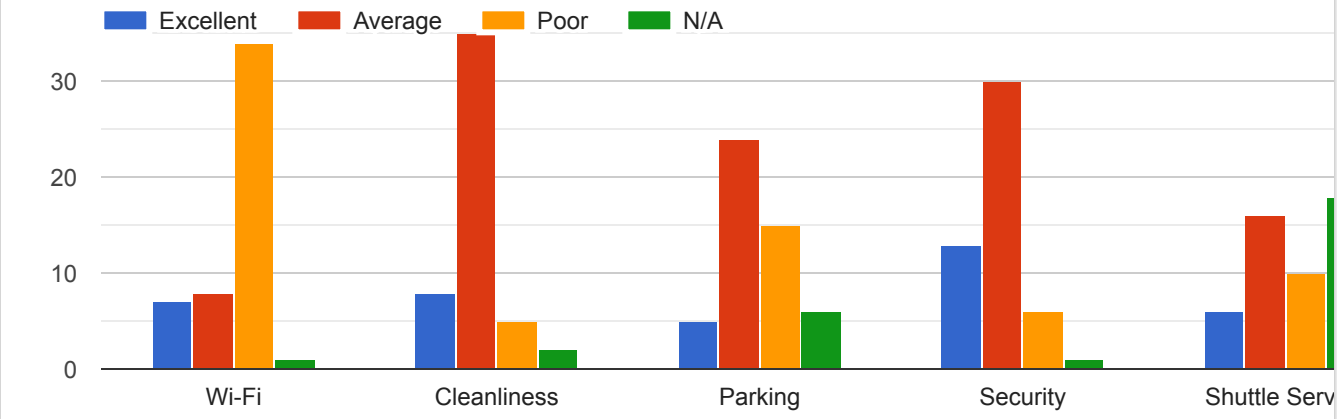
BBQ's

Maybe some things that don't involve a ball

How would you rate the following campus facilities?

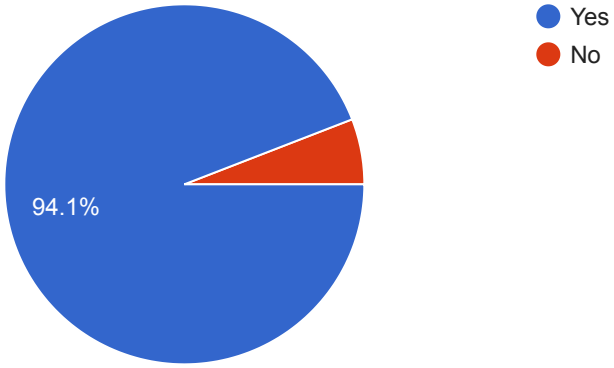


How would you rate services on campus?



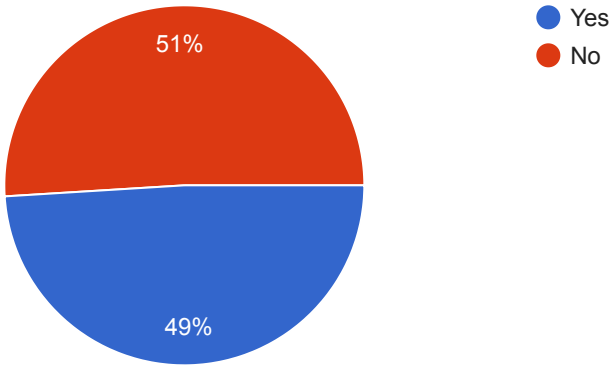
Do you feel safe on campus?

51 responses



Are you aware of the campus "We Care" program where you can submit issues/complaints online?

51 responses



What would help make campus safer?

9 responses

have a guest visitor sheet, and doing more security checks.

better security.

control the boys

have more security

More cameras in parking lot, tougher on rules in dorm buildings especially.

Cameras

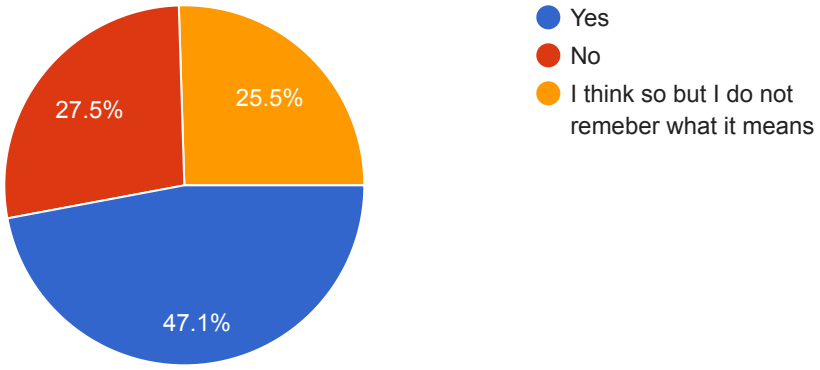
more cameras

By fixing the wifi and getting more security.

Fixing that pot hole in the driveway between the bricks and the dorms, someone could die.

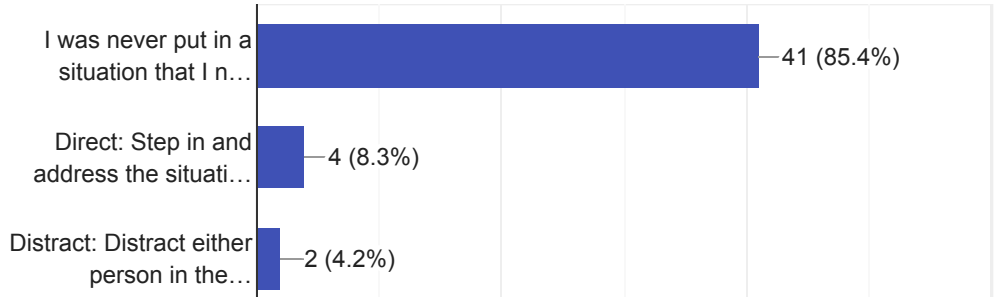
Did you learn about Bystander Intervention while at ICC?

51 responses



If you witnessed a situation where bystander intervention was needed what strategy did you use?

48 responses



Comment

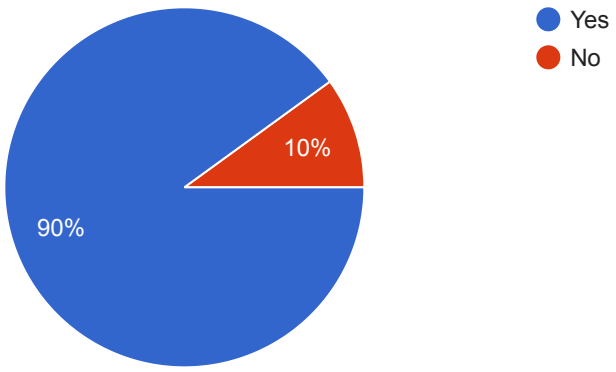
2 responses

it would be good to have mock situations, that way EVERYONE would know what not to do.

I stay to myself.

Do you know who to contact with issues of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking)?

50 responses



Comment

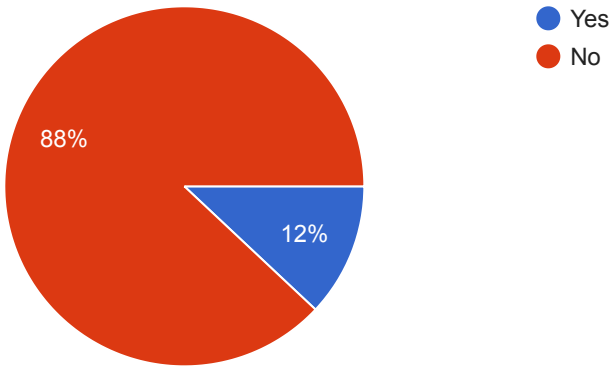
2 responses

We need to know.

cat calling. I reported it, nothing was done. If nothing is going to be done, don't say the school will do something and teach us to handle it on our own.

Have you experienced any issues of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking) while on campus at ICC?

50 responses



Comment

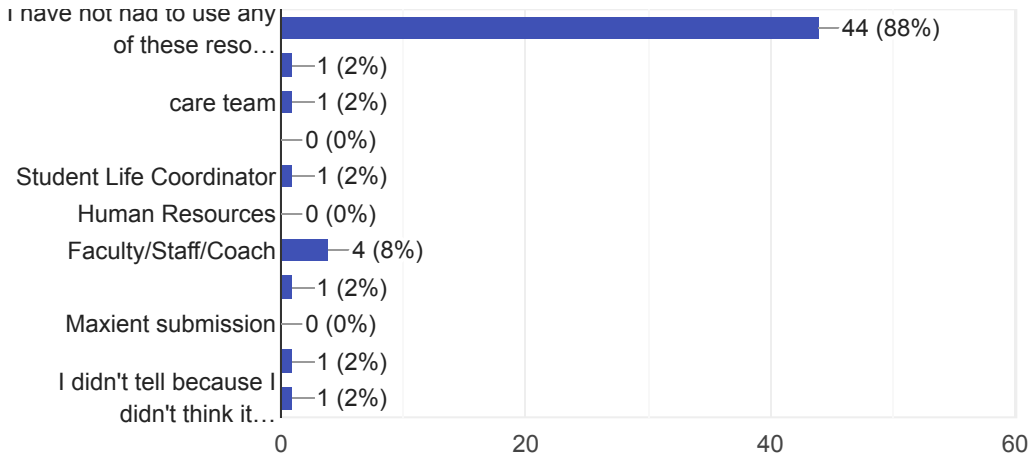
2 responses

Cat Calling

I have experienced inappropriate comments from players on the football team. The coaches didn't do anything about it.

If you have experienced an issue of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking) please check the resources you contacted to report the incident.

50 responses



Comment

0 responses

No responses yet for this question.

Do you feel the college provides a culturally diverse experience?

49 responses

What would make the college a more culturally diverse experience?

13 responses

more international events.

more international students, but not with other international students. Pair them with the non kids, they both can experience different cultures.

i think we are good now

different food

we need more activities to create more experiences.

more clubs for religious people!

more events and activities

More people

more females yo

more black women yo

More Tamales

The college does a good job with this

Regular students need to be put with foreign students, that way they both learn new things.

Please feel free to provide any additional feedback on Student Life

5 responses

Tell more jokes, the nicer people think you are, the more they will open up to you.

Carpet in dorm rooms, not halls! Air spray for dorm bathrooms, Better snacks in machine, and more sports.

boys are treated differently than the girls, especially during football season. Anything they do is overlooked, but anyone else is punished.

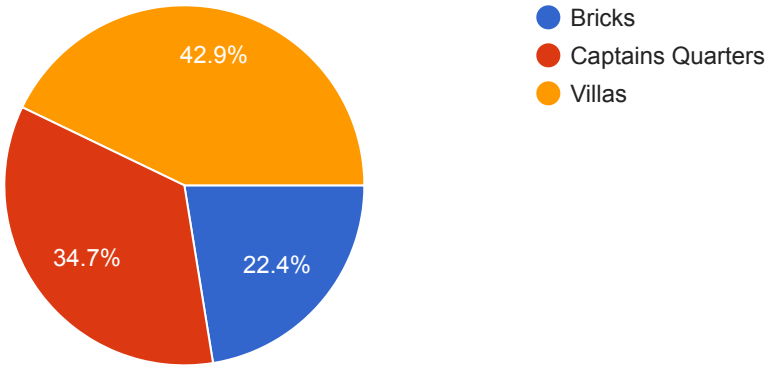
FIX THE WIFI!

get better wifi

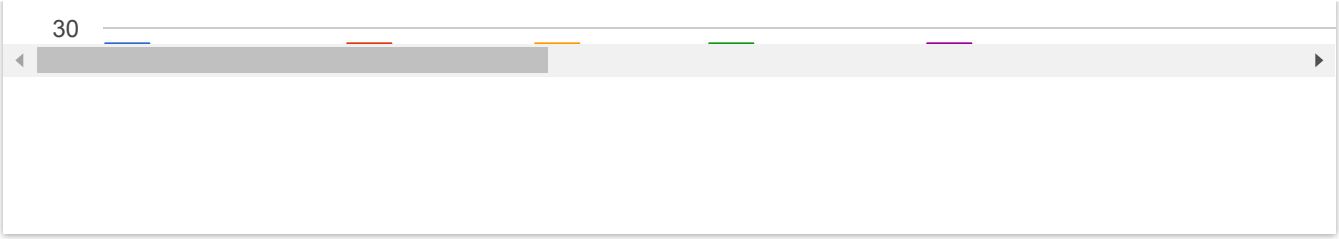
Student Housing

Which dorms do you currently reside in?

49 responses



Please rate the following Dormitory services



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Appendix 20

Residence Policy and Procedure Handbook

Furnishings

- Each resident is responsible for the upkeep of the furniture provided. No furniture is to be removed from rooms and no lobby furniture is to be taken into rooms. If you are found in possession of furniture that does not belong in your room you will be issued a fine.
- All residents will be charged for any broken or torn up furniture, blinds, carpet, etc.

Guests

- Minors under the age of 18 will not be allowed in the residence halls, bricks, or Villas unless accompanied by a parent or legal guardian.
- All guests must check in and provide a photo ID.
- Guests must remain with their host at all times and residents will be held responsible for the actions of their guests.
- Guests are to be gone by curfew.
- Overnight guests must be pre-approved by management, same gender only, and they may not stay more than 3 consecutive nights per month.
- All roommates and their guests are to be considerate and respectful of others in the room.
- Parties and large gatherings are not allowed.

Sexual Harassment/Misconduct

- Sexual harassment has many definitions:

- **Verbal**- whistling, making sexual comments, asking personal questions about a person's sex life, spreading rumors about a person's sex life, making sexual propositions, insults, threats, etc.

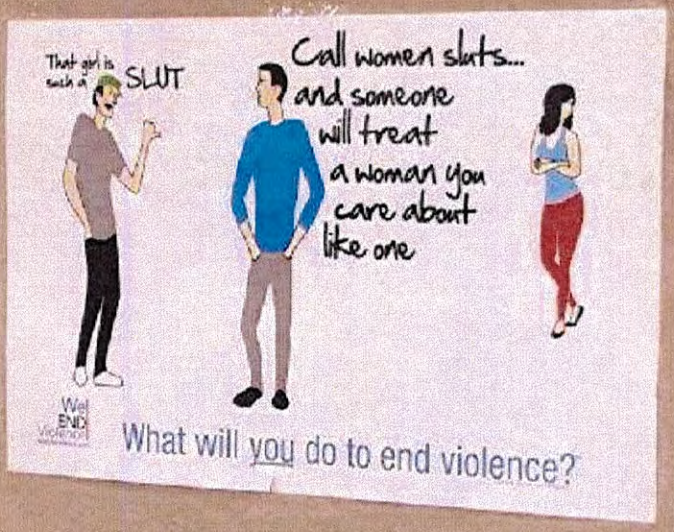
- **Non-Verbal**- paying unwanted attention to someone- staring, following, blocking a person's path, etc. making expressions such as winking, throwing kisses, sexual gestures, displaying sexually suggestive material, cyberstalking (e-mail, text, Facebook, Snapchat, Twitter)

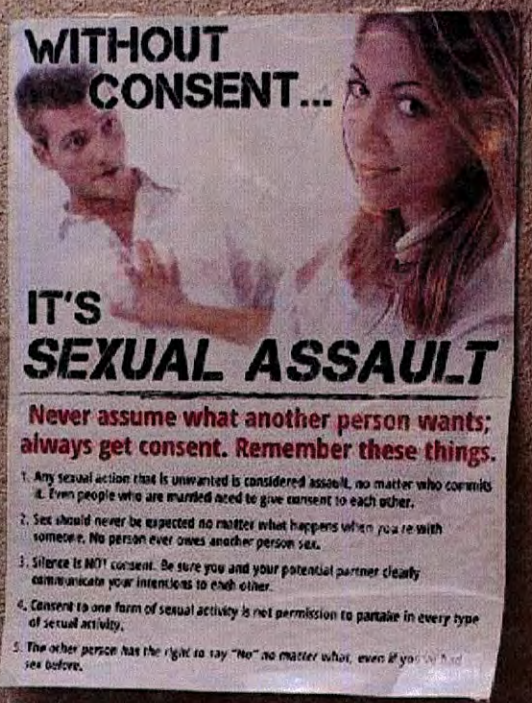
- **Physical**- Hanging around, standing too close, or brushing up against a person, touching a person's clothing, hair, or body, massaging a person, touching or rubbing oneself sexually around another person, hugging, kissing, groping, pinching, etc.

- **Sexual Assault/Violence** is defined as physical sexual acts/activity engaged without the consent of the other party or when the other party is unable to give consent. The conduct may include physical force, violence, threat, intimidation, ignoring the objections of the other party, sexual coercion, battery, and rape.

Appendix 21

Dorm Posters


That girl is such a SLUT
Call women sluts... and someone will treat a woman you care about like one
What will you do to end violence?


WITHOUT
CONSENT...
IT'S
SEXUAL ASSAULT
Never assume what another person wants; always get consent. Remember these things.
1. Any sexual action that is unwanted is considered assault, no matter who commits it. Even people who are married need to give consent to each other.
2. Sex should never be expected no matter what happens when you're with someone. No person ever owes another person sex.
3. Silence is NOT consent. Be sure you and your potential partner clearly communicate your intentions to each other.
4. Consent to one form of sexual activity is not permission to partake in every type of sexual activity.
5. The other person has the right to say "No" no matter what, even if you've had sex before.

309B

Appendix 22

Student Life Survey

Campus Satisfaction Survey 2018

Please fill out the following survey to help us get a better understanding of campus life. Your responses will help us make improvements around campus for the upcoming semesters.

Demographics

1. **Gender**
   Mark only one oval.

   - ◯ Male
   - ◯ Female

2. **I am a _____ student**
   Mark only one oval.

   - ◯ Freshman
   - ◯ Sophmore
   - ◯ Post Traditional
   - ◯ Veteran

3. **Where do you reside?**
   Mark only one oval.

   - ◯ Dorms
   - ◯ Off campus (commuter)

4. **Which Campus do you attend the majority of your classes?**
   Mark only one oval.

   - ◯ ICC Main Campus
   - ◯ ICC West

Student Union

5. **How would you rate your experience using the following student union services?**
   Mark only one oval per row.

	Excellent	Average	Poor	I don't use it	I did not know this was available
Movie Theater	◯	◯	◯	◯	◯
Electronic Game Room	◯	◯	◯	◯	◯
Parlay Room	◯	◯	◯	◯	◯
Anchor	◯	◯	◯	◯	◯
Study rooms	◯	◯	◯	◯	◯

6. **What Comments do you have about of any of the above services?**

   _____

7. **How would you rate your satisfaction using the following services in the Anchor?**
   Mark only one oval per row.

	Excellent	Average	Poor	I don't use it	I did not know this was available
Ping pong	◯	◯	◯	◯	◯
Shuffleboard	◯	◯	◯	◯	◯
Pop-a-Shot	◯	◯	◯	◯	◯
Tv's	◯	◯	◯	◯	◯
Popcorn Machine	◯	◯	◯	◯	◯
Board games	◯	◯	◯	◯	◯
Card games	◯	◯	◯	◯	◯
Other_____	◯	◯	◯	◯	◯

8. **What Comments do you have about of any of the above services?**

9. **How would you rate your satisfaction using the following services in the Movie Theater?**
Mark only one oval per row.

	Excellent	Average	Poor
Sound System			
Lighting			
Picture Quality			
Comfort of Chairs			
Variety of Movies			
Frequency of Movies			
Other_____			

10. **What Comments do you have about of any of the above services?**

11. **How would you rate your satisfaction using the following services in the Electronic Game room?**
Mark only one oval per row.

	Excellent	Average	Poor	I don't use it	I did not know this was available
Noise level (quiet)					
Comfort of Chairs					
Lighting					
Wi-Fi					
Variety of Games					
Quantity of games					
Accessibility of games					
Other_____					

12. **What Comments do you have about of any of the above services?**

13. **The Student Union is a comfortable place for me to spend my free time.**
Mark only one oval.

- Yes
- No

14. **Additional comments on the above question.**

15. **I Feel Safe in the Student Union.**
Mark only one oval.

- yes
- No

16. **Additional comments on the above question.**

17. **How likely are you to use the following potential additions to the Student Union?**
Mark only one oval per row.

	Definately	Very Likely	Maybe	Probably not	Never
Climbing Wall					
Backdoor Pergola (Patio complete with tables and chairs to relax in)					
Digital media Suite (create and edit, videos and music)					
Virtual Reality Game Room					
Charging Stations					
Sand Volleyball Court					

18. **Other Suggestions?**

19. **Please feel free to provide any additional feedback on the Student Union.**

Student Life

20. **How well does the college communicate _____?**
Mark only one oval per row.

	Excellent	Average	Poor
Campus events			
Campus activities			
Services available on campus			
Services available in the student union			

21. **Other (Please specify)**

22. **The college shows concern and makes an effort to provide activities for students.**
Mark only one oval.

- Yes
- No

23. **Additional comments on the above question.**

24. **What clubs do you participate in or would like to see on campus?**
Check all that apply.

- [ ] Student Government
- [ ] Innovation Club
- [ ] Lit Guild
- [ ] Gamers Guild
- [ ] Gardening Club
- [ ] Forensics and Debate
- [ ] Multi cultural student organization
- [ ] Recycling Club
- [ ] FCA
- [ ] Phi Theta Kappa
- [ ] Community Theater

25. **Other clubs you would be interested in joining?**

_____

26. **What is the best way for you to get information about events and activities on campus?**
Check all that apply.

- [ ] Send an email to my school account
- [ ] Send an email to my personal accout
- [ ] Social media
- [ ] Campus fliers
- [ ] Send me a text
- [ ] Campus TV's

27. **What is better way to send information to you/other students?**

_____

28. **What activities would you like to see or participate in on campus?**
Check all that apply.

- [ ] Concerts
- [ ] Guest speakers
- [ ] Outdoor activities (flag football, kickball, etc)
- [ ] Community vendor showcase (introduce local business to college)
- [ ] Intramural sports

29. **Other**

_____

30. **How would you rate the following campus facilities?**
Mark only one oval per row.

	Excellent	Average	Poor	N/A
Dorms	◯	◯	◯	◯
Classrooms	◯	◯	◯	◯
Library	◯	◯	◯	◯
Tutoring Center	◯	◯	◯	◯
Inge Theater (Fine Arts)	◯	◯	◯	◯
Student Union	◯	◯	◯	◯
Gymnasium	◯	◯	◯	◯
Cafeteria	◯	◯	◯	◯
Fab lab	◯	◯	◯	◯
Book Store	◯	◯	◯	◯
Business Office	◯	◯	◯	◯
Financial aid	◯	◯	◯	◯
Other	◯	◯	◯	◯

31. **How would you rate services on campus?**
Mark only one oval per row.

	Excellent	Average	Poor	N/A
Wi-Fi	◯	◯	◯	◯
Cleanliness	◯	◯	◯	◯
Parking	◯	◯	◯	◯
Security	◯	◯	◯	◯
Shuttle Service	◯	◯	◯	◯
Other	◯	◯	◯	◯

32. **Do you feel safe on campus?**
Mark only one oval.

- ◯ Yes
- ◯ No

33. **Are you aware of the campus "We Care" program where you can submit issues/complaints online?**
Mark only one oval.

- Yes
- No

34. **What would help make campus safer?**

_____

35. **Did you learn about Bystander Intervention while at ICC?**
Mark only one oval.

- Yes
- No
- I think so but I do not remeber what it means

36. **If you witnessed a situation where bystander intervention was needed what strategy did you use?**
Check all that apply.

- I was never put in a situation that I needed to discourage, prevent, or interrupt an incident from taking place
- Direct: Step in and address the situation directly.
- Distract: Distract either person in the situation to intervene.
- Delegate: Find others who can help you to intervene in the situation.

37. **Comment**

_____

38. **Do you know who to contact with issues of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking)?**
Mark only one oval.

- Yes
- No

39. **Comment**

_____

40. **Have you experienced any issues of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking) while on campus at ICC?**
Mark only one oval.

- Yes
- No

41. **Comment**

_____

42. **If you have experienced an issue of inappropriate behavior or sexual misconduct (including, assault, rape, dating violence sexual assault and stalking) please check the resources you contacted to report the incident.**
Check all that apply.

- [ ] I have not had to use any of these resources, I have not experienced any issues
- [ ] I did not report an incident because I did not know who to contact
- [ ] care team
- [ ] Vice President of Student Affairs
- [ ] Student Life Coordinator
- [ ] Human Resources
- [ ] Faculty/Staff/Coach
- [ ] Student complaint (online form)
- [ ] Maxient submission
- [ ] Other: _____

43. **Comment**

_____

44. **Do you feel the college provides a culturally diverse experience?**
Mark only one oval.

- ◯ Yes
- ◯ No

45. **What would make the college a more culturally diverse experience?**

_____

46. **Please feel free to provide any additional feedback on Student Life**

_____

_____

_____

_____

_____

Student Housing

ONLY fill out the following section If you live in the dorms

47. **Which dorms do you currently reside in?**
Mark only one oval.

- ◯ Bricks
- ◯ Captains Quarters
- ◯ Villas

48. **Please rate the following Dormitory services**
Mark only one oval per row.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Wifi	◯	◯	◯	◯	◯
Cleanliness of hallways and lobbies	◯	◯	◯	◯	◯
Behavior in housing Comment	◯	◯	◯	◯	◯
Laundry facility Comment	◯	◯	◯	◯	◯
Parking	◯	◯	◯	◯	◯
Feeling of safety	◯	◯	◯	◯	◯
Food service	◯	◯	◯	◯	◯
Events	◯	◯	◯	◯	◯
Communication of Bluffstone staff	◯	◯	◯	◯	◯
Overall satisfaction	◯	◯	◯	◯	◯

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Appendix 23

February 14, 2019 Board Meeting Minutes

BOARD OF TRUSTEES REGULAR MEETING
CIE 104 (West Classroom of Center for Innovation and Entrepreneurship) 6:00 p.m.
February 14, 2019

MINUTES

Members Present
Val DeFever
Terry Clark
Mike Wood
Norman Chambers
Jana Shaver

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President for Academic Affairs
Tammie Geldenhuys, Vice-President for Student Affairs/Athletics/Admissions
Wendy Isle, Chief Business Officer
Beverly Harris, Executive Assistant/Board Clerk
Brittany Thornton, Director of Enrollment and Retention Management
Michelle Kleiber, Interim Director for Human Resources
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services
Jared Wheeler, Director of On-line
Jessica Morgan-Tate, Compliance Officer/Title IX
John Eubanks, Faculty Senate President
Cody Westerhold, Head Cheer/Stunt Team Coach
Jaicey Gillum, Coordinator ICC Now/Testing/Technical Education
Laura Schaid, Program Developer
Melissa Ashford, Professor of Computer Technology
Dan Fossoy, ABE/GED Instructor
Jim Correll, Fab Lab ICC Director
Teresa Vestal, Bookstore Manager
Mallory Byrd, Allied Health Director

Guests
Susan Scovel, Reporter
Melissa Johnson, Community Member
Karl Johnson, Community Member
Travis Alexander, Community Member

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m..
   B. Terry Clark moved to approve the amended agenda as distributed. Jana Shaver seconded the motion and the motion carried 5-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Val DeFever led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Norman Chambers read the College Mission Statement.
   F. Vision Statement – Mike Wood read the College Vision Statement.
   G. Approval of January 10, 2019 meeting minutes – Norman Chambers moved to approve the January 10, 2019 meeting minutes. Mike Wood seconded the motion and the motion carried 5-0.

On a Point of Personal Privilege, Val DeFever commended the awesome recruiting job accomplished by Larry Markiewicz through hosting the Band Honors Day. Chair DeFever shared that it was a fantastic performance; she also credited marketing with the great artwork on event material. Dr. Barwick added that Larry Markiewicz successfully defended his dissertation and earned his Doctorate.

II. INSTITUTIONAL OPERATIONS

A. On-line Program Update – Jared Wheeler provided an update of the On-line Program and noted that partnership efforts with Data Verum for on-line marketing, curriculum building, tech integration etc. are no longer viable. Jared Wheeler is looking through the list of 2018 Higher Learning Commission vendors for potential service providers, and will explore partnering with K-State Global, PSU, Fort Hays State, etc. for 2 + 2 On-line Program opportunities.

B. Welding Program Proposal – Dr. Barwick recognized the amazing work done by Kara Wheeler, Jaicey Gillum, and Wendy Isle in development of the Welding Program partnership proposal. Kara Wheeler shared that ICC would use Independence High School shop space for Tuesday and Thursday evening classes; she added that the curriculum has been upgraded and a full class of ten students taking 16 credit hours would start March 26th. Trustee Clark questioned the return on investment, and Trustee DeFever asked about the length of time required to pay for the initial $22,310.05 investment. Following further discussion, Norman Chambers moved to move forward with the Welding Program proposal and purchase of equipment in the amount of $22,310. 05. Jana Shaver seconded the motion and the motion carried 5-0.

C. ABE/GED – Dr. Barwick provided background information regarding the partnership with Neosho Community College for the ABE/GED Program. Dr. Barwick shared that ABE/GED has been relocated to the Fab Lab space and Jim Correll is working with outside funding sources to meet approximately 50% of ICC's portion of the program's funding. Jim Correll presented a five-minute video of an ABE/GED Program participant from the Coffeyville area. Dan Fossoy shared that the program is moving toward more of a work-based program and currently serves ten students. Jana Shaver moved to approve the ABE/GED partnership with Neosho Community College in the amount of $52,288. Terry Clark seconded the motion and the motion carried 5-0.

D. Board Training – Civil Rights/ADA – As the Board of Trustees are required to participate in annual training, Jessica Morgan-Tate and Taylor Crawshaw provided a PowerPoint presentation and answered questions; meeting attendees were also informed of the Kansas Board of Regents Civil Rights Audit scheduled Wednesday, March 20th. Mike Wood noted that requirements associated with accessibility are virtually impossible for faculty to keep abreast of (especially online accessibility criteria).

E. Allow Payables – Norman Chambers moved to allow payables. Mike Wood seconded the motion and the motion carried 5-0.

F. President's Update – Dan Barwick

- Accreditation Progress Report – Dr. Barwick shared that excellent feedback was received from faculty, Cabinet members, and the Board of Trustees following distribution of the Draft On Notice Report document; the final Report is due the first of March. Val DeFever commented that a very good process had been observed when writing the draft response. Dr. Barwick recognized Jessica Morgan-Tate for her assistance writing the Report.
- Strategic Planning Progress Update – Dr. Barwick reminded the group of the Kick-off Meeting for the Strategic Plan Work Groups scheduled Monday, February 18th, 7:00 to 9:00 p.m. at ICC West. Dr. Barwick noted that Work Group Reports are due March 15th, the GAP Analysis Committee's draft set of recommendations is due to the Board by April 19th, the Board of Trustees will hold a Strategic Planning Workshop the last week of April, and the goal is for Board approval of the final draft of the new five-year Strategic Plan during the May Board of Trustees meeting.
- Practice Field Update – Tammie Geldenhuys noted the receipt of an additional $20,000 donation toward the practice field.
- Revenue From Last Chance U Sales – It was noted that $23,051.71 has been received from Last Chance U sales; however, $6,200 worth of merchandise is still in inventory.
- Dashboard Review – Wendy Isle presented a detailed overview of the Dashboard and answered questions.
- Assessment Committee By-Laws – Mike Wood moved to approve the revised Assessment Committee By-Laws that would provide the Committee authority to create sub-committees for addressing curricular, co-curricular, and departmental assessment needs. Terry Clark seconded the motion and the motion carried 5-0.

III. CONSENT AGENDA – Terry Clark moved to approve the Consent Agenda which included receipt of the financial, personnel, and grant progress reports. The personnel report included employment of: Kameron Mydland in the position of Navigator at an annualized salary of $33,000 plus College support toward employee participation in ICC's group health insurance plan; Donald Ballew in the position of Custodian/Evening Security at the rate of $11.50 per hour plus College support toward employee participation in ICC's group health insurance plan; J.D. McGuire in the Art Instructor position at an annualized salary of $53,900 and the notation that faculty status is not achieved until May 2019, plus College support toward employee participation in ICC's group health insurance plan; Marcellus Speaks in the Football Coach position at an annualized salary of $30,000 plus College support toward employee participation in ICC's group health insurance plan; and, Steve McCollom in the position of Football Coach at an annualized salary of $30,000 plus College support toward employee participation in ICC's group health insurance plan. The personnel report also included separations of Levi Thornton from the Custodian position, and Calvin Latham for the position of Custodian. Approval of: the $15,000 payment to Fire Engine RED, Inc. for year 2 of

the 3-year contract for Fireworks Recruiting Software; the Information and Security and Privacy Policy and Program for inclusion in the Board of Trustees Policy Manual; and, revisions to the President' Cabinet By-Laws were also included in the Consent Agenda. Norman Chambers seconded the motion to approve the Consent Agenda and the motion carried 5-0.

The Annual Computer Science Program Review was included for reference only and required no action.
The Annual Administrative Office Assistant Program Review was included for reference only and required no action.
The Annual Athletic Training Program Review was included for reference only and required no action.
The Criminal Justice Program Review was included for reference only and required no action.
The Elementary Education Program Review was included for reference only and required no action.

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

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

Val DeFever shared information associated with the GoFundMe page created by ICC student and PTK Regional Vice-President, Rebecca Caraballo, who was selected by the International Scholar Laureate Program to continue her education in China the summer of 2019.

Mike Wood recognized Terry Clark, CEO of Cobalt Boats, and the seven million dollar expansion planned for the facility. Val DeFever recognized Brittany Thornton, as she was given contact information on a high school student at the beginning of the meeting and during the meeting had already scheduled a campus tour with him for the next day.

VI. ADJOURN – Jana Shaver moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 5-0. The meeting adjourned at 8:22 p.m.

_____
Beverly Harris
Board Clerk

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

Appendix 24

Complaints Process Overview

ICC COMPLAINT PROCEDURE OVERVIEW

Student/General Complaints:

- **Faculty Complaints** (grade appeal, classroom policies, professionalism, etc.)
  - VP of Academic Affairs (assigned) → Can be reassigned to division chair by VP of Academic Affairs
  - Human Resources (notified)
  - MAXIENT GROUP: Faculty Complaints OR Faculty Complaints - Division

- **Title IX Complaints** (follows Title IX process)
  - Title IX Coordinator (assigned) → Can be reassigned to Title IX Investigator per Title IX investigation process
  - Human Resources (may be notified if employee involved)
  - MAXIENT GROUP: Compliance (before investigation), Title IX (investigation & hearing) & Title IX – HR (involves employee)

- **Business Office Complaints** (customer service, billing/charges, holds, payments)
  - Chief Business Officer (assigned) → Can be appealed to VP of Operations
  - MAXIENT GROUP: Business Office

- **Financial Aid** (customer service, questions, etc.)
  - Financial Aid Director (assigned)
  - Chief Business Officer (notified, depending on situation)
  - MAXIENT GROUP: Financial Aid

  - Financial Aid Appeal Committee (student files form with Financial Aid)
    - Reviewed by Chief Business Officer
    - Appealed to Financial Aid Review Committee

- **Staff Complaints** (customer service, availability, etc.)
  - Supervisor over the employee/department/group receiving the complaint (assigned)
  - Human Resources (notified)
  - MAXIENT GROUP: Depends on complaint OR Human Resources

- **Online** (CANVAS, online class policies, professionalism, availability)
  - Online Director (assigned)
  - VP of Operations (if employee is involved)
  - VP of Academics (when involving full-time faculty issues)
  - MAXIENT GROUP: Online

- **Academic Integrity**
  - VP of Academic Affairs (assigned) → Can be reassigned to a division chair by VP
  - Online Situation → Director of Online (notified)
  - **Appeals** - Judicial Committee (Committee Chair assigned)
  - MAXIENT GROUP: Academic Integrity OR Judicial Committee OR Online

- **Accommodations** (accommodations, accessibility, ADA):
  - Associate Dean of Tutoring and Accessibility (assigned)
  - Accommodations Hearing Board (if notified – by Associate Dean)
  - MAXIENT GROUP: Accommodations
    - IRs: Associate Dean receives Accommodations IR directly
  - Follows Accommodations Policy

- **Transcripts**
  - If regarding a business office hold → Business Office (assigned)
  - If no business hold → VP of Academic Affairs
  - Registrar (always notified)
  - MAXIENT GROUP: Business Office OR Faculty Complaints

- **West Campus** (non-academic, health & safety, facilities)
  - Asst Director of Enrollment and Retention (assigned)
  - Director of Security (notified if facilities related)
  - MAXIENT GROUP: West Campus
  - Academic Complaints at West – use faculty complaint process

- **IT Compliance** (customer service, help desk, WiFi issues, cybersecurity)
  - Director of IT (assigned)
  - VP of Operations (notified of higher level issues)
  - MAXIENT GROUP: IT Compliance

Student Related Concerns/Misconduct:

- **Student Conduct** (general student misconduct NOT residential, behavioral concern)
  - If relatively minor incident → Student Life Director (assigned)
  - If suspension/expulsion level incident → VP of Student Affairs (assigned)
  - VP of Student Affairs and Student Life Director (notified)
  - **Appeals** (threatening behavior incidents not appealable)
    - Judicial Committee (Committee Chair assigned) - Conduct Appeals Form
  - MAXIENT GROUP: Student Conduct OR Judicial Committee

- **Residential Conduct** (student misconduct in dorms – health/safety, drugs, fighting, conduct/policy violations)
    - Student Housing Director (assigned)
    - If suspension/expulsion level incident → VP of Student Affairs (assigned)
    - VP of Student Affairs and Student Life Director (notified)
    - **Appeals** (threatening behavior incidents not appealable)
        - Judicial Committee (Committee Chair assigned) - Conduct Appeals Form
    - MAXIENT GROUP: Residential Conduct OR Judicial Committee

- **Early Alert/General Student Concern** (class/activity absences, health & wellness concerns)
    - Navigator (assigned)
    - SSS mentor and other employees (notified as appropriate)
    - MAXIENT GROUP: Navigator+ Early Alert

- **Student Behavioral Concerns** (mental and emotional health/well-being concerns)
    - CARE Team member to interact with/check on student (assigned)
    - Student Life Director/VP of Academic Affairs (notified)
    - MAXIENT GROUP: CARE Team

Other:

- **Campus Security**
    - Director of Security (assigned)
    - President's Cabinet (notified)
    - MAXIENT GROUP: Campus Security

- **Employee to Employee Complaints**
    - Supervisor over the employee/department/group receiving the complaint (assigned)
    - Human Resources (notified)
    - MAXIENT GROUP: Depends on complaint OR Human Resources

- **Compliments**
    - Supervisor over the employee/department/group receiving the compliment (assigned)
    - Human Resources (notified if it involves an employee)
    - MAXIENT GROUP: Depends on compliment OR None

- **Cafeteria**
    - President (assigned)
    - MAXIENT GROUP: None

- **Public Relations** (media requests, general community concerns, KORA concerns)
    - Director of Public Relations (assigned)
    - VP of Operations (notified of higher level issues)
    - MAXIENT GROUP: Public Relations

- **Sensitive/Conflict of Interest**
    - To the extent possible, use processes above excluding the conflicted individual(s) OR Compliance Officer (assigned)
    - MAXIENT GROUP: Depends on situation but can include Complaints – VP OR Human Resources OR Compliance

Maxient only allows one person to be assigned to a case at a time. However, I am able to notify more than one individual that a case has been created. When a case is restricted to a particular group, only members of that group will be able to view details of that particular case within the system.

General Maxient incident reports are routed to Compliance Officer cc: West Campus Admin Asst for processing. Accommodations request incident reports are routed directly to the Associate Dean of Tutoring and Accessibility

Unfortunately, not every ticket falls within the parameters of the above and discretion is required. Also, practically speaking all complaints can be appealed to the President as he has the authority to overturn a decision

MAXIENT GROUP RESTRICTIONS

Academic Integrity
- President/Admin Asst
- Compliance Officer
- VP of Academic Affairs

Accommodation [Tutoring/Accessibility IR]
- Associate Dean of Tutoring and Accessibility
- Compliance Officer
- SSS Director
- Faculty – Tamara

Accommodations – Accuplacer [ICC NOW Coordinator IR]
- Associate Dean of Tutoring and Accessibility
- Compliance Officer
- ICC NOW Coordinator (Accuplacer Testing Coordinator)

Business Office
- President/Admin Asst
- Compliance Officer
- VP of Operations
- Director of Financial Aid
- Chief Business Officer

Campus Security
- President/Admin Asst
- Compliance Officer
- VP of Operations
- Director of Security
- Chief Business Officer

Complaints – VPs
- President/Admin Asst
- Compliance Officer
- VP of Operations
- VP of Academic Affairs
- VP of Student Affairs

Compliance
- Compliance Officer

Employee Conduct – Athletics
- President/Admin Asst
- Compliance Officer
- VP of Operations
- VP of Student Affairs

Faculty Complaints
- President/Admin Asst
- Director of Online
- Compliance Officer
- VP of Academic Affairs

Faculty Complaints – Fine Arts
- Currently same as Faculty Complaint

Faculty Complaints – Humanities
- Faculty Complaints Group
- Division Chair (Brett)

Faculty Complaints – STEMB
- Faculty Complaints Group
- Division Chair (Brian)

Faculty Complaints – Technical
- Faculty Complaints Group
- Division Chair (Tonda)

Financial Aid
- President/Admin Asst
- Compliance Officer
- VP of Operations
- Financial Aid Director
- Chief Business Officer

Human Resources
- President/Admin Asst
- Compliance Officer
- VP of Operations

IT Compliance

- President/Admin Asst
- Director of Public Relations
- IT Director
- Compliance Officer
- VP of Operations
- Financial Aid Director
- Chief Business Officer

Judicial Committee

- President/Admin Asst
- Committee Chair (Cody)
- Compliance Officer
- VP of Academic Affairs
- VP of Student Affairs
- Associate Dean of Tutoring and Accessibility
- Student Life Director
- Other Committee members

Navigator + Early Alert

- President/Admin Asst
- Navigators
- Student Life Director
- SSS Team
- Compliance Officer
- VP of Academic Officer
- Student Housing Director
- VP of Student Affairs
- Associate Dean of Tutoring and Accessibility

Online

- President/Admin Asst
- Online Director
- Compliance Officer
- VP of Academic Affairs

Public Relations

- President/Admin Asst
- Director of Public Relations
- Compliance Officer
- VP of Operations

Residential Conduct

- President/Admin Asst
- Compliance Officer
- Student Housing Director
- VP of Student Affairs

Student Conduct

- President/Admin Asst
- Student Life Director
- Compliance Officer
- VP of Student Affairs

Title IX

- Title IX Hearing Committee members
- Title IX Investigators
- Compliance Officer
- VP of Student Affairs

Title IX – HR

- Compliance Officer
- VP of Operations

We Care Team – ALL

- Student Life Director
- Compliance Officer
- Student Housing Director
- VP of Student Affairs

We Care Team – Executive

- Student Life Director
- Compliance Officer
- VP of Student Affairs

We Care Team – Residential

- Currently same as We Care Team - ALL

West Campus

- President/Admin Asst
- West Campus Administrator
- Compliance Officer
- Director of Security
- Asst Director of Enrollment and Retention Management

Appendix 25

Student Handbook

INDEPENDENCE COMMUNITY COLLEGE

Student Handbook

2018-2019

STUDENT HANDBOOK

Independence Community College Mission

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Accreditation

Independence Community College (ICC) is accredited by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 of the North Central Association of Colleges and Schools. As a result of the most recent review (April 2017), Independence Community College was placed On Notice. HLC is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which covers 19 states, including Kansas.

Notice of Non-Discrimination

Applicants for admission or employment, students, parents, employees, sources of referral of applicants for admission or employment, and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in admission or access to, or treatment or employment in, its programs and activities.

Any person having inquiries concerning ICC's compliance with the regulations implementing Title VI, Title IX and the Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate ICC's efforts to comply with the regulations implementing these laws. Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (disability) should be referred to:

Jessica Morgan-Tate
Compliance Officer
Section 504 & Title IX Coordinator
Independence Community College
1057 W. College Avenue.
Independence KS 67301
Phone: 620-332-5672
jmorgantate@indycc.edu

This Handbook is for information only and does not constitute a contract. The College reserves the right to change, modify or alter without notice all fees, charges, tuition expenses, and costs of any kind. The College further reserves the right to, without notice, add to or delete from this Student Handbook, as deemed necessary.

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MESSAGE FROM THE PRESIDENT

Welcome to Independence Community College!

On behalf of the College, I welcome you to one of the finest institutions of its kind: we are physically small yet nationally recognized, we offer an excellent education at a truly affordable cost, and our caring faculty and staff offer personalized attention that is second to none. Lives are changed by what happens here - including yours!

I came to this college because it is unique: tucked into a scenic corner of rural Kansas, the college has real personality, with a rich history of outstanding fine arts and sports achievement, in a historic community that is friendly and vibrant. If you are looking for an outstanding education at an institution that will prepare you for the workforce and to be a lifelong learner, you've found it at Independence Community College.

Each year, we prepare students for a new career, for further education, or for the pursuit of a rediscovered passion. While here, our students find that learning and development aren't limited to just the classroom. Our students are doers, not bystanders – many enjoy participation in our student clubs, sports, and local events. We offer both residential and non-residential options for our students, but in both cases, I hope you'll consider our close-knit campus your home away from home.

While you're here, I hope you'll ask questions, get to know your professors and our excellent staff, and above all, learn to love learning. I want to hear about your adventures here - friend me on Facebook, stop by my office, or send me an e-mail at dbarwick@indycc.edu. Like all of us at the college, I'm here to make you a success. We're glad you're here!

Sincerely,

Dr. Dan Barwick
College President

CAMPUS MAP

College Avenue
68 Road
Brookside Drive
1 Maintenance Building
2 Football Practice Field
3 Dorm A
4 Dorm B
5 Dorm C
6 Dorm D
7 Pirate Cove
8 Residence Hall
9 Lake
10 Student Union (SU)
Admissions
Bookstore
Business Office
Financial Aid
Fireside Room
Food Service
Help Desk
Human Resources
Registrar
The Anchor
11 Terry Hetrick Memorial Clock
12 Soccer Field
13 Esch Observatory
14 Disc Golf Course Start
15 Fine Arts Building (FA)
Faculty Offices
Fine Arts Classrooms
William Inge Theatre
16 Academic Building (AC)
Academic Advisor
Academic Affairs
Classrooms
Faculty Offices
Lecture Hall
Library
Student Support Services
17 Richard M. Taylor Fountain
18 Gymnasium (Gym)
Athletic Offices
19 Administration Building
Mailroom
Marketing
President's Office
Recruiting
Upward Bound
20 Water Tower
21 Cessna Learning Center (CLC)

ADMISSIONS

ICC is an open-door institution. However, students wishing to earn a degree or receive financial aid, must meet one of the following requirements:

1. A graduate of a high school that is accredited by the Kansas State Board of Education or a recognized state accrediting agency may be granted admission to ICC if the graduate's classes meet the minimum requirements of the state of Kansas for a high school diploma. (Four units of English Language Art, which include three units of English; three units of social studies, which shall include one unit of United States history and at least 1/2 unit of United States government; two units of science, including one unit as a laboratory course; two units of mathematics; one unit of physical education; nine units of elective courses; minimum of 21 units of credit shall be required for each graduating class) High school applicants with high school certificates of performance, high school special education, or high school career and technical diplomas must take and pass an approved high school equivalency examination.

2. A transfer student, in good standing, from a regionally accredited university/college.

3. A successful completer of an approved high school equivalency examination.

4. A high school freshman enrolled in a recognized gifted program with written permission from the high school principal/counselor.

5. A high school sophomore, junior, senior with written permission from the high school principal/counselor.

6. Home school students over the age of 16 currently enrolled in an educational program through a non-accredited high school may enroll in courses at ICC. A transcript reflecting the Qualified Admissions Curriculum Standards as established by the Kansas Board of Regents (KBOR), as well as ACT, SAT, COMPASS, or Accuplacer scores must be on file at the time of enrollment. Additional admission requirements may apply. Please contact the Office of Admission for more information. In addition, supplementary admission information is available at the KBOR Qualified Admissions website at www.kansasregents.org/qa/index.html.

Admissions procedures for new students, career and technical education students, former/returning students, high school students, homeschool students, out of state students and international students outlined on pp. 11-14 of the ICC 2018-19 Academic Catalog and/or ICC's website at www.indycc.edu.

NAVIGATOR ADVISING

Upon application for admission to ICC, prospective students are assigned a personal navigator to help guide them through their academic journey – from admissions to graduation. Navigators assist new students through the admissions and enrollment process, helping them complete any required admissions documentation, apply for financial aid, and enroll in classes. Navigators are also available to students year-round and follow an intrusive advising approach, working closely with students to help them adapt to their learning environment and to guide them in making informed decisions regarding their educational and career goals. Navigators are also knowledgeable in the college's financial aid and business office processes and can assist students in setting up a payment plan or obtaining scholarships and other forms of financial aid.

Navigators work closely with faculty and other academic/instructional staff and actively encourage students to connect with their professors and other resources on campus and are committed to creating an inclusive learning environment. Navigators actively advocate for the creation, enhancement, and strengthening of programs and services that recognize and holistically meet student's needs as a means of helping students effectively navigate academic, social and other life issues that might otherwise interfere with students' ability to complete their education.

FINANCIAL AID

The ICC Office of Student Financial Aid (OSFA) assists students with getting financial aid to pay for the cost of attending school. The OSFA provides students with access to Pell Grants, Supplement Education Opportunity Grants (SEOG), Stafford Loans, PLUS Loan for Parents, Federal Work Study, on-campus employment and scholarships. The OSFA is located in the Administration Building and is open Monday through Friday 8:00 a.m. to 5:00 p.m. (during the summer the office may have an alternate work schedule). Information about our office and your financial aid options can be viewed on the OSFA webpage at www.indycc.edu/financial-aid/. Our webpage is a great source of information including the financial aid process for grants, loans and working on campus.

ICC Financial Aid at a Glance

The first step to the financial aid process at ICC is to complete the applicable FAFSA at www.fafsa.ed.gov. During the summer term, the applicable FAFSA may be different for each student, so please contact our office about which FAFSA you should complete in the summer. The FAFSA is required to determine eligibility for all Federal Student Aid programs and ICC scholarships.

Students interested in receiving any ICC scholarship must submit a scholarship application online at www.indycc.edu or through the online financial aid system located on the OSFA webpage. The priority deadline for scholarship applications is June 1st for the Fall semester and November 1st for the Spring semester. Although ICC awards hundreds of thousands of dollars in institutional scholarships, if you apply for scholarships after this date, you may not receive scholarship funds. The qualifications for each scholarship type, which you must meet every term, are published on our webpage.

After ICC receives your FAFSA, you will be contacted via mail and/or email about the next steps to receive your financial aid. *The FAFSA is merely an application*. In order to receive financial aid, you must complete additional documentation with our office. The documentation you are required to submit will be listed on your online financial aid system account. It is your responsibility to regularly check your online financial aid system account, available at https://selfservice.indycc.edu/netpartnerstudent, and provide the requested documents in a timely manner. You must meet any applicable financial aid deadlines in order to receive your financial aid in a timely manner. Deadlines and corresponding disbursement dates are published on the OSFA webpage. You must also be meeting Satisfactory Academic Progress (SAP) in order to receive financial aid. ICC's SAP policy is published on our webpage.

ICC Foundation Scholarships

The ICC Foundation annually awards thousands of dollars of endowed scholarships. The ICC Foundation is responsible for assessing and awarding scholarships to applicants. You may apply for an ICC Foundation scholarship online through the ICC Scholarship Application located on our webpage. You must also submit a letter of recommendation to the ICC Foundation in order to be considered for their scholarships. Criteria may include, but need not be limited to, prior academic performance, performance on tests designed to measure ability and aptitude for college work, recommendations from instructors, financial need, and the conclusions that the selection committee might draw from information regarding an individual's motivation, character, ability, and potential.

Basic Financial Aid Requirements for All Students

The following is a list of basic requirements all students must meet in order to receive financial aid with ICC:

1. Complete the appropriate FAFSA;
2. Complete verification (if selected) through Inceptia's Verification Gateway;
3. Submit final high school transcript(s), or the equivalent, to the Office of Admissions;
4. Submit official college transcript(s) to the Registrar;
5. Submit the scholarship application to be considered for/receive your scholarship;

6. Choose whether to (or not to) authorize ICC to utilize Federal Student Aid for certain charges/prior balances (FSA Authorization Form); and
7. Accept your awards!

This is not intended to be an exclusive list of everything required of you; each student is unique and their financial aid is tailored to their needs. Therefore, each student may have different requirements. You can check your individual requirements in the online financial aid system at https://selfservice.indycc.edu/netpartnerstudent.

Completing Verification

Some students' FAFSAs are selected for verification by the U.S. Department of Education. ICC has partnered with Inceptia to complete the federal verification process utilizing Inceptia's Verification Gateway. Students selected for verification will be contacted by Inceptia via email to begin the verification process. Dependent students that provided parental information on the FAFSA are required to have one parent also authenticate and create an account. The parent must complete their part of the verification process. ICC does not award financial aid to students who are selected for verification and have not yet completed the verification process.

BUSINESS OFFICE

Business office hours are: Monday-Friday, 8 AM- 5 PM during the fall and spring semester and summer hours are: Monday-Thursday, 7 AM- 5:30 PM. The Business office is located in Room 108 of the Administration Building.

Tuition and Fees

- See current schedule of tuition and fees based on legal residency of students. http://www.indycc.edu/admissions/costs-to-attend
- Payment may be made in the Business Office, which is located in the Administration Building. Visa, MasterCard, Discover and checks are all accepted forms of payment.
- Students who fail to pay or setup a payment plan by the first day of class will be dropped from all classes. (See payment policy)

Billing Policies

- All students enrolling in courses at ICC agree to pay the costs associated with their program of study, including but not limited to, tuition, fees, meal plans (not optional if living on campus), housing costs, consumables, and course fees.
- Students who are enrolled in courses after the last day to drop courses are responsible for the charges, even if they do not attend class after the last day to drop courses and regardless of the grade earned in the course. Students must understand and comply with all requirements to drop courses from their schedule.
- All charges are final after ninety (90) days from the date the charges and/or credits appear on your account. After ninety (90) days, all charges and/or credits are final and will not be adjusted.

Payment Policy

- Students must be paid in full or have set up payment plans on all accounts with the College prior to the first day of class each semester to avoid being dropped from classes.
- Beginning with registration each semester, tuition, fees, and other charges not covered by financial aid will be due and payable by the first day of class.
- If a student leaves the College with unpaid accounts, his/her academic records will be withheld, and no transcript of record or academic recommendation will be issued until the account is paid in full.
- See Payment Policy for full details and payment plan options. www.indycc.edu/student-life/business-office/payment-policy

Payment Plan

- Students who wish to enroll but are unable to pay 100% of their expenses by the first day of class may elect to utilize the Payment Plan option.
- Students may set up a payment plan or they may authorize a parent, guardian or other individual to set up a payment plan on their behalf.
- A non-refundable fee will be assessed to establish a payment plan. Students defaulting on payments will have a hold placed on their account. Until the account is paid in full, students will not be able to enroll or receive academic records.
- Balances that are more than 6 months past due will be sent to collections.

CAMPUS SERVICES

Library

The ICC Library is committed to supporting student achievement by facilitating access to information resources and providing instruction in research techniques and information literacy.

The ICC Library, located on the top floor of the Academic Building, is not just a place to borrow books. The Library is an important social center on campus where students can meet to study together, use a computer, or find a quiet corner and study or read. The staff is available to help students use the Library's many electronic resources and to find materials that are appropriate for a given project or assignment.

In addition to around 20,000 scholarly and leisure reading books, the Library has DVDs, graphic novels, board games, study aids, magazines, journals, and newspapers -- even children's books -- all available for free check-out. Interlibrary loan services allow students to access books and journal articles from research libraries across the state. The library is also home to the William Inge Collection, the largest existing collection of writings by Pulitzer Prize winning playwright William Inge. The Collection includes more than four hundred original manuscripts, as well as correspondence, interviews, and other memorabilia. Materials in the Collection cannot be checked out, but students and community members are welcome to make an appointment for a tour or to conduct research in the Collection for class assignments or personal interest.

Regular library hours are Monday-Friday 8:00 a.m. to 5:00 p.m. The library will offer extended hours around finals and will have different hours during school breaks and summer.

Student Support Services (SSS)

Student Support Services is a TRIO program funded 100% by the US Department of Education. The program focuses on providing academic support to participants to ensure their success in college. The SSS staff strives to help students improve their quality of life both academically and socially. In order to participate, ICC students must qualify for this program in one of three ways: first generation student status (neither parent nor guardian has received a bachelor's degree), income eligible (as determined by the Federal Government), and/or documented physical or learning disability. Activities and services offered are FREE to qualified students. All students who use the program must be citizens or permanent residents of the United States of America.
Student Support Services offers:

- Academic coaching;
- Individual and group tutoring;
- Test review sessions;
- Computer and printer access;
- Campus visits to 4-year colleges and universities;
- Transfer application assistance;
- Mentoring;
- Assessments of learning styles and study skills;
- Tutorials on financial and economic literacy;

- Career exploration and planning;
- Workshops for development of personal and academic skills such as: stress reduction, financial planning, goal setting, time management, personality types, procrastination, plagiarism, test taking, note taking, and resume building;
- Workshops on transfer and continued study options;
- Cultural enrichment activities;
- Community engagement/volunteerism activities;
- Advocacy for disabled students to ensure equal access to higher education opportunities; and
- Bi-monthly production of the Swashbuckler newsletter.

To learn more about Student Support Services, drop by the Tutoring Center in Room 130 of the Academic Building, email bcampus@indycc.edu, call (620) 332-5423 or (620) 332-5404 or visit ICC's webpage or Facebook @ICCTRIOSSS.

Tutoring Center
The ICC Tutoring Center is located in Room 130 of the Academic Building. College Reading and Learning (CLRA) certified peer tutors are generally available Monday–Thursday from 8am–8pm and Friday 8am–5pm during the fall and spring semesters. Summer hours may vary. Tutoring is also available to online students by appointment. Walk-in tutoring appointments are available but to schedule a tutoring session you may complete an online request form at www.indycc.edu/student-life/tutoring-center or call 620.332.5457.

CRLA certified student tutors are able to assist students with a variety of subjects from basic math and English courses to accounting and chemistry. Tutors are eligible to provide tutoring for courses they have successfully completed with an A or B, consequently, the courses for which a tutor is certified varies from semester to semester. Follow the Tutoring Center on Facebook: Independence Community College – Tutoring Center or on Twitter @ICCTUTORING.

Student Accessibility Services
Students with disabilities seeking academic accommodations should contact the Associate Dean for Tutoring and Accessibility to schedule an intake interview and complete a request form or students may also complete request form and upload documentation at www.indycc.edu/learning/accessibility. After a student has requested accommodations, the student will be contacted by the Associate Dean for a brief discussion regarding their request. During this meeting, discussion will focus on how the disability affects the student and what accommodations will be needed. Early contact is encouraged as it can take weeks (or months in the case of recorded textbooks and Assistive Technology) for academic accommodations to be arranged.

Students will be required to furnish appropriate documentation of their disability. The documentation must follow the guidelines as outlined in the Academic Accommodations Handbook. Documentation must state current functioning and include justification for the requested academic accommodation. The Associate Dean and the Accommodations Committee will determine if the documentation is adequate to both establish the existence of a qualifying disability and to support the requested accommodations. Students diagnosed prior to high school graduation may also wish to submit Individualized Education Plan (IEP) documents. Information obtained is confidential and is used solely for the purpose of identifying appropriate support services.

ICC prohibits discrimination or harassment on the basis of disability in all of its programs and activities. Individuals with questions or concerns about ICC's ADA and Section 504 policies, including its provision of reasonable accommodations for students and employees with disabilities, are encouraged to contact ICC's ADA and Section 504 Coordinator.

Food Service
All meals in the cafeteria are provided by the Great Western Dining Service. The food management staff works with students to provide delicious food to meet dietary and personal needs. Students enjoy a variety of foods and an unlimited plan allows for seconds and thirds of most items on the menu. Students may even request a favorite recipe from home! Residence Hall students will receive three meals each class day plus two meals each weekend day as part of their housing contract**. The Director of Food Services has the right to refuse service to anyone whose conduct, language, appearance, or dress is inappropriate for the College dining and serving areas**.

Hours of service:
Monday-Friday
Hot Breakfast …….7:15am-8:30am
Continental Breakfast …….8:30am-9:00am
Lunch ……11:30am-1:30pm
Dinner (Monday-Thursday)…5:30pm-7:30pm
Dinner (Friday)……..5:30pm-6:30pm

Saturday & Sunday
Brunch…….12:00pm-1:00pm
Dinner …… 5:00pm- 6:00pm

Mental Health Services
ICC partners with the following local agencies to provide mental health and other health services to its students. Students can arrange to receive counseling and other health services from these agencies by contacting their ICC Navigator, the Compliance/Title IX Department at (620) 332-5672, or by submitting a request through ICC's complaints/concerns system at https://www.indycc.edu/student-life/student-complaints.

Community Health Center of SE Kansas
Coffeyville Location:
801 West 8th
Coffeyville, KS 67337
(620) 251-4300

Independence Location:
3751 West Main Street
Independence, KS 67301
(620) 577-2131
(same building as Four County Mental Health)
http://chcsek.org/

Four County Mental Health Center
3751 West Main Street
Independence, KS 67301
(800) 499-1748
www.fourcounty.com

Labette Health/Independence Healthcare Ctr.
510 North Peter Pan Road
Independence, KS 67301
(620) 332-2000
https://www.labettehealth.com/clinics/independence-healthcare-center/

Safehouse Crisis Center, Inc.
Domestic violence, sexual assault and stalking
crisis support services
(620) 251-0632
(888) 320-7218 (hotline)
https://www.safehousecrisiscenter.org

Bookstore
ICC owns and operates its own college bookstore. As of 2014, **all textbooks are included in tuition**. This means that all textbooks will be on **loan** to students. To pick up books you must bring a current printed schedule to the bookstore. Also, although you do not have to pay for textbooks, all consumable books such as workbooks and online codes will still have to be purchased and will be charged to the student's account.

Textbooks must be returned at the **end** of each semester. If not returned on the return date, a hold will be placed on the student's account. Five business days after finals the student will be charged full retail for any non-returned textbooks.

In addition to textbooks, the bookstore also sells official Pirate clothing, caps, and miscellaneous items. You can also purchase breakfast, a snack or a great cup of coffee, hot chocolate or cappuccino. All bookstore sales support your campus.

Student Union
ICC recently renovated the Student Union to give our students on campus a space of their own. The Student Union has several areas where students can relax, watch TV, study, or play games. It is a great area to hang out between classes, spend some time with friends outside of the dorms, do homework or watch a movie.

Movie Theatre
Located in the student union, this intimate theater plays second-run movies throughout the year on a weekly or bi-weekly basis. Films include both new releases and great classics. ICC's Student Government Association helps select the movies/genre for upcoming months and suggestions from students are always welcome.

The Anchor
The Anchor is located just outside the movie theatre and provides a coffee-shop type environment where students can enjoy a beverage and watch TV or play board games, shuffle board, mini basketball or table tennis.

Gaming Center
In the Gaming Center, there are three semi-private rooms, each of which has two Xbox One consoles, a Sound Bar, and a 42 inch 4K TV. Bring a group of friends to play a variety of video games, or take up a controller and go at it solo. The Gaming Center also has two video walls for interactive games like *Just Dance* or classic Wii sports games.

Parlay Room
The Parlay Room has six computers for students to type up papers or surf the internet, a fireplace and comfortable chairs. This room is designed to be a quiet area for students to relax while they read, study or complete their homework.

Study Rooms
Get a group together or come down by yourself and take advantage of our private study rooms. This is a great place to meet with other students to complete a group project or to just get away and gather your thoughts.

STUDENT ACTIVITIES

The Student Activities Director offers a full array of student activities during the year. The Campus Activities Board (CAB) and Student Government Association register student organizations. CAB schedules and coordinates activities and programs, which include the Fall Festival, Open Mic Nights, movie nights, and medallion hunts. Students who get involved in CAB will assist in deciding which student organizations and programs will be funded on campus.

Clubs
ICC offers students a variety of clubs they can participate in while they attend ICC. Students are invited to start new student organizations on campus. Any student who wishes to create a club is encouraged to speak with the Vice President of Student Affairs or Student Activities Director to discuss guidelines and regulations. Current ICC clubs include:

Student Ambassadors
Dillon Packard
620.332.5486

The ICC Student Ambassadors are a select group of students who represent the College in many ways, including hosting campus tours and acting as goodwill ambassadors to promote ICC within the community. Ten to fifteen ICC students are chosen each fall to be Student Ambassadors based on their academic achievement, extracurricular activities and a personal interview.

Collegiate Farm Bureau
Taylor Crawshaw and Andrew Gutschenritter
620.332.5457 or 620.332.5473

The Collegiate Farm Bureau is a program of Kansas Farm Bureau which exists to support students engaged in agriculture, enhance members' education and develop future leaders for the organization and ag industry. Chapter activities center around Kansas Farm Bureau's mission based in advocacy, education and service and provide opportunities for members to meet new friends and mentors and build leadership skills.

ICC Collegiate Farm Bureau meets monthly on the college campus. For more information, contact Taylor Crawshaw at tcrawshaw@indycc.edu or Andrew Gutschenritter at agutschenritter@indycc.edu.

ICC Lit Guild
Heather Mydosh
620.332.5435

The Lit Guild is an organization devoted to the literary arts at ICC, and includes Creative Writing Club, the Orion literary supplement, and the annual Visiting Authors' Series. Events include a monthly Open Mic Night, where anyone who wants to perform a poem, song, short-story, dance, magic trick, tell jokes - anything goes! - is welcome to take the "stage," and twice-annual overnight Write-Ins. Lit Guild also coordinates the Holiday Book Tree, providing books for local children. All are welcome!

Band Programs
Larry Markiewicz
620.332.5637

Athletic Band supports the College's athletic teams in season with music at home games. In the fall, the band is a marching band which performs marching shows at half-time. The band also marches in several parades including the Neewollah Grand Parade. This band includes a color guard and drumline. In the spring semester, this band functions as a true pep band playing for both women and men's basketball games. This band is open to ICC students and scholarships are available.

Jazz Band plays standard Jazz Band Literature with activities including public concerts. Scholarships are available for participating in this group.

Concert Band is a large concert band open to both ICC students and community members. Activities include several public concerts throughout the year both fall and spring. This group performs music from the standard wind band repertoire including music from the Renaissance to new composers of today. Scholarships are available to students participating.

Vocal Music
Jim Henderson
620.332.5434

ICC Chorale is a large SATB non-auditioned ensemble open to all students and community members. This is a large choral ensemble open to both ICC students and community members. Activities include public concerts during both fall and spring semesters. Music selections include works from the Renaissance to modern choral selections. This group also performs a large master work each spring.

ICC Chamber Singers is a smaller auditioned SATB ensemble. Auditions are held at the end of the Fall and Spring semesters, and at the discretion of the director. Chamber Singers performs more advanced literature from a variety of styles and periods. Chamber Singers performs at many events throughout the school year which includes touring a major US city following finals in May. Chamber Singers are eligible for department scholarships.

Coed Cheer
Cody Westerhold
620.332.5496

The coed cheer team represents ICC in all facets of sports and enthusiastically supports all college activities in the community and on campus. Students are encouraged to contact the athletic department for additional information and for scholarship opportunities.

Phi Theta Kappa
Anita Chappuie and Sarah Owen
620.332.5634 or 620.332.5468

Phi Theta Kappa is the largest honor society in American higher education with more than 3.2 million members and 1,300 chapters located in all 50 of the United States, U.S. territories, British Virgin Islands, Canada, Germany, Marshall Islands, Micronesia, United Arab Emirates and Palau.

ICC's Beta Omega chapter was the first chapter formed in Kansas. Through our active participation in Phi Theta Kappa's programs, we have developed a long, rich history in the organization. Fellowship, Scholarship, Leadership and Service opportunities are possible through participation in Phi Theta Kappa.

ICC Student Government Association/Student Senate
Tammie Geldenhuys and Marg Yaroslaski
620.332.5480 or 620.332.5467

The Student Government Association allows a forum for all students to influence their environment. SGA serves as the official representative body for students, acting as a liaison between students and administration. Student Government may present formal resolutions to the administration recommending changes in the operation of the campus. All students are eligible for membership in SGA.

Events
The Student Activities Director works closely with students and groups on campus to organize events for students on campus. We are always looking for great ideas from students on things they think the campus may enjoy. Over the years we have put on ping pong tournaments, video game tournaments, super bowl viewing parties and many outdoor activities that our students enjoy participating in.

WILLIAM INGE THEATER FESTIVAL

Independence Community College is home to the William Inge Theater Festival—the Official Theater Festival of the State of Kansas, by proclamation of the state legislature. It is named for the late Pulitzer Prize and Academy Award-winning playwright William Inge, who is a native of Independence and an alumnus of ICC.

The Inge Festival has brought world-renowned playwrights to campus to accept the prestigious William Inge Distinguished Achievement in American Theatre Award. Neil Simon, Stephen Sondheim, August Wilson, Arthur Miller, Beth Henley, and Paula Vogel are just some of the internationally acclaimed writers who have been guests of ICC during the Festival.

All ICC students are encouraged to attend the many workshops, panels, and performances during the Inge Festival. Students are given the opportunity to meet and learn from the professional actors, writers, and directors who visit. There is no charge to students.

In addition, the Inge Center hosts professional playwrights as Playwrights-in-Residence at the historic Inge House and teach playwriting at ICC. Professional directors and actors also visit campus as part of the residencies. Throughout the year, ICC students have multiple opportunities to participate in other programs, such as the Anna Plays, whereby students direct and produce their own productions, as well as numerous theatrical productions throughout the semester.

RESIDENCE LIFE

The Student Housing at ICC is a premier on-campus student housing community. Student housing offers fully furnished units and utilities all included in one price. Our community offers student centric social areas, controlled access buildings, laundry facilities, on-site maintenance, 24-hour surveillance and more! Unlike other on-campus housing options, ICC student housing offers individual leases, a roommate matching program and academic year leasing. For more information, you can visit ICC's website at http://www.indyvillas.com/ or give student housing a call at (620) 331-8332.

ACADEMIC STANDARDS

Academic Dishonesty

Any student dishonesty detected in a course will result in the student receiving no credit for the examination, written work or quiz, and may result in an "XF" grade, suspension and/or dismissal from the course and/or institution. The student so affected has the right of appeal through the Judicial Committee and the Vice President of Academic Affairs.

Grading System

ICC operates on the semester system. Two semesters comprise the academic year. The semester hour is used to designate the amount of college credit for a subject taken for one semester. One semester hour of credit usually represents one lecture or recitation per week. At least two additional hours each week in preparation or laboratory work may be required. A three semester hour course normally meets for three 50 minute periods per week.
An average student credit hour load is 15 hours per semester. So that academic achievement may be recorded and made available for reference, the following system of recording grades is in effect. Letter grades are converted to grade points for each semester hour of credit earned. Note: Four-year colleges may not accept a "D" as a transfer grade.

For more information about academic policies and procedures including how to withdraw from or drop a course, finals schedules, requesting a transcript, degrees, certificates and graduation requirements, please refer to ICC's 2018-2019 Course Catalog.

Grade Points per Credit Hour

Grade point average (GPA) is calculated by taking the total number of grade points earned divided by the total number of hours attempted for which grades A, B, C, D, or F are recorded. In classes where a grade of "P" is recorded, the hours will not be used when figuring the final GPA.

A = 4
B = 3
C = 2
D = 1

F = 0
P (Passing) = 0
CPR (Credit)
AU (Audit)
CL (Academic Clemency)
FN (Failing not Attending)
I (Incomplete)
W (Withdrawn)

Student Classification
Students who have completed 30 semester hours or less of course work are classified as freshmen; students who have completed 31 or more semester hours of course work are classified as sophomores. Depending on the degree a student chooses to complete, he/she will need 60-64 semester hours and a 2.0 GPA to graduate from ICC with an associate's degree.
The ICC College Catalog is a resource for more detailed information concerning academic topics discussed in the Student Handbook. The Catalog contains, among other things, specific information concerning degree requirements and course offerings. A copy is available to the student on the web at: http://www.indycc.edu/student-life/registrar/index.

STUDENT CODE OF CONDUCT

Often the action and conduct of one student influences the attitudes and thoughts of the general public about all of our students. We expect a positive attitude and demeanor, as your behavior and the choices you make while representing the college on and off campus will greatly affect our image in the community.

This means that ALL choices, even personal ones, will potentially come under scrutiny. How you behave and with whom you interact and associate is important. You must treat all others with respect and dignity. This extends into personal and intimate relationships; for individuals to engage in any type of sexual activity with each other there must be clear and unquestionable consent.

A determination about the existence of consent is a critical element in the investigation of a sexual assault. Campus policy requires affirmative consent between individuals engaging in sexual activity. Affirmative consent is defined as "informed, freely and affirmatively communicated willingness to participate in sexual activity that is expressed by clear and unambiguous words or actions." Clear and unambiguous words or actions are those that are freely and actively given by informed individuals that a reasonable person in the circumstances would believe communicate a willingness to participate in a mutually agreed upon sexual activity.

Students at ICC are expected to conduct themselves as self-respecting, educated men and women. It is assumed by the college that students will demonstrate a code of personal honor based upon courtesy, integrity, common sense, and respect for others, both inside and outside the classroom. **The college reserves the right to suspend or dismiss a student for conduct which is detrimental to the best interests of the college.** The following types of behavior will be considered violations of the college's standards:

1. Disrespect for authority towards faculty, staff and administration.
2. Threatening the life or physical safety of others, including acts of hazing with physical, verbal, or emotional abuse.
3. Conduct which disrupts, impedes, or interferes with the operation of any college function, including conduct that disrupts the marketing and branding of our campus.
4. Conduct which substantially infringes upon or invades the rights of others, including the use of social media to harass, disrupt, or threaten students, staff, faculty, or administration.
5. Damaging, breaking into, or the unauthorized use of college facilities, and stealing college equipment or supplies.
6. Academic dishonesty.
7. Failure to properly obtain affirmative consent before engaging in sexual activities
8. Violation of any state or federal law on college property or while involved in college activities.
9. Violation of conditions of probation (including academic) by a student on college property while involved in college activities.

10. The unlawful use or possession of alcohol, illicit drugs, or tobacco on campus or at college sponsored activities.
11. Additional standards may be implemented by the Director of Student Life and the Vice President of Student Affairs.

Sanctions and Penalties for Student Code of Conduct Violations

Upon a determination that a student or organization has violated any of the rules, regulations, or disciplinary offenses set forth in the Student Code of Conduct, the following disciplinary sanctions may be imposed, either singly or in combination, by the appropriate institution officials:

- Alcohol/Drug Assessment: A student may be required, on the basis of documentation, to undergo an alcohol and drug assessment under counseling contracted services. The student is responsible to insure the appropriate documentation is submitted. The student is responsible for all costs.
- Community Service/Work Hours: A student may be required to perform specified tasks of service to the college or community under the supervision of a specified official.
- Counseling: A student may be required to attend a counseling session as deemed necessary by the judicial officer. The first session, if required by ICC, will be paid for by the College.
- Educational Sanctions: The judicial officer may require performance of a variety of educational sanctions. These may include, but are not limited to, a formal apology (in writing and/or in person) or a public presentation or research paper on a designated topic.
- Fines: A student may be required to pay a monetary fine, which shall be payable to the college for selected policy violations.
- Interim Suspension: As a general rule, the status of a student accused of violations of the ICC code of conduct should not be altered until a final determination has been made in regard to the charges. However, interim suspension may be imposed while awaiting a formal hearing upon a finding by the President, Vice President of Student Affairs or his/her designee that the continued presence of the accused on campus constitutes an immediate threat to college property, classroom or other campus activities, and/or the physical safety and well-being of the accused or any other member of the college community or its guests.
- Probation: Continued enrollment of a student on probation may be conditioned upon adherence to these regulations. Probation may include restrictions upon the extracurricular activities of a student. Any conduct in violation of these regulations while on probationary status may result in the imposition of a more serious disciplinary sanction.
- Reprimand: A written reprimand, or censure, may be given any student or organization whose conduct violates any part of these warnings.
- Restitution: A student who has committed an offense against property may be required to reimburse the institution or other owner for damage to or misappropriation of such property.
- Restriction: A restriction upon a student's or organization's privileges for a period of time may be imposed. The restriction may include, for example, denial of the right to represent the institution in any way, denial of the use of facilities, denial of parking privileges, denial of participation in extracurricular activities, or restriction of organizational privileges.
- Warning: The appropriate institutional official may notify the student that continuation or repetition of specific conduct may be cause for other disciplinary action.
- Scholarship Loss: If deemed appropriate by division giving scholarship, the scholarship may be withdrawn by the advisor or coach.
- Suspension/Expulsion: If suspended, the student is separated from the college for a stated period of time, with conditions of readmission stated in the notice of suspension.

Off-Campus Activities

Even though the college cannot monitor areas outside the college, student organizations and individual students may be held accountable and responsible for their actions off-campus. The jurisdiction and discipline of the College shall apply to conduct that occurs on property owned, occupied, or used by the College; while a student

is attending or participating in any college related activity; or in any location if the conduct adversely affects the student's suitability as a member of the college community or is detrimental to the interests of the institution.

SAFETY AND SECURITY POLICIES

Electronic Feedback Reporting System

ICC values communications from its stakeholders and as such has implemented a system for electronic submission of complaints, concerns and compliments. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to submit safety and security comments and concerns to the College through its electronic feedback reporting system located on the ICC website at https://www.indycc.edu/student-life/student-complaints.

School Closings

Emergency closing situations include, but are not limited to, snowstorms or other weather conditions, heating/air conditioning failure in the buildings, health reasons (i.e. epidemics), employee concern, extreme financial emergencies, or other emergencies. To learn of an emergency closing at ICC, check our website, Facebook page, Text Caster, or tune into local radio and/or television broadcasts. If no announcement is made, classes will operate on a regular schedule. Every effort is made to ensure that the decision to close the College is made no later than 7:00 a.m.

Emergency Storm/Tornado Safety Procedures

On the ICC campus, a storm warning may be given by voice or audible alarm. If a storm warning is issued, please respond in the following way:

- *Academic Building:* Seek shelter in the Tutoring Center (AC 132) or in the classrooms along the west wall of the lower level of the building
- *Administration Building:* Seek shelter in the Tutoring Center (AC 132) or in the classrooms along the west wall of the lower level of the building
- *Cessna Learning Center:* Seek shelter in the restrooms in the Cessna Learning Center
- *Fieldhouse:* Seek shelter in the interior rooms or locker rooms of the Fieldhouse
- *Fine Arts Building:* Seek shelter in the restrooms in the Fine Arts building
- *Student Union:* Seek shelter in the lower level of the Student Union
- *Residence Halls:*
    - *Captains Quarters and Pirate Bay Villas:* Seek shelter in the interior hallways, restrooms and laundry rooms on the lower level of the Captains Quarters
    - *Bricks:* Seek shelter in the restrooms in the Bricks

Emergency Response and Evacuation Procedure

Independence Community College maintains the *ICC Emergency Preparedness Procedures* for instances of injury or illness, fire, weather disturbances, bomb threats, and violence. The plan is evaluated and updated annually and provides guidance for campus wide response to emergencies caused by natural disasters, man-made catastrophe or other violent or threatening behavior by an individual or group in a manner that protects the lives, health and personal well-being of all members of the college community, public and private property and the ability of the college to reasonably carry on normal operations.

The campus community is to be immediately notified upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students, employees, and visitors on or off-campus, unless issuing a notification will compromise efforts to contain the emergency. The College confirms the existence of a significant emergency through communication with campus safety personnel, the college's compliance department and/or the supervisors of departments and/or buildings directly involved in the emergency situation.

When a determination has been made by the President or his/her designee confirming a significant emergency or dangerous situation, the college President or his/her designee will inform the campus community by immediately posting the announcement using the TextCaster Emergency Notification System (to registered recipients), with a campus-wide e-mail, and having the announcement posted on the campus website (www.indycc.edu). The announcement may include, but is not limited to, the following information: type of situation, location of occurrence, and any other available information.

The decision to issue an emergency response or dangerous situation announcement, and amount of information provided to the public shall be made by the President and/or Compliance Officer or a designee on a case-by-case basis considering all available facts surrounding the campus community, whether the situation is considered a serious or continuing threat to students or employees and the possible risk of compromising local emergency management efforts. The entire campus community will be notified when there is at least the potential that a very large segment of the community will be affected by a situation, or when a situation threatens the operation of the campus as a whole.

Timely Warning Policy
The Independence Community College President, Compliance Officer or a designee is responsible for issuing timely warnings in compliance with the Jeanne Clery Act, 20 U.S.C. § 1092(f) *et seq*.

Anyone with information warranting a timely warning should report the circumstances to the Compliance Officer in the Academic Building. In the event that a situation arises that requires issuance of a warning, the proper timely warning procedure should be followed. These warnings are provided in order to keep the campus community informed about safety and security matters on an ongoing basis and in an effort to prevent similar crimes from occurring.

The decision to issue a timely warning shall be decided on a case-by-case basis in compliance with the *Jeanne Clery Act* and considering all available facts surrounding the campus community, whether the crime is considered a serious or continuing threat to students or employees and the possible risk of compromising law enforcement efforts. The campus community is to be immediately notified upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students, employees, and visitors on or off campus, unless issuing a notification will compromise efforts to contain the emergency.

Timely warnings are usually issued for the following classifications:

- arson
- burglary
- robbery
- aggravated assault
- criminal homicide
- motor vehicle theft
- sex offenses
- any other crimes as deemed necessary

When a determination has been made that a timely warning should be issued, the college President and/or Compliance Officer or a designee will inform the campus community by immediately posting the announcement using the TextCaster Emergency Notification System (to registered recipients), campus-wide e-mail, and/or have the announcement posted on the campus website (www.indycc.edu). The warning may include, but is not limited to, the following information: type of crime, location of occurrence, and available suspect information.

Missing Person Policy
In compliance with the Higher Education Opportunity Act of 2008, this policy sets forth procedures 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 of Student Affairs at 620.332.5480 or the Compliance Department at 620.332.5672. Any college employee who receives a report of a possible missing student must immediately refer such report to the Vice President of Student Affairs or the Compliance Department. If it is determined that a student is missing, the College will notify the President and the Montgomery County Sheriff's Department (Main Campus), Independence KS Police Department (West Campus) 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 College will 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.

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 College will notify a custodial parent or guardian not later than 24 hours after the student is determined to be missing.

Sale and solicitation
ICC prohibits solicitation, sales, or door-to-door canvassing by students or non-students on college property, except with permission of the Coordinator of Student Life, the Vice President of Student Affairs and/or the Compliance Department.

The Clery Act Annual Security Report
In 1991, the US Congress passed the Student Right-to-Know and Campus Security Act, which requires colleges to report the three previous years of statistics on murder, sex offenses, robbery, aggravated assault, burglary, and motor vehicle theft, and statistics on arrests for drug and alcohol violations. In October 1998, President Bill Clinton signed an amendment renaming the act the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and requiring that all crimes motivated by hate or bias be included in the statistics. ICC recognizes the importance for an institution of higher learning to develop and maintain a safe and secure environment in which the academic and social pursuits of its members can be fully realized. The College has the utmost concern for the success of each student and strives to give each student maximum freedom to live his/her life free from outside interference. With this freedom, however, comes the responsibility of becoming an active participant in the exercise of personal safety. No community's security plan can attain maximum effectiveness unless everyone contributes to making it work. Safety and security are both personal as well as shared responsibilities. Only by accepting this responsibility can members of the College community maintain a safe and secure environment.

Reporting Crime
People who see or know of criminal activity or emergencies on campus may report these events in several ways. Serious injury accidents and other emergencies should be reported by dialing 911. Several agencies from the city and county, including the ambulance service and fire department, will respond to the campus. The Sheriff's Department will also respond to calls for assistance 24 hours a day. When possible, after calling 911, campus safety personnel should also be contacted. For non-emergencies call the Sheriff's office at 620-330-1000 or call campus safety personnel at 620-331-8558. You may also contact the Vice President of Student Affairs or the Compliance Department to report criminal activity.

Student Bill of Rights
ICC is committed to providing options, support, and assistance to members of our community that are affected by sexual assault, sexual harassment, intimate partner violence and stalking regardless of whether the crime or violation occurred on campus, off campus, or while studying abroad.

The rights listed below are afforded to all students reporting sexual violence, as well as all students accused of sexual violence, regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, status as an intimate partner violence victim, or criminal conviction.

All ICC students have the right to:

- Make a report to local law enforcement or state police;
- Have disclosures of intimate partner violence, stalking, and sexual assault treated seriously;
- Make a decision about whether or not to disclose a crime or violation and participate in the judicial/conduct process or criminal justice process free from pressure by the institution;
- Participate in a process that is fair, impartial and that provides adequate notice and a meaningful opportunity to be heard;
- Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
- Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;
- Be protected from retaliation by the institution, any student, the accused/respondent, and their friends, family and acquaintances that are within the jurisdiction of the institution;
- Be accompanied by an advisor of their choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process, including during all meetings and hearings related to the process; and
- The exercise of civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

Bullying
Bullying is a widespread and serious problem that can happen anywhere. It is not a developmental phase an individual has to go through, it is not "just messing around," and it is not something to grow out of. Bullying can cause serious and lasting harm. Bullying involves:

- Imbalance of power - people who bully use their power to control or harm and the people being bullied.
- Intent to cause harm - actions done by accident are not bullying, the person bullying has a goal to cause harm.
- Repetition - incidents of bullying happen to the same the person over and over by the same person or group.
- Anyone can be a bully by using the following techniques to intimidate, embarrass, belittle or harass someone:
- Verbal - Name-calling, hassling someone, spreading rumors or making degrading comments.
- Social - Spreading rumors, leaving people out on purpose, interfering negatively on other relationships.
- Physical - Hitting, punching, shoving or by using threatening looks or gestures.
- Cyber bullying - Using the Internet, mobile phones or other digital technologies to harm others.
- When bullying becomes physical or sexual and causes harm or damage to property or makes you feel afraid to attend classes, it can be considered to be an assault or harassment. If you experience any of the following feelings caused by someone, you may be a victim of bullying:
- Feel angry, sad, lonely or depressed.
- Feel like you have no friends.

- Find that you are getting into fights.
- Want to hurt someone else or yourself.
- Feel like taking steps to defend yourself.
- Feel helpless to stop the bullying.
- Feel hopeless that anything can be done.
- Afraid to be on campus or feel anxious all the time.
- Feel bad about yourself.

You have a right to be safe. If you or someone you know may be a victim of bullying, communicate your concerns to a friend or parent or contact ICC college officials, counselors or navigators.

Bystander Intervention

Bystander Intervention is a philosophy and strategy for prevention of various types of violence, including bullying, sexual harassment, sexual assault, and intimate partner violence.

The college asks everyone in the ICC family to be an active bystander. Being an active bystander shows that you care about the ICC community. When you witness any troubling behavior, take action to make sure that ICC is a safe place. Being aware, and responding are key to become an active bystander. See something, say something and ***do something.***

There are many examples for becoming an active bystander. If you observe any of the following behaviors you need to say something to keep ICC and our ICC community safe:

- Sexual harassment such as catcalling
- Disrespectful or abusive behavior
- Homophobic Statements
- Racist or sexist jokes
- Discrimination
- Risky behavior resulting from substance use
- Hate behavior or comments
- Taking advantage of power imbalances such as status, size or level of inebriation

Bystander Intervention Strategies

Direct - Step up and say something. Point out threatening or inappropriate behavior in a safe, respectful manner. For example you might say:

- Are you OK?
- Can I talk to you for a second?
- That's really not cool.
- If intervening in the situation would be dangerous for you to do call 911. It's always an option for intervention.

Distract - Find a way to divert the individuals. Make up an excuse to help the friend get away from someone who might pose danger by:

- Inviting yourself to tag along
- Saying, hey this party is lame, let’s go somewhere else.
- Asking, did you get that homework done from class?

Delegate - Find someone who can help.

Remember, we all have a right to be safe. Communicate any concerns to a friend or parent or contact ICC college officials, counselors or Navigators.

STUDENT GRIEVANCE PROCEDURES

Individual departments on campus may follow their own student grievance and appeals procedures. For more information about these grievance and appeals procedures, please contact the individual department supervisor or the compliance department.

Grievance Electronic Submission Form

ICC values communications from its stakeholders and as such has implemented a system for electronic submission of grievances involving the College. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to submit grievances to the College through ICC's electronic reporting system located on its website at https://www.indycc.edu/student-life/student-complaints.

ACADEMIC GRIEVANCE PROCEDURES

Grade Appeals

There are two categories for grade appeals:

1. Assignment, tests, etc. within the course; and
2. Final grade for the course.

For the first category of appeals students should have an informal conversation with the instructor for the purpose of resolving the issue. If the student does not feel that this conversation has helped to resolve the issue, the next step is to appeal the grade in writing to the Vice President of Academic Affairs within two weeks after the conversation with the instructor. The Vice President of Academic Affairs will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 10 days of receipt of the appeal.

For the second category of appeals, students should appeal the grade in writing with the Vice President of Academic Affairs within 60 days after a grade is posted. The Vice President of Academic Affairs will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 15 days of receipt of the appeal. Students may appeal final grade course appeals decisions by the Vice President of Academic Affairs to the Judicial Committee.

If a student's appeal is approved, the appropriate change will be made to the student's official transcript by the college registrar within 30 days of notification. Grade appeals that are received after the 60-day deadline will not be considered.

Grade Changes

Grade Change forms are submitted directly to the Registrar's Office by the instructor who taught the course. A failing grade will not be changed to a passing grade without the signature of the Vice President of Academic Affairs. Grade changes must be submitted to the Registrar's Office within one semester of the student's initial enrollment in the course.

Academic Integrity

ICC expects its students to exhibit the highest level of academic integrity and maintains a "no tolerance" policy regarding behaviors that violate this expectation.

The following actions constitute violations of academic integrity:

- A student submits an assignment which is not his/her own work;
- A student copies or takes answers from another student or uses unauthorized materials during an exam;
- A student uses words or ideas which are not his/her own without including the original source of the material;
- A student submits a paper or other assignment in multiple classes without permission from the instructor(s);

- A student uses resources or assistance which are prohibited by an instructor to complete an exam or assignment;
- A student obtains a copy of an exam, answers to an assignment, or any other resource belonging to an ICC faculty or staff member without permission;
- A student knowingly assists another student in violating any part of the academic integrity policy; or
- A student who uses a demonstrably false excuse to delay testing and solicit a special make-up exam, thereby receiving unfair additional study time by lying and deception,

Instructors who determine that a student is in violation of the ICC academic integrity policy may impose any of the following sanctions:

- An instructor may require the student to submit a different assignment
- An instructor may assign a grade of "F" (zero) for the assignment
- An instructor may assign a grade of "F" for the course
- An instructor may assign a grade of "XF" for the course; a transcript notation will include that the student has failed the course for disciplinary reasons

In the case of extreme or repeated violations the Vice President of Academic Affairs will administratively withdraw the student from classes and make a notation of the infractions on the student's transcript. Following this action, the Vice President for Student Affairs will expel the student from campus.

A student who has been penalized for violating academic integrity standards may appeal the penalty by submitting an appeal (see "Grade Appeals") within 7 days of the date of the instructor's action. Students may appeal academic integrity appeals decisions by the Vice President of Academic Affairs to the Judicial Committee. Cases involving suspension, expulsion or withdrawal from a course with an XF will be referred to the Vice President of Academic Affairs for final determination.

Students shall be responsible for their own academic success. The Student Grievance Procedure shall resolve any conflict not otherwise resolved by another specific complaint resolution process.

JUDICIAL CONDUCT COMMITTEE GRIEVANCE PROCEDURE

The Judicial Conduct Committee is responsible for hearing and considering alleged violations of Student Code of Conduct and Residence Life Rules (excluding Title IX situations) and appeals of academic integrity decisions. Cases are referred to the Judicial Committee by the Vice President of Student Affairs, Vice President of Academic Affairs, Director of Student Life and Residence Life Director.

In cases of alleged violations of the College's Student Code of Conduct and Residence Life Rules, the role of the committee will be to hear cases and appeals and to make disciplinary decisions; cases involving suspension or expulsion will be referred to the Vice President of Student Affairs for final determination. In cases of alleged violations of the College's Academic Integrity policies, the role of the committee will be to hear appeals from the Vice President of Academic Affairs and render a final decision on each individual case; cases involving suspension, expulsion, or withdrawal from a class with XF will be referred to the Vice President of Academic Affairs for final determination.

Submitting a Case and/or Appeal for Review by the Judicial Committee

ICC has implemented a system for electronic submission of grievances involving the College located on its website at https://www.indycc.edu/student-life/student-complaints. Students can use this electronic reporting system to 1) submit and/or appeal cases involving alleged violations of the Student Code of Conduct or Residence Life Rules or 2) appeal decisions regarding alleged violations of the College's Academic Integrity policies to the judicial committee for review. Appeals to the judicial committee must be submitted within (4) four working days from the time they receive their decision or sanction letter (unless there is a special circumstance that would prevent this) and must satisfy all the requirements for appeals as detailed below.

Hearing Format

Hearings will be private (limited to Complainant(s), Respondent(s), incident witnesses, hearing advisers, members of the committee and legal representation for the College) and are not open to the public. The only exception to this is when the College has been notified by law enforcement officials that criminal charges relevant to the case pending before the Committee have been filed against Respondent(s). In these instances, Respondent(s) may have an attorney present solely for the purpose of protecting Respondent(s) against self-incrimination in a future court proceeding. The attorney may not serve in any other capacity during the hearing including speaking on behalf of Respondent(s) or questioning/addressing those present. No disciplinary action will be taken unless it is established by a preponderance of evidence upon the record considered as a whole that the accused student has committed the charged offense. This clause in no way limits the right of the College to have legal representation present at any hearing of the Judicial Committee.

Student Appeals

An appeal does not provide a second hearing of the case. The review of the appeal will be based on the existing record, new information provided, as well as, information provided by the conduct officer regarding the rationale for the decision. Deviation from the procedures in this code will not invalidate a proceeding or decision or be a basis for appeal except where such deviation has clearly resulted in significant prejudice to an accused student.

Grounds for Appeal

- The established procedures were not followed in a significant way and as a result, the factual findings, the sanction, or both, were not correct.
- The severity of the sanction imposed was not appropriate based on the nature of the violation or the circumstances. In cases in which an accused student has accepted responsibility, such appeals are limited to having the severity of the sanction reviewed.
- There is new information that would have been material to the outcome, had the information been presented at the conference or hearing. The new information must be included with the student's request for appeal. Also, the student must show that the new information was not known to the person appealing at the time of the original hearing.

Process

If a student files an appeal, she/he will be informed of the outcome when the appeal process has been completed. Students must file their appeals within (4) four working days from the time they receive their decision or sanction letter (unless there is a special circumstance that would prevent this). An appeal will only be considered if it includes both the student's criteria and rationale for the appeal and an attached copy of the sanction letter. It is the student's obligation to provide any and all materials she/he wishes to have considered at the time of appeal submission. Subsequent information and/or revisions to the appeal will not be accepted.

A student will file the appeal by delivering it to the Office of Vice President of Student Affairs (in cases involving student and/or residence life conduct) or the Office of Vice President of Academic Affairs (in cases involving academic integrity). In general, the filing of the appeal will result in a stay of the sanctions imposed on the appealing student, unless the welfare of an individual or the community is threatened. Students are encouraged to consult with all resources available to them prior to submitting the request for an appeal.

Appeals of decisions by the Judicial Committee regarding suspension or expulsion will be heard by the VPSA (in cases involving student and/or residence life conduct) and the VPAA (in cases involving academic integrity). Such appeals from a student must be made in writing within four (4) working days of receipt of the Judicial Committee decision or the opportunity to appeal is considered waived. The VPSA's and/or VPAA's decision will be considered final.

Order of Business for Disciplinary Hearings
Unless otherwise determined by the Chairperson of the Committee, the hearing will generally follow the order described below;

A. Members of the Committee introduce themselves and ask all present to do the same.
B. The Chairperson briefly reviews the hearing procedures as outlined here.
C. The charges are read by the Committee Chairperson.
D. The Complainant(s) will be the first to present testimony. At the conclusion of the Complainant(s)' testimony, the Complainant(s)' incident witnesses will each present testimony, with the Committee and Respondent(s) being permitted to ask questions.
E. After the Complainant(s) have presented evidence to the Committee, the Respondent(s) will be given the opportunity to present personal testimony and the testimony of any incident witnesses' as described above. Following this testimony, the Committee and the Complainant(s) will be permitted to question the Respondent(s) and any incident witnesses appearing on behalf of Respondent(s).
F. Character witnesses are not permitted at any disciplinary hearing.
G. When all parties have presented their evidence, the Committee may ask further questions of any party and/or recall witnesses for further questioning. The Committee may call brief recesses at any time to discuss the proceedings and may ask further questions upon return from any such recesses.
H. The Chairperson may also call witnesses, including expert witnesses from the College staff, to aid the Committee in its consideration of the case.
I. When the Committee's questions have concluded, the Chairperson should inform the Complainant(s) and Respondent(s) that a written decision will be provided to them. The hearing will then be adjourned. The members of the Committee will meet in executive session to deliberate and render a decision.

Basis for Findings: Standard of Evidence
The standard or basis for findings refers to the criterion or measure of proof that is used to assess if a student is responsible for violating College policy.

The basis for findings used during any College judicial proceeding is a preponderance of the evidence. A finding, by a preponderance of the evidence, that a student violated College policy means that the Committee found that the evidence presented led to more than a 50% likelihood that a student is in violation of a regulation or standard. An easier way to think about this may be to consider the question, "Is it more likely than not that, based on the evidence and testimony presented to the Committee, the student violated the regulation or standard?" If the answer is "Yes," the Committee has achieved a preponderance of evidence. The College uses a preponderance of the evidence as a standard of evidence for student disciplinary hearings because it is the basis for findings that is the most conducive to the academic setting and the educational process found in disciplinary hearings.

Decisions
The Chairperson of the Committee will file a report to the Vice President of Student Affairs, Vice President of Academic Affairs, or Director of Residence Life of each case heard before the Judicial Committee that pertains to their department. These reports are to include a concise statement of charges, the plea, the decision of the Committee, the evidence considered and the reasons for the final action taken, if any. Findings and an explanation of decisions resulting from hearings will be rendered in writing within four (4) working days. The Judicial Committee may issue sanctions ranging from disciplinary warning to suspension and expulsion.

GENERAL STUDENT GRIEVANCE PROCEDURE
Purpose
An Independence Community College student may appeal any instance of misapplication of College policy, procedure, or practice, which adversely affects him/her. Under this process, the student may <u>not</u> appeal the following:

1. The receipt of a grade;
2. The receipt of academic sanctions;

3. The receipt of sanctions relating to student behavior; or
4. Established College policies or procedures themselves.

The College Student Appeal Procedure provides the student due process in the resolution of appeals. Where a specific College process is provided for resolution of a complaint it must be used.

Procedures

Students must follow the following procedures:

1. Step One:
   - A student who alleges that he/she has been adversely affected by the misapplication of College policy, procedure, or practice shall first meet informally with the person applying the policy, procedure, or practice to discuss the situation in an attempt to reach an informal resolution.

2. Step Two:
   - If this informal conference does not resolve the situation, the student may file a written grievance within five working days of the informal conference to the department head of the College official who allegedly misapplied the College policy, procedure, or practice. The student will submit his/her grievance and additional written documentation or other evidence electronically through the College's complaints system. A copy of the submission will be sent to the employee's supervisor and the Vice President overseeing the department involved in the grievance.
   - The student and department head of the College shall meet within five class days after receipt of the grievance materials.
   - The department head of the College shall provide the student a written decision within five class days following the meeting, with a copy of the written decision going to the employee's supervisor and the Vice President overseeing the department involved in the grievance.

3. Step Three:
   - If the initial formal decision is adverse to the student, he/she may appeal the decision to the Vice President overseeing the department involved in the grievance within five working days thereafter by submitting his/her appeal electronically through the College's complaint system.
   - The Vice President overseeing the department involved in the grievance will be provided copies of all previously considered materials and forms from the student and written materials from the employee on which the earlier decision was based.
   - The Vice President overseeing the department involved in the grievance will review all supporting materials submitted as well as any other relevant materials and will meet with the student and the employee (individually or together, at the discretion of the Vice President overseeing the department involved in the grievance) within five working days thereafter to further discuss and clarify the question at issue.
   - The Vice President overseeing the department involved in the grievance will render a written decision to the student and the employee within five additional working days.
   - The decision on appeal at this level is final.

Additional Information

- The decision shall be final if the student fails to employ the steps and time periods of the Student Grievance Appeal Procedure.
- If a College official fails to follow the procedure, the student will be allowed an additional opportunity to file a grievance at the next step.

RETALIATION

It is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant or third party. Retaliation should be reported promptly to the Compliance Officer and/or the Vice President of Student Affairs and may result in disciplinary action independent of the sanction or interim measures imposed in response to the misconduct allegations.

SEXUAL MISCONDUCT & TITLE IX VIOLATIONS

ICC is committed to fostering a community that promotes prompt reporting of all types of sexual misconduct and timely and fair resolution of sexual misconduct complaints. It is a violation of this Policy for anyone acting knowingly and recklessly either to make a false complaint or to provide false information regarding a complaint of sexual misconduct.

Every reasonable effort will be made to protect the confidentiality of the parties during an investigation. After an investigation, any person who is found to have violated this policy or retaliated against another will be subject to discipline, up to and including expulsion from ICC and/or termination of employment, to help ensure that such actions are not repeated.

Information regarding sexual misconduct grievance procedures can be found on pages 30-37 of this handbook.

Duty to Report:

Any person taking courses at the College, attending College programs, using College facilities, working at or for the College, or participating in College-sponsored activities may file a complaint of sexual misconduct or Title IX violation against members of the College community including any employees (faculty and staff), students, affiliates, volunteers, vendors, contractors or guests of the College to the College Title IX Coordinator. **In addition, all College employees are required to report incidents of sexual misconduct, including sexual harassment and sexual violence to the ICC Title IX Coordinator.** If you have any questions or concerns about sexual misconduct, or if you wish to file a complaint of sexual misconduct, students are strongly encouraged to immediately contact:

Jessica Morgan-Tate
Title IX Coordinator & Compliance Officer
Academic Building - Room 117
1057 West College Avenue
Independence, KS 67301
(620) 332-5672
www.indycc.edu

ICC has implemented a system for electronic submission of complaints and concerns, including any and all complaints relating to sexual misconduct and Title IX violations. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to report misconduct to the College through ICC's electronic reporting system located on its website at https://www.indycc.edu/student-life/student-complaints.

Sexual Misconduct

ICC is committed to maintaining a positive and safe learning and working environment. ICC students and employees are responsible for assuring that ICC maintains an environment for study and work free from sexual misconduct or related retaliation and all members of the ICC community are expected to conduct themselves in a manner that does not infringe upon the rights of others. ICC prohibits sexual misconduct, specifically including rape, acquaintance rape, sexual assault, intimate partner violence, sexual harassment and stalking, and related retaliation of any nature against or by any student or employee.

Sexual misconduct violates the dignity of individuals, impedes the realization of ICC's educational goals, is unlawful and will not be tolerated. Specifically, sexual misconduct is a form of illegal discrimination in violation of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Kansas Acts Against Discrimination and could lead to criminal prosecution.

ICC's Sexual Misconduct Definitions:

Sexual misconduct is a broad term encompassing non-consensual or unwelcome sexual advances, requests for sexual favors and any other verbal or physical conduct of a sexual or gender-based nature, whether intentional or unintentional, where:

- An individual's submission to or rejection of the conduct is made, either explicitly or implicitly, a term or condition of employment or of status in a course, program or activity, or is used as a basis for an employment or academic decision; or
- The conduct is sufficiently severe, persistent or pervasive such that it has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance or educational experience, or of creating an intimidating, hostile, humiliating or offensive working or educational environment.

It is not possible to list all circumstances that might constitute sexual misconduct. In general, sexual misconduct encompasses any sexually related conduct which causes others discomfort, embarrassment or humiliation, and any harassing conduct, sexually related or otherwise, directed toward an individual because of that individual's sex. Such conduct is subject to ICC policy whenever it occurs in a context related to the employment or academic environments, or if it is imposed upon an individual by virtue of an employment or academic relationship.

A determination of whether conduct constitutes sexual misconduct is dependent upon the totality of the circumstances, including the pervasiveness or severity of the conduct. The following examples of conduct may constitute sexual misconduct:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct or gossip regarding one's sex life;
- Commenting on an individual's body, commenting about an individual's sexual activity, deficiencies or prowess;
- Displaying sexually suggestive objects, pictures or cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures or suggestive or insulting comments;
- Inquiries into one's sexual experiences; or
- Discussion of one's sexual activities.

In order to constitute sexual misconduct, conduct must be unwelcome or non-consensual. Conduct is unwelcome when the other person does not solicit or invite it and regards it as undesirable or offensive. Consent requires a willingness or agreement to engage in the conduct, with full knowledge of the facts and circumstances and the necessary mental capacity. The fact that a person may accept the conduct does not mean that he/she welcomes or consents to it.

Consent is defined as "informed, freely and affirmatively communicated willingness to participate in sexual activity that is expressed by clear and unambiguous words or actions." Clear and unambiguous words or actions are those that are freely and actively given by informed individuals that a reasonable person in the circumstances would believe communicate a willingness to participate in a mutually agreed upon sexual activity. The following factors will be considered when determining consent:

- A lack of protest, the absence of resistance and silence do not indicate consent.
- The existence of a present or past dating or romantic relationship does not imply consent to future sexual activity.

- Consent must be present throughout the sexual activity and may be initially given, but withdrawn at any time. When consent is withdrawn all sexual activity must stop. Likewise, where there is confusion about the state of consent, sexual activity must stop until both parties consent again.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- It is the responsibility of each person who wishes to engage in sexual activity to obtain consent.
Consent is not obtained where:
- There is physical force, threats, intimidation or coercion.
- There is incapacitation due to the influence of drugs or alcohol.
- There is the inability to communicate because of a physical or mental condition.
- An individual is asleep, unconscious or involuntarily physically restrained.
- An individual is unable to understand the nature or extend of the sexual situation because of mental of physical incapacitation or impairment.
- One party is not of legal age to give consent pursuant to Kansas state law (K.S.A. 21-5503).

Sexual Assault
Sexual assault is any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. For purposes of the *Clery* Act this includes rape, fondling, incest and statutory rape.

If you are sexually assaulted:
- Get to a safe place for your protection.
- Get medical attention immediately. The primary purpose of medical examination is to check for physical injury and/or the presence of sexually transmitted diseases as a result of the assault. The secondary purpose of the medical examination is to aid in police investigations and/or legal proceedings.
- Don't bathe or douche. Bathing or douching might be the first thing you want to do; however, this would literally be washing away valuable evidence. As such, you should wait until after you have a medical examination.
- Save your clothing. It is all right to change clothes but save what you were wearing. Place each item of clothing in a separate paper bag and save for the police. Your clothing could be used as evidence for future prosecution.
- Whether to file a police report is your decision and you do not have to make it immediately. However, if you decide to file a report, it would be advantageous to your case to do so as soon as possible. A representative of the College can accompany you if you decide to make a police report.
- Make contact your local victim support resources. If you are a victim of a sexual assault, it is important to secure medical attention and counseling and health support services for support even if you decide not to contact the police.

Talk to a professional counselor to get the emotional help that you need due to the trauma. Many sexual assault cases go unreported because the victim fears retaliation or possible humiliation if word gets around that he/she has been the victim of sexual assault. Victims tend to feel guilty as though they did something to bring the situation upon themselves and often keep the incident to themselves or to share some of the incident with a close friend. While this might be helpful initially, we encourage you to talk to a knowledgeable counselor about your reactions to being victimized. The services that are provided both on and off campus are available to all victims of violent acts and are designed to assist in overcoming the trauma of the attack.

Intimate Partner, Domestic and Dating Violence
Intimate partner, dating and domestic violence is controlling, abusive and aggressive behavior that occurs in romantic and/or familial/domestic relationships. It can include verbal, emotional, physical or sexual abuse in any combination. You may be experiencing intimate partner, domestic or dating violence if your romantic/domestic partner or family member:
- Shows abusive, controlling or aggressive behavior;

- Displays verbal, emotional, physical, or sexual abuse;
- Monitors your activities and demands explanations for your whereabouts;
- Shows extreme jealousy and controls your relationships with others;
- Belittles you by criticizing you while alone or in front of others;
- Controls the relationship by making decisions for you;
- Shows disrespect by not listening or displays lack of interest when you talk;
- Physically threatens or hurts you;
- Does not let you hang out with friends;
- Tells you what to wear;
- Needs to be with you all the time; or
- Checks your phone or Facebook.

Tips for Ending an Abusive Intimate Partner Relationship:

- Create a safety plan, like where you can go if you are in danger.
- Make sure you have a working cell phone handy in case you need to call for help.
- Create a secret code with people you trust. That way, if you are with your partner, you can get help without having to say you need help.
- Try to avoid walking or riding alone.
- Be smart about technology. Don't share your passwords. Don't post your schedule on Facebook, and keep your settings private.

Stalking

Approximately 3.4 million people in the United States are victims of stalking each year. The primary targets are young adults between the ages of 18-24 years old. Most victims know their stalker. About one in four victims experience some form of cyberstalking. Stalking creates uncertainty, instills fear, and can completely disrupt lives.

Stalking may involve one or more of the following:

- Repeated undesired contact such as phone calls, emails, letters, showing up unexpectedly, etc.;
- Following or lying in wait for the individual;
- Making threats to the individual or their family;
- Any harassing or threatening behavior used to contact, track or place fear in the individual; and/or
- Cyber stalking includes threatening behavior to create unwanted advances using the Internet and other forms of online and computer communications. Some forms of cyber stalking can include harassment using threatening or obscene emails, live chat, texting, hacking or monitoring a victim's computer and online activity.

A stalker can be someone you know well or not at all. Most stalkers have dated or been involved with the people they stalk. Most stalking cases involve men stalking women, but men do stalk men, women do stalk women and women do stalk men. Intimate partner stalkers frequently approach their targets, and their behaviors escalate quickly.

Almost one-third of stalkers have engaged in stalking before. Two-thirds of stalkers pursue their victims at least once per week, many daily, using more than one method. Seventy-eight percent of stalkers use more than one means of approach. Weapons are used to harm or threaten victims in one out of five cases.

If you have experienced any of the following unwanted or harassing contacts on more than one occasion during the past year that made you feel annoyed, fearful, anxious or concerned, you may be a victim of stalking:

- Receiving unwanted phone calls;
- Receiving unsolicited or unwanted letters or emails;

- Having a sense of being followed more than once by someone;
- Having someone show up at places without a legitimate reason or waiting for you;
- Receiving unwanted items, presents or flowers;
- Having your property vandalized or damaged;
- Receiving threats directed at you or someone close to you; or
- Discovering information or rumors about yourself posted on the Internet or in a public place or spread by word of mouth.

Victim Counseling and Health Services Options
In addition to the services offered by ICC's Title IX Department, victims of sexual misconduct can receive counseling and health services through these local agencies:

Community Health Center of SE Kansas
Coffeyville Location:
801 West 8th
Coffeyville, KS 67337
(620) 251-4300

Independence Location:
3751 West Main Street
Independence, KS 67301
(620) 577-2131
(same building as Four County Mental Health)
http://chcsek.org/

Four County Mental Health Center
3751 West Main Street
Independence, KS 67301
(800) 499-1748
www.fourcounty.com

Labette Health/Independence Healthcare Ctr.
510 North Peter Pan Road
Independence, KS 67301
(620) 332-2000
https://www.labettehealth.com/clinics/independence-healthcare-center/

Safehouse Crisis Center, Inc.
Domestic violence, sexual assault and stalking crisis support services
(620) 251-0632
(888) 320-7218 (hotline)
https://www.safehousecrisiscenter.org

The Get Inclusive program is ICC's prevention and education efforts to help stop relationship violence in support of Title IX, the Violence Against Women Reauthorization Act, the SAVE Act and Clery.

SEXUAL MISCONDUCT GRIEVANCE PROCEDURES

Grievance Electronic Submission Form
ICC has implemented a system for electronic submission of complaints and concerns, including any and all complaints and/or grievances relating to sexual misconduct and/or Title IX violations. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to submit grievances to the College through ICC's electronic reporting system located on its website at https://www.indycc.edu/student-life/student-complaints.

Jurisdiction
Personal Jurisdiction
Any person may file a sexual misconduct complaint involving a "College student" under these complaint procedures. A "College student" means any student who is registered or enrolled at the College at the time of alleged sexual misconduct (including sexual misconduct that is alleged to have occurred during any academic recess, provided that there is an expectation of such student's continued enrollment at the College). With respect to a complaint that does not involve an individual that meets the criteria of a College student, the College reserves the right to determine, in its sole discretion, whether the conduct described in the complaint constitutes a sufficient risk to the College community to warrant processing the complaint.

Geographic Jurisdiction

These Complaint Procedures apply to any allegation of sexual misconduct against a College student, regardless of where the alleged sexual misconduct occurred. Although there is no geographical limitation to invoking these complaint procedures, sexual misconduct that is alleged to have occurred a significant distance from the College may be more difficult to investigate. In addition, with respect to any complaint by a person who is not a member of the College community which relates to conduct occurring other than on College-owned or leased property, at any College sanctioned function, at the permanent or temporary local residence of a College student, faculty member, employee or visitor, or elsewhere in Montgomery County, Kansas ("Non-College Conduct"), the College reserves the right to determine, in its sole discretion, whether the conduct described in the complaint constitutes a sufficient risk to the College community to warrant processing the complaint.

These grievance procedures will apply in conjunction with the faculty specific grievance procedures as detailed in the College's negotiated agreement with faculty except as prohibited by law.

Timing of Complaints and Availability of Procedures

If there is personal jurisdiction over the accused, there is no time limit within which to invoke these complaint procedures. Nevertheless, students are encouraged to report alleged sexual misconduct immediately in order to maximize the College's ability to obtain evidence, and conduct a thorough, impartial and reliable investigation. Failure to promptly report alleged sexual misconduct may result in the loss of relevant evidence and witness testimony and may impair the College's ability to enforce these complaint procedures.

Where the accused is a degree candidate, it is the responsibility of the complainant to consult with the Title IX Coordinator concerning the accused student's intended date of graduation and to file a complaint in a timely manner where personal jurisdiction over the accused student would otherwise be lost. The conferral of a degree may be deferred until proper resolution of any sexual misconduct charges can occur.

Retaliation

It is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, "retaliation" includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party. Retaliation should be reported promptly to the Title IX Coordinator and may result in disciplinary action independent of the sanction or interim measures imposed in response to the sexual misconduct allegations.

Other Related Misconduct

The Title IX Coordinator, Investigator(s) and Hearing Committee are empowered to review allegations of, and to impose sanctions for, sexual misconduct *and* any violations of the ICC Student Code of Conduct ("Code of Conduct") directly related to the alleged sexual misconduct. Such related misconduct may include, without limitation, violations of the rules of privacy as articulated herein, violations of Vice President of Student Affairs and/or Title IX Coordinator directive(s) and for violations of other Code of Conduct provisions that occurred in the course of the alleged sexual misconduct. It is not the practice of the College to pursue disciplinary action against a complainant, respondent or witness for his/her improper use of alcohol or drugs (e.g., underage drinking) which is revealed as a result of the sexual misconduct complaint, provided that such student is acting in good faith as a complainant or witness to the events of the alleged sexual misconduct.

College students who meet with investigators, the Vice President of Student Affairs (and his/her designee) and/or the Title IX Coordinator, whether as parties to the proceedings or as witnesses, are expected to provide truthful testimony in accordance with the College's policies and procedures.

Effect of Criminal Proceedings

Because sexual misconduct may constitute both a violation of College policy and criminal activity, the College encourages students to report alleged sexual misconduct promptly to local law enforcement agencies. Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. Because the standards for finding a violation of criminal law are different from the standards for finding a violation of College policy, criminal investigations or reports are not determinative of whether sexual misconduct, for purposes of these complaint procedures, has occurred. Conduct may constitute sexual misconduct under the College's policy and these complaint procedures even if law enforcement agencies lack sufficient evidence of a crime and therefore decline to prosecute.

The filing of a complaint of sexual misconduct under these complaint procedures is independent of any criminal investigation or proceeding, and (except that the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence) the College will not wait for the conclusion of any criminal investigation or proceedings to commence its own investigation and take interim measures to protect the complainant, respondent and the College community. Nothing in these procedures is intended to limit the authority of ICC to take appropriate disciplinary action against any individual who violates College rules or policies, whether or not the conduct constitutes sexual misconduct under the law.

The Disciplinary Process

Initial Meeting with Complainant

Upon receipt of notice of any allegation of sexual misconduct, the Title IX Coordinator will schedule an individual intake meeting with the complainant in order to: 1) provide the complainant a general understanding of College policy and sexual misconduct complaint procedures; 2) identify forms of support or immediate interventions available to the complainant; and 3) address at a high level how the allegation of sexual misconduct could potentially be addressed at both the College level and as a criminal matter with local law enforcement The intake meeting may also involve a discussion of any accommodations that may be appropriate concerning the complainant's academic and/or College employment arrangements.

At the initial intake meeting with the complainant, the Title IX Coordinator will: 1) determine whether there is reasonable cause to believe that College policy has been violated and if so, 2) determine how, and whether, the complainant wishes to proceed with a formal investigation into the allegations against the accused.

If the complainant wishes to proceed with a formal investigation, the Title IX Coordinator will promptly prepare and forward a formal complaint setting forth the name of the accused and the date, location and nature of the alleged sexual misconduct to a Title IX Investigator, selected by the Title IX Coordinator, for investigation. The Title IX Coordinator will also select a trained Title IX Hearing Committee to review the investigative report prepared by the Title IX Investigator and hear testimony by the parties and any witnesses.

If the complainant does not wish to proceed with a formal investigation and/or requests that his/her complaint remain confidential, **Title IX nevertheless requires the College to investigate and take reasonable action in response to the complainant's information**. The Title IX Coordinator may conduct a preliminary investigation into the alleged sexual misconduct and may weigh the complainant's request(s) against the following factors: 1) the seriousness of the alleged sexual misconduct; 2) whether there have been other complaints of sexual misconduct against the accused; and 3) the accused's right to receive information about the allegations if the information is maintained by the College as an "education record" under FERPA. The Title IX Coordinator will inform the complainant if at any time the Title IX Coordinator determines that the College cannot ensure confidentiality. Even if the College does not take disciplinary action against the accused because the complainant insists on confidentiality or that the complaint not be investigated, the Title IX Coordinator reserves the authority to undertake an appropriate inquiry, issue a "no-contact" order and take other reasonably necessary measures.

Initial Meeting with Respondent

Upon the initiation of a formal investigation into an allegation of sexual misconduct, the Title IX Coordinator will provide the respondent with a written notice of claims and schedule an initial meeting with the accused/respondent in order to 1) provide the accused/respondent with a general understanding of College policy and sexual misconduct complaint procedures; 2) identify forms of support or immediate interventions available to the respondent; and 3) address at a high level how the allegation of sexual misconduct could potentially be addressed at both the College level and as a criminal matter with local law enforcement.

Interim Measures/Directive(s)

In *all* complaints of alleged sexual misconduct, *regardless of whether the College initiates a formal investigation*, the College will undertake an appropriate inquiry and take such prompt and effective action as is reasonably practicable under the circumstances to support and protect the rights and well-being of the complainant and the respondent, including taking appropriate interim steps before the final outcome of an investigation. Accordingly, at or after the initial meetings with the parties, the Title IX Coordinator may take protective action that he/she deems appropriate concerning the interaction of the parties pending the outcome of the investigation, including without limitation: 1) imposing a "no contact" order directive requiring the parties refrain from having contact with one another, directly or through proxies, whether in person or via electronic means, pending the investigation; and 2) directing appropriate College officials to alter the students' academic and/or College employment arrangements. When taking steps to separate the parties, the Title IX Coordinator will seek to minimize unnecessary or unreasonable burdens on either party. Violation(s) of the Title IX Coordinator's directive and/or protective actions will constitute "related misconduct" and will be subject to additional disciplinary action under this policy.

RESOLUTION PROCESS

ICC's resolution process involves a fact-finding inquiry by trained individuals designated by the Title IX Coordinator to conduct investigations and hearings of alleged sexual misconduct, which includes summarizing information learned from those involved, collecting related documents and submitting summary findings to the Title IX Hearing Committee that are likely to be helpful in determining whether behavior is in violation of ICC's sexual misconduct policy.

Formal Resolution Process

Investigation

Under the formal resolution process, the Title IX Coordinator will prepare and assign the complaint to a trained Title IX Investigator to conduct an investigation. The investigator is a neutral fact-finder, who, during the course of the investigation, typically conducts interviews with each complainant, respondent and third-party witness (including expert witnesses, where applicable); visits and takes photographs at relevant sites; and, where applicable, coordinates with law enforcement agencies to collect and preserve relevant documentation and other evidence. The completed investigative report includes, among other things, summaries of interviews with each complainant, respondent and third-party witness; summaries of interviews with expert witnesses, where applicable; photographs of the relevant site(s) and related logs; other photographic, hard-copy, electronic and forensic evidence; and a detailed written analysis of the events in question. A typical Investigation will be completed within sixty (60) days, if not sooner.

Interim Recommendations

During the Investigation process, the Investigator may, where the alleged sexual misconduct is sufficiently serious, in his/her reasonable discretion, cause a disciplinary hold to be placed on the accused student's academic record pending final resolution of the complaint. An accused student whose transcripts are subject to a hold may appeal that decision to the Vice President of Student Affairs, whose decision will be final.

Complainant Requests Informal Resolution: Accused Student Elects to Accept Responsibility

After reviewing the Investigative Report, the complainant may decide to elect informal resolution instead of formal resolution, by making such request to the Title IX Coordinator prior to the final determination. At any

time prior to the final determination, the respondent may elect to acknowledge his/her actions and take responsibility for the alleged sexual misconduct. In such cases, the Vice President of Student Affairs will propose a resolution to the complaint and a sanction. If both the complainant and the respondent agree in writing to such proposed sanction, the complaint is resolved without final review and determination by the Title IX Hearing Committee and without any further rights of appeal by either party. If either the complainant or the respondent objects to such proposed sanction, a review by the Vice President of Student Affairs and a final determination will be issued for the exclusive purpose of determining a sanction.

Investigation Procedures

1. Submissions

The parties will provide the Title IX Investigator with a list of witnesses they propose to be interviewed, list of relevant documents to be obtained and a description of any other information they believe to be relevant to the investigation on or before a date set by the investigator. Evidence of the complainant's past sexual history will not be considered unless it is relevant to the complaint. The investigator will provide each party with a copy of the list of witnesses to be contacted. Witnesses contacted by the investigator who are unwilling to participate in an interview may instead submit a written statement to the investigator, prior to the date set for submission of the investigative report to the Title IX Coordinator.

2. Investigation

During the ongoing investigation, and prior to the issuance of the final outcome letter by the Title IX Hearing Committee, each party may submit written statements to the investigator or Title IX Coordinator with any documentation deemed relevant. If prior to the issuance of the final outcome letter, the Title IX Coordinator, Title IX Investigator or Title IX Hearing Committee determine that unresolved issues exist that would be clarified by the submission of additional information, a request for such additional information be submitted to the parties. The respondent has the option not to provide a written statement; however, the exercise of that option will not preclude the investigation from proceeding and a final determination of the complaint being made by the Title IX Hearing Committee and/or the Vice President of Student Affairs.

3. Third Parties

Third parties may assist each party in the investigation process, including preparing and submitting statements on behalf of a party, but may not participate verbally in any interview or meeting, unless they are witnesses in the investigation.

4. College's Counsel

The investigators and Title IX Coordinator may seek advice from the College's legal counsel throughout the investigation process on questions of law and procedure; however, factual determinations are the domain of the investigator and Title IX Coordinator.

5. Standard of Proof

The Colleges adopts a "preponderance of the evidence" standard for purposes of evaluating evidence gathered in for the purpose of making factual findings and determinations concerning whether a violation of this policy has occurred. A preponderance of the evidence means that the information shows that it is "more likely than not" that the accused violated the College's policy. In the context of a review of the investigators' investigative report and determination by the Title IX Hearing Committee, the respondent will be found to be responsible for the alleged sexual misconduct if the Title IX Hearing Committee concludes that such sexual misconduct more likely than not occurred based upon careful review of all information presented. In making a determination, the Title IX Hearing Committee shall carefully consider all of the evidence presented and follow the procedures stated in these complaint procedures.

6. Investigation Report to Parties Prior to Title IX Hearing Proceedings

Prior to submitting the investigative report to the Title IX Hearing Committee, the Title IX Coordinator will distribute, concurrently to both parties, a proposed draft of the investigative report prepared by the Title IX

Investigator and/or the Title IX Coordinator during the Title IX investigation. Both parties will have five (5) business days within which to prepare a written response to the information included in the proposed draft of the investigative report. The Title IX Coordinator, with input from the Title IX Investigator, will determine whether the submissions of either party require revision of the investigative report. In addition, the written response and any supporting documentation provided by either party will be included as an appendix to the final investigative report submitted to the Title IX Hearing Committee prior to the commencement of the hearing proceedings.

7. Sanctions

The Title IX Hearing Committee will consider suspending or expelling any student found responsible for sexual misconduct; however, the Title IX Hearing Committee may impose any sanction that it finds to be fair and proportionate to the violation, including a "no contact" order, alteration of the parties' academic or employment arrangements at ICC, warning, disciplinary hold, community service/work hours, counseling, fines, restriction of access to College property and/or College sponsored activities, loss of scholarship, probation, suspension and/or expulsion. In determining an appropriate sanction, the Title IX Hearing Committee may consider any record of past violations of the Student Code of Conduct, as well as the nature and severity of such past violation(s). The Title IX Hearing Committee will also consider whether the sanction will: a) bring an end to the violation in question, b) reasonably prevent a recurrence of a similar violation and (c) remedy the effects of the violation on the complainant and the College community. The sanction decision will be made by the Hearing Committee and any sanction imposed will be explained or supported in the written final outcome letter submitted to the parties by the Title IX Coordinator.

8. Appeals

Either party may petition to appeal the Title IX Hearing Committee's final determination based on one of the following three grounds:

1. Failure of ICC to follow its own policies as they relate to the investigation and adjudication of the alleged sexual misconduct and/or student code of conduct violations;
2. The discovery of new information which would materially alter the decision of the hearing panel; or
3. Concerns regarding whether the severity of the punishment is proportionate to the alleged sexual misconduct.

In such instances, the appealing party must notify the Title IX Coordinator in writing within five (5) business days of the date on which the Title IX Coordinator delivers the final outcome letter to the parties. The notice of appeal must describe in detail the grounds upon which the appeal is based. The Title IX Coordinator will accept such appeal request, will put the non-appealing party on notice, thereby allowing the non-appealing party to submit a response directly related to the appeal notice within five (5) business days of receipt of the notice of appeal and will review the notice of appeal and any additional documentation with respect to the procedural appeal prior to submitting the appeal to the Vice President of Student Affairs for approval.

If the Vice President of Student Affairs determines that the appellant has grounds upon which to appeal the Title IX Hearing Committee's decision, then the Vice President of Student Affairs will put the parties on notice of such determination. Depending upon the grounds for which the appeal is allowed, the Vice President of Student Affairs will 1) allow for the questioned procedure to be carried out appropriately (which may include allowing for additional witness statements and/or documentation in certain circumstances), 2) review the new information presented by the appellant (and appellee as appropriate), 3) consider whether the severity of the punishment is proportionate to the alleged sexual misconduct and/or 4) review the entire set of documents created and collected in the investigation and the Title IX Hearing Committee's final outcome letter before making a determination regarding the original complaint of sexual misconduct.

The Vice President of Student Affairs will make a final ruling/determination with respect to the original complaint of sexual misconduct within thirty calendar (30) days of the date of the appeal. Decisions by the Vice President of Student Affairs are final and not subject to appeal by either party. In the event a conflict of interest exists that

would prevent the Vice President of Student Affairs from making the final ruling/determination on appeal, the final ruling/determination will be made by the President or his/her designee.

9. Effective Date of Sanction

Sanctions imposed by the Title IX Hearing Committee are not effective until the resolution of any timely appeal of the decision. However, if advisable to protect the welfare of the parties or the College community, the Title IX Hearing Committee may determine that any probation, suspension or expulsion be effective immediately and continue in effect until such time as the Title IX Coordinator may otherwise determine. The Title IX Coordinator may suspend the final determination pending exhaustion of any appeals by the parties or may allow the parties to attend classes or to engage in other activity on a supervised or monitored basis or may make such other modifications to the determination as may be advisable in the sole discretion of the Title IX Coordinator. The Title IX Coordinator's decision may not be appealed.

10. Privacy of the Hearing Process; Final Outcome Letter.

In order to comply with FERPA and Title IX and to provide an orderly process for the submission and consideration of relevant information without undue intimidation or pressure, documents prepared and/or submitted during investigation testimony or other information, may not be disclosed outside of the investigation process, except as may be required or authorized by law.

In addition to complying with Title IX and FERPA, the College is required to comply with the federal Clery Act. Under the Clery Act, both the complainant and the respondent must be informed of the hearing outcome, and the College may not impose any limitations on the re-disclosure of this information. Accordingly, following the closure of the investigation process, the Title IX Coordinator will issue a "Final Outcome Letter," *concurrently* to *both* the complainant and respondent. The final outcome letter will set forth, as required by the Clery Act, the name of the respondent; the violation(s) of College policy for which the respondent was found responsible, if any; any essential findings supporting the Title IX Hearing Committee's decision on the issue of responsibility; and the sanction imposed, if any. College policy neither encourages nor discourages the further disclosure of the final outcome letter by any party. The College acknowledges that sharing the final outcome letter with others, including family, friends, legal counsel, mental health professionals and sexual assault advocates or victims, may be a critically important part of an individual's healing process.

INFORMAL RESOLUTION

A complainant who wishes to file a formal complaint with the Title IX Coordinator but who does not wish to pursue formal resolution may request a less formal proceeding. Although less formal than the formal resolution process, informal resolution is an appropriate resolution process; it is not mediation. The respondent is expected to attend the informal resolution proceeding but is not required to participate.

Purpose of Informal Resolution

Informal resolution provides an opportunity for the complainant to confront the respondent, in the presence of, and facilitated by, a presiding officer and to communicate his/her feelings and perceptions regarding the incident, the impact of the incident and his/her wishes and expectations regarding protection in the future. The respondent will have an opportunity to respond.

Third Parties and Presiding Officer

The complainant and respondent each may bring a third party to the informal resolution; however, third parties may not participate verbally in the meeting. The Title IX Coordinator will preside over the informal resolution and may elect to be assisted by another member of the investigation team and/or the Vice President of Academic Affairs.

Informal Resolution Where Accused Student Acknowledges Responsibility

If, during the course of the informal resolution, a respondent elects to acknowledge his/her actions and take responsibility for the alleged sexual misconduct, the informal resolution will be concluded and the Vice President

of Student Affairs will propose a sanction. If both the parties agree to such proposed sanction, the complaint will be resolved without any further rights of appeal by either party. If either the complainant or the respondent objects to such proposed sanction, the Vice President of Student Affairs shall make a determination of an appropriate sanction. For purposes of this sanction determination, all of the other provisions of these complaint procedures relating to the imposition of a sanction for sexual misconduct shall apply including, for example, the provisions governing the effective date of the sanction.

Privacy of Informal Resolution

In order to promote honest, direct communication, information disclosed during informal resolution will remain private while the informal resolution is pending, except where disclosure may be required by law or authorized in connection with duties on behalf of the College.

Informal Resolution Where Accused Student Contests Responsibility

If the respondent contests the complaint of alleged sexual misconduct, the Vice President of Student Affairs may nevertheless impose a protective order agreed upon by the parties, or (with or without such agreement) based on information derived from the informal resolution proceedings, taken together with any other relevant information known to the College at the time of the informal resolution.

Election of Formal Resolution

The College, the complainant or the respondent may, at any time prior to the conclusion of the informal resolution, elect to end such proceedings and initiate formal resolution instead. In such cases, statements or disclosures made by the parties in the course of the informal resolution may be considered in the subsequent formal resolution.

Conflicts of Interest

In the event that a conflict of interest exists with regards to the handling of an allegation of sexual misconduct by the Title IX Department, the Title IX Coordinator reserves the right to exclude the conflicted individual from the resolution of the allegation of sexual misconduct.

This Handbook may be subject to change without out prior notices. The college reserves the right to change, modify, or alter this Student Handbook. When reasonably possible, the college will attempt to communicate changes to students in writing.

APPENDIX A

STAFF DIRECTORY

CAMPUS DIRECTORY
INDEPENDENCE COMMUNITY COLLEGE
1057 West College Avenue, Independence, KS 67353
(620) 331-4100 OR (800) 842-6063
www.indycc.edu

Academic Office Fax	620-331-6821
Accounts Payable	620-332-5416
Administration Fax	620-331-5344
Admissions Office	620-332-5400
Adult Education/GED	620-332-5630
Advising	620-332-5457
Allied Health	620-332-5636
Athletic Fax	620-331-0153
Bookstore	620-332-5440
Business Office	620-332-5416
Cafeteria - Great Western Dining	620-332-5455
Cosmetology	620-332-5403
Director of Online Education	620-332-5640
Emergency Medical Education	620-332-5635
Financial Aid	620-332-5647
Fine Arts	620-332-5460
Fine Arts Fax	620-332-5422
Housing	620-331-9022
Human Resources	620-331-8332
Inge Office	620-332-5606
Institutional Research	620-332-5490/5492
Library	620-332-5419
Library Fax	620-332-5468
Marketing	620-331-8342
Recruiting	620-332-5487
Registrar	620-332-5605
Residence Hall Coordinator	620-332-5430
Safety Personnel	620-331-8332
Student Life Coordinator	620-331-8558
Student Support Services	620-332-5580
Student Union Fax	620-332-5423
Tutoring Center Coordinator	620-331-0946
Upward Bound	620-332-5457
Veterinary Technology	620-332-5439
Vice President of Academic Affairs	620-332-5651
Vice President of Student Affairs and Athletics	620-332-5480

ICC values communications from its stakeholders and as such has implemented a system for electronic submission of complaints, concerns and compliments. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to submit questions, comments and concerns to the College through its electronic reporting system located on the ICC website at https://www.indycc.edu/student-life/student-complaints.

APPENDIX B

STUDENT RELATED BOARD POLICY

BOARD POLICIES

ALL STUDENTS ARE RESPONSIBLE FOR READING AND UNDERSTANDING THE FOLLOWING POLICIES AS THEY PERTAIN TO ICC STAFF AND STUDENTS*

Code: **PSL – 714**
SUBJECT: Possession, Use, or Distribution of Weapons, Alcohol, or Illegal Drugs
Adopted: February 16, 1999
Revised: July 18, 2013

Independence Community College does not permit possession, use, or distribution of weapons, alcohol, or illegal drugs anywhere on property owned or leased by the College, except as permitted by PSL-716. The use of tobacco products or incense shall not be permitted in any campus buildings. The Board reserves the right to exempt certain provisions of this policy and grants the President of the College the authority to make exemptions for specific functions held on campus.

Code: **STU – 801**
SUBJECT: Possession, Use, or Distribution of Weapons, Alcohol, or Illegal Drugs
Adopted: August 11, 1999
Revised: July 18, 2013

Independence Community College does not permit possession, use, or distribution of weapons, alcohol, or illegal drugs anywhere on property owned or leased by the College, except as permitted by STU-806. The use of tobacco products or incense shall not be permitted in any campus buildings. The Board reserves the right to exempt certain provisions of this policy and grants the President of the College the authority to make exemptions for specific functions held in campus facilities.

Code: **PSL - 716**
SUBJECT: Concealed Carry
Adopted: July 18, 2013

In accordance with Section 2(a) of the 2013 Senate Substitute for House Bill No. 2052, the carrying of a concealed handgun as authorized by the Personal and Family Protection Act is not prohibited on property owned or leased by the College.

Code: **PSL – 712a**
SUBJECT: Harassment
Adopted: May 12, 2009

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited.
This policy applies to all administrators, staff, and faculty of the College while on campus or in any way associated with the College off campus. The College will, the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.
Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.
The types of harassment prohibited include, but are not limited to: bullying (this includes cyber bulling), sexual harassment, racial harassment, age based harassment, country of origin harassment, belief harassment, veteran status based harassment, hazing, stalking, mobbing, and abuse.

Code: **STU – 805**
SUBJECT: Harassment
Adopted: May 12, 2009

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited.

This policy applies to all students of the College while on campus or in any way associated with the College off campus. The College will, the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.
Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.
The types of harassment prohibited include, but are not limited to: bullying (including cyber bullying), sexual harassment, racial harassment, age based harassment, country of origin harassment, belief harassment, veteran status based harassment, hazing, stalking, mobbing, and abuse.

Code: **STU – 806**
SUBJECT: Concealed Carry
Adopted: July 18, 2013
In accordance with Section 2(a) of the 2013 Senate Substitute for House Bill No. 2052, the carrying of a concealed handgun as authorized by the Personal and Family Protection Act is not prohibited on property owned or leased by the College.

Code: **TRU – 914**
SUBJECT: Harassment
Adopted: May 12, 2009
Harassment of anyone, or by anyone, associated with Independence Community College is prohibited.
This policy applies to all students, administrators, staff, faculty, visitors, guests, vendors and volunteers of the College while on campus or in any way associated with the College off campus. The College will, the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.
Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.
The types of harassment prohibited include, but are not limited to: bullying (including cyber bullying), sexual harassment, racial harassment, age based harassment, country of origin harassment, belief harassment, veteran status based harassment, hazing, stalking, mobbing, and abuse.

APPENDIX C

ACADEMIC ACCOMMODATIONS HANDBOOK

Independence Community College

Accessibility Policy and Procedures Manual

Office of Accessibility

Tutoring and Accessibility Services
12-5-2018

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Guidelines for Accommodations

This guide is meant to serve as an informational source and reference regarding services available at Independence Community College for students with disabilities. It is an individual's choice whether to self-identify, as well as if and when to use accommodations.

1 This guide is to be used as a reference.

2 The services listed are the ones commonly provided, but individual needs are also considered.

3 If service requests are not listed, please talk with the person responsible for coordinating services.

4 It is the student's responsibility to self-identify, provide appropriate documentation, and each semester request services in a timely manner.

Students with disabilities should complete an Academic Accommodations request at www.indycc.edu/learning/accessibility or complete a paper request with the Associate Dean for Tutoring and Accessibility. If the Associate Dean needs clarification to process a request an intake interview will be conducted. During this meeting, discussion will focus on how the disability affects the student and what accommodations will be needed. Early contact is encouraged as it can take weeks (or months in the case of recorded textbooks and Assistive Technology) for accommodations to be arranged.

Students will be required to furnish appropriate documentation of their disability. The documentation must follow the guidelines as outlined in this handbook. Documentation must state current functioning and include justification for the requested academic accommodation.

The Associate Dean and the Accommodations Committee will determine if the documentation is adequate to both establish the existence of a qualifying disability and to support the requested accommodations.

Students must request accommodations each semester and requests should be made as **far in advance as possible**. Students should make the request prior to the start date of the scheduled class for each semester.

Students must notify the Associate Dean for Tutoring and Accessibility Services of any schedule changes.

What Disabilities Qualify for Accommodations?

The following is a list of **some** of the qualifying disabilities to receive accommodations:

- Acquired Brain Injury
- Attention Deficit Disorder
- Health or Medical Disability
- Hearing Disability
- Learning Disability
- Mental/Emotional Disability
- Physical Disability
- Speech Disability
- Visual Disability

Accommodations & Services Provided

Types of accommodations may include, but are not limited to:

- Notification of instructors concerning needed accommodations
- Notetaker, Scribe or recorded lecture
- Course exam accommodations
- Recorded textbooks / materials
- Sign Language Interpreters
- Large print materials
- Braille materials
- Library accommodations
- Assistive technology

Accommodations & Services NOT Provided

ICC does not provide:

- Reduced standards for academic performance.
- Exemptions to graduation requirements, although course substitutions may be allowed in extreme circumstances.
- Personal care assistance (for example, assistance in pushing a wheelchair or assistance with bathroom needs.)
- Accommodations that fundamentally alter the essential nature of the program and /or class.

Other Accommodations

Students requesting additional services should contact the Associate Dean for Tutoring and Accessibility Services. Additional services will be considered on a case-by-case basis. Factors affecting the additional services will be dependent upon disability, documented need, and the compliance requirements of the Americans with Disabilities Act and Section 504 of the 1973 Rehabilitation Act.

Equipment/Aids/Assistive Technology

Independence Community College provides equipment and aids to students on a case-by-case basis dependent on disability, documented need and the compliance requirements of the Americans with Disabilities Act and the section 504 of the 1973 Rehabilitation Act. Examples of equipment/aids/assistive technology that may be available include:

- JAWS
- Pearl Vision
- Microphone
- Audio Enhancing Stethoscope
- Pen Recorder

Notetaking

Students must provide disability documentation to the Accessibility Office supporting the need for note-taking accommodations using the request form found on the Accessibility web page. Once this accommodation has been approved, the Associate Dean will contact the instructor to recruit a volunteer notetaker in the class.

If class notes or PowerPoint slides are available on-line from the instructor, note taking may not be indicated.

Notes will be provided to students within 48 hours.

Typically students are required to attend class in order to receive notes.

Recorded Lecture

Students must provide disability documentation to the Accessibility Office supporting the need to record classroom lectures using the request form found on the Accessibility web page. Students receiving approval to record classroom instruction can do so for personal academic use only.

Service Animals

Students planning to use a service animal on campus should complete the Accommodation Request Form found on the Independence Community College Accessibility web page. Service Animals are animals that are individually trained to perform tasks for people with disabilities such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure, or performing other special tasks. Service Animals are working animals, not pets. Service Animals may be allowed to accompany a student on campus, in classrooms, and in ICC Housing. Requirements for Service Animals:

- Vaccination: Service Animals must be immunized against diseases common to that type of animal. All vaccinations must be current. Dogs must wear a rabies vaccination tag.
- Animals must be leashed at all times, unless the owner/keeper's disability makes this impossible.
- Animals must be controlled by the owner/keeper at all times. The care and supervision of a service animal is solely the responsibility of the owner/keeper.
- The owner/keeper of a services animal is responsible for cleaning up after the animal.

For more information about emotional support animals in ICC housing, please contact Indy Villas at (620) 331-8332.

Removal/Prohibition of a Service Animal

A Service Animal may be excluded from an Independence Community College facility or program if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a Service Animal that displays vicious behavior towards people may be excluded. Service Animals may also be excluded in areas where the presence of a Service Animal fundamentally alters the nature of a program or activity or is disruptive. Examples may include, but are not limited to, research labs, areas requiring protective clothing, and food preparation areas. Animals not covered under the ADA Service Animal definition can be asked to leave an ICC facility or program. Questions related to the use of service animals on campus should be directed to the Associate Dean for Tutoring and Accessibility. Students will adhere to the Service Animal Guidelines and Agreement. This agreement will be reviewed and signed by the student after the accommodation has been approved and prior to the support animal entering student housing. Any appeal and/or grievance related to accommodations should follow the ICC Accommodation Grievance Procedures. Copies of this procedure can be viewed on the web or obtained from the Associate Dean.

Short Term Accommodations

Short term accommodations are available for students suffering from concussions, broken arms, etc. Independence Community College recognizes the need to accommodate students in the classroom when these situations arise. ICC will follow the same process used for semester accommodations, including requiring documentation. A special "Concussion Zone" chart has been developed for use in short term accommodations necessary due to m-TBI (concussion.) See Appendix D and E.

Pregnant and Parenting Students

Under Title IX regulations, an institution that receives federal funding "shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the DOE, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

Independence Community College will treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery from pregnancy, and related medical conditions in the same manner and under the same policies as any other temporary disability. As with all temporary disabilities, the Office of Accessibility may request a physician's note or other documentation. The Office of Accessibility, in consultation with the Title IX Coordinator, has the authority to determine that an accommodation is reasonable, necessary and appropriate.

For the purpose of this policy, reasonable accommodations are changes in the academic environment or typical operations which enable pregnant students or students with pregnancy-related medical conditions to continue to pursue their education and to enjoy the equal benefits of ICC. The ICC need not provide an accommodation if the accommodation would cause the undue hardship.

An accommodation will be deemed to cause undue hardship if it would:

- Fundamentally alter the nature of the course and/or program;
- Pose a safety risk to the individual seeking the accommodation or to others; or
- Create an undue administrative or financial burden.

Determination of fundamental requirements and essential elements of a program and/or course are reviewed, as necessary, by the program director and/or division chairs and the Associate Dean for Tutoring and Accessibility

Reasonable accommodations may include, but are not limited to:

- Extending deadlines and/or allowing the student to make up tests, quizzes, papers, presentations, or assignments missed for pregnancy-related absences;
- Offering remote learning options;
- Excusing medically-necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member or department);
- Providing accommodations requested by a pregnant student to protect the health and safety of the student and/or the pregnancy (such as allowing the student to maintain a safe distance from hazardous substances);
- Making modifications to the physical environment (such as accessible seating);
- Providing mobility or other ergonomic and assistive supports typically provided by the Office of Accessibility;
- Granting leave per ICC's pregnancy medical leave policy (when applicable) or implementing incomplete grades for classes that will be resumed at a future date; or

- Allowing breastfeeding students reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. Bathroom stalls do not satisfy this requirement.

Lactation facilities are clearly designated and are available to students, employees and guests of ICC. For more information regarding locations and use of lactation facilities, please contact the Office of Accessibility or the Title IX Coordinator.

Pregnancy Medical Leave

A pregnant student may be eligible for a medical leave if prescribed by the student's physician. In that situation, the pregnant student must provide a physician's note or documentation regarding the need for medical leave to the Associate Dean for Tutoring and Accessibility, who will approve, coordinate, and implement an appropriate accommodation plan for the student. To the extent possible and pursuant to normal operating procedures of the ICC, the College will take reasonable steps to return pregnant students to the same position of academic progress as they were in when they took medical leave.

In situations such as clinical rotations, performances, labs, and group work, ICC will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs, medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses, or join a subsequent cohort when returning from leave.

As with disability accommodations, information about pregnant students' requests for accommodations will be shared with faculty and staff only to the extent necessary to provide the reasonable accommodation. Faculty and staff will consider all information associated with such requests as private and will not disclose this information unless necessary.

Administrative responsibility for these accommodations lies with the Associate Dean for Tutoring and Accessibility who, in cooperation with the Title IX Coordinator, will maintain all appropriate documentation related to accommodations. No artificial deadlines or time limitations will be imposed on requests for accommodations, but the ICC is limited in its ability to impact or implement accommodations retroactively.

The Associate Dean for Tutoring and Accessibility, in consultation with the Title IX Coordinator, will coordinate the development and implementation of reasonable and appropriate accommodations. Students are encouraged to work with their faculty members and ICC support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible. The student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration with the Accessibility Office, the Title IX Office, and the relevant academic department(s).

Students are advised to consult with the appropriate departments concerning how a medical leave for parenting students may affect financial aid, employment, non-immigrant status, or other concerns.

II. Harassment and Retaliation

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited.

This policy applies to members of the Board of Trustees, all students, administrators, staff, faculty, visitors, guests, vendors, and volunteers of the College while on campus or in any way associated with the College off

campus. The College will, to the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.

Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.

The types of harassment prohibited include, but are not limited to: bullying, sexual harassment, racial harassment, age-based harassment, country of origin harassment, belief-based harassment, Veteran status-based harassment, disability-based harassment, tenure-based harassment, hazing, stalking, mobbing, and abuse.

Title IX and Pregnancy

Title IX requires faculty and administrators to treat pregnancy, childbirth, and related medical conditions in the same manner and under the same policies as any other temporary disability.

Pregnant students must be provided the same accommodations and support services available to other students with similar medical needs.

If you have a concern regarding your status as a pregnant or parenting student at ICC, please contact the Title IX Coordinator or the Office of Accessibility.

Definition of Pregnancy Discrimination

Pregnancy discrimination includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected. It may also occur through a failure to provide legally mandated leave or accommodations.

Attendance

Absences due to documented pregnancy, childbirth, or related medical conditions must be excused and cannot be treated or penalized like unexcused absences. A pregnant student may be eligible for a medical leave if prescribed by the student's physician. In that situation, the pregnant student must provide a physician's note or documentation regarding the need for medical leave to the Associate Dean for Tutoring and Accessibility, who will approve, coordinate, and implement an appropriate accommodation plan for the student.

To the extent possible and pursuant to normal operating procedures of the College, ICC will take reasonable steps to return pregnant students to the same position of academic progress as they were in when they took medical leave.

After returning from an excused absence or medical leave, faculty must allow a reasonable amount of time to make up missed assignments and tests. The makeup assignments and tests must be reasonably equivalent to those missed but need not be identical. If a faculty member provides specific "points" or other advantages to students based on class attendance, you must be given the opportunity to earn back the credit from classes missed due to pregnancy.

While faculty may have a strict attendance policy, the ICC is bound by federal civil rights law. Title IX requires that the ICC ensure all faculty and staff comply with the law and do not discriminate against pregnant and parenting students. An individual faculty member's policy is not okay if it breaks the law. Please contact the Title IX Coordinator if you have questions about your faculty member's attendance policy as it relates to your pregnancy or parental responsibilities.

Special Academic Services

Title IX requires ICC to provide pregnant students with any special services provided to students with any other type of temporary disabilities. Please contact the Associate Dean for Tutoring and Accessibility.

Internships, Apprenticeships, Off-Campus Programs

Your program must allow you to continue participating in off-campus programs. If your program provides opportunities to "work in the field," you cannot be excluded based on your pregnancy. Faculty cannot require a doctor's note for continued participation unless faculty requires one for all students who have a medical condition that requires treatment by a doctor. If a faculty member asks for a note, the faculty member cannot second-guess your doctor's decision.

Title IX requires ICC to prevent and address sex-based harassment, including harassment based on pregnancy. If you experience this sort of treatment, you should immediately contact the ICC Compliance Officer. The law prohibits anyone from retaliating against you for filing a complaint or raising a concern.

Concurrent/Dual Enrollment Accommodations

High school students that enroll in ICC NOW courses are eligible for academic accommodations under the same standards and using the same process as any ICC student. The requirements and process for applying for academic accommodations are outlined in ICC's accessibility handbook available at on ICC's website at www.indycc.edu/learning/accessibility.

Academic accommodations provided to ICC NOW students as a condition of a high school IEP are subject to review by ICC's Office of Accessibility to ensure that academic accommodations provided by the high school do not fundamentally alter the nature of ICC NOW coursework. ICC NOW liaisons are required to report all academic accommodations provided to students as part of an ICC NOW course to ICC's Office of Accessibility to ensure that the academic accommodations provided are appropriate for the course.

Limited English Proficiency

Independence Community College will take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access and an equal opportunity to participate in our services, activities, programs and other benefits.

Language assistance will be provided through the use of competent bilingual staff, contracts or formal arrangements with local organizations providing interpretation or translation services, or technology and telephonic interpretation services.

Independence Community College will conduct a regular review of the language access needs of our student population, as well as update and monitor the implementation of this policy and these procedures, as necessary.

PROCEDURES:

1. IDENTIFYING LEP PERSONS AND THEIR LANGUAGE

Independence Community College will promptly identify the language and communication needs of the LEP person. If necessary, staff will use a language identification card (or "I speak cards," available online at www.lep.gov) or posters to determine the language.

2. OBTAINING A QUALIFIED INTEPRETER

The Associate Dean for Tutoring and Accessibility is responsible for:

- Maintaining an accurate and current list showing the name, language, phone number and hours of availability of bilingual staff
- Contacting the appropriate bilingual staff member to interpret, if an interpreter is needed, or if an employee who speaks the needed language is available and is qualified to interpret;
- Obtaining an outside interpreter if a bilingual staff or staff interpreter is not available or does not speak the needed language.
- Sharing software or translation websites with staff in the instance a qualified interpreter is unavailable.

3. PROVIDING WRITTEN TRANSLATIONS

When translation of vital documents is needed, each department will submit documents for translation into frequently-encountered languages to the Associate Dean for Tutoring and Accessibility. Original documents being submitted for translation will be in final, approved form with updated and accurate information.

ICC will provide translation of other written materials, if needed, as well as written notice of the availability of translation, free of charge, for LEP individuals and will set benchmarks for translation of vital documents into additional languages over time.

4. MONITORING LANGUAGE NEEDS AND IMPLEMENTATION

On an ongoing basis, ICC will assess changes in demographics, types of services or other needs that may require reevaluation of this policy and its procedures. In addition, ICC will regularly assess the efficacy of these procedures, including but not limited to mechanisms for securing interpreter services, equipment used for the delivery of language assistance, complaints filed by LEP persons, feedback from students and community organizations, etc. Currently, ICC is committed to translating vital documents into Spanish.

Auxiliary Aids

Independence Community College will take appropriate steps to ensure that persons with disabilities, including persons who are deaf, hard of hearing, or blind, or who have other sensory or manual impairments,

have an equal opportunity to participate in our services, activities, programs and other benefits offered by ICC.

All staff will be provided written notice of this policy and procedure, and staff that may have direct contact with individuals with disabilities will be trained in effective communication techniques, including the effective use of interpreters.

Procedures for identification and assessment of need:

ICC provides notice of the availability of, and procedure for, requesting auxiliary aids and services through notices in our brochures, handbooks, letters, print, radio and television advertisements, etc. and through posted notices. When an individual self-identifies as a person with a disability that affects his or her ability to communicate or to access or manipulate written materials or requests an auxiliary aid or service, the Accessibility Office will consult with the individual to determine what aids or services are necessary to provide effective communication for a particular situation.

Provision of Auxiliary Aids and Services:

ICC shall provide the following services or aids to achieve effective communication with persons with disabilities:

1. For Persons Who are Deaf/Hard of Hearing
    a. For persons who are deaf/hard of hearing and who use sign language as their primary means of communication, the Associate Dean for Tutoring and Accessibility is responsible for providing effective interpretation or arranging for a qualified interpreter when needed. In the event that an interpreter is needed, the Associate Dean for Tutoring and Accessibility is responsible for obtaining an outside interpreter if a qualified interpreter on staff is not available.

    b. Communicating by Telephone with Persons Who Are Deaf or Hard of Hearing - ICC utilizes relay services for external telephone with TTY users. We accept and make calls through a relay service. The state relay service number is 1-800-766-3777.

2. For Persons Who are Blind or Who Have Low Vision
    a. Staff will communicate information contained in written materials by reading out loud and explaining these forms to persons who are blind or who have low vision; using qualified readers; reformatting into large print; taping or recording of print materials not available in alternate format; or other effective methods that help make visually delivered materials available to individuals who are blind or who have low vision.

    b. Staff are available to assist persons who are blind or who have low vision in filling out forms and in otherwise providing information in a written format.

3. For Persons with Speech Impairments
    a. To ensure effective communication with persons with speech impairments, staff will contact Associate Dean for Tutoring and Accessibility who is responsible to provide aids and services, including writing materials and computers, in a timely manner.

4. For Persons with Manual Impairments

a. Staff will assist those who have difficulty in manipulating print materials by holding the materials and turning pages as needed, or by providing one or more of the following: note-takers; computer-aided transcription services; speaker phones; or other effective methods that help to ensure effective communication by individuals with manual impairments.

b. For these and other auxiliary aids and services, staff will contact ***Associate Dean for Tutoring and Accessibility 620-332-5457*** who is responsible to provide the aids and services in a timely manner.

Additional Resources

Independence Community College is home to the federally funded TRIO Student Support Services. Student Support Services (SSS) serves low-income students, first generation college students and students with documented disabilities. Please contact 620.332.5423 for more information. Applications are available in the Tutoring Center.

DREAM (Disability. Rights. Education. Activisim. Mentoring) is an online community for college students with disabilities. DREAM offers confidential help finding resources for questions or problems related to disability and college, a bi-annual conference, weekly email, monthly mentoring sessions and care packages. For more information contact DREAM@ahead.org (DreamCollegeDisability.org)

Tutoring

Tutoring is not a required accommodation under either the ADA or Section 504 of the 1973 Rehabilitation Act. ICC does offer many tutoring programs to its students. Students with disabilities are guaranteed equal access to all Independence Community College tutoring programs for which they are eligible.

Equal Opportunity/Non-Discrimination Statement

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

ADA/Equal Access

Independence Community College is complying with the Americans with Disabilities Act, and is committed to equal and reasonable access to facilities and programs for all employees, students and visitors. Those with ADA concerns or who need special accommodations should contact Jessica Morgan-Tate, Independence Community College 1057 W. College Ave Independence, KS 67301 620.332.5672 jmorgantate@indycc.edu or Taylor Crawshaw, 620.332.5457, tcrawshaw@indycc.edu

Rights and Responsibilities

Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 continue to provide direction and guidance to the College, as it reaches new levels of access in all areas. As such, both the College and student have rights and responsibilities stated as follows.

Institutional Rights and Responsibilities:

Independence Community College has the right and responsibility to:

1. Maintain the academic standards of the college;
2. Request qualifying disability documentation in order to verify eligibility for disability accommodations, academic adjustments and/or auxiliary aids;
3. Discuss student's eligibility with diagnosing professionals given signed consent;
4. Select from among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with the student;
5. Deny requests for accommodations, academic adjustments and/or auxiliary aids when disability documentation does not identify a specific disability, fails to verify the need for the requested services or is not provided in a timely manner; and
6. Deny requests for accommodations, adjustment and/or auxiliary aids that are inappropriate or unreasonable based on disability documentation including any that:
    a. Pose a direct threat to the health and safety of others
    b. Constitute a substantial change or alteration of an essential course element/program standard, or
    c. Pose undue financial or administrative burden on the college.

Student Rights and Responsibilities:

Every qualified student with a disability has the right to:

1. Equal access to educational and co-curricular programs, services, activities and facilities available through ICC;
2. Reasonable and effective accommodations, academic adjustments and/or auxiliary aids as determined on a case-by-case basis;
3. Maintain confidentiality regarding disability information including the right to choose to whom the disclosure of disability is made except as required by law; and
4. Receive information in reasonably accessible formats (i.e., if the request meets request deadlines to ensure availability).

Every student with a disability has the responsibility to:

1. Meet qualifications including essential technical, academic and institutional standards;
2. Identify as an individual with a disability and request accommodations in a timely manner;
3. Provide documentation from an appropriate professional source verifying the nature of the disability, functional limitations and the rationale for specific accommodations being recommended; and
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids as outlined.

Confidentiality

The Accessibility Office is committed to ensuring that confidentiality is protected. Therefore, the accommodations office will not disclose any relationship with our office nor information contained in the student-client file that is considered part of your educational record and is protected from disclosure under the Family Education Rights and Privacy Act (FERPA). ICC will adhere to the following guidelines regarding confidentiality:

1. Identifying information:

   A. The Accommodations Office will not release any identifying information about students to any person unless it is necessary to provide access at ICC or with your written consent, which only allows release of information from educational records.
   B. When a student has not given formal written consent, ICC will only discuss related general information, policies and procedures.

2. Disability-related information

   A. Disability-related information includes documentation, correspondence, file notes and accommodation records.
   B. Access to disability-related information is shared only on a need-to-know basis and to ensure appropriate access to education and facilities.
   C. At the student's request or in response to an inquiry, disability-related information will be shared with ICC faculty and staff to ensure appropriate access and accommodation.

3. E-mail communication

   A. No e-mail message is secure and confidential. Your screen name, identification, computer designation or other personal information is transmitted with e-mail and could be intercepted by others.
   B. To facilitate confidentiality, the Accommodations Office is willing to conduct all business by U.S. mail, phone and in person.

   C. Independence Community College have in place appropriate physical, electronic and managerial procedures to safeguard and help prevent unauthorized access to e-mail; however, we cannot guarantee that e-mail communications are secure and confidential.

Accepted Forms of Documentation

Independence Community College prefers to accept tertiary documentation for documentation purposes. This may include but is not limited to: **educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system.** This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful and will be reviewed and considered as requested.

ICC prefers documentation dated within the last 3 years. However, documentation may be accepted so long as it is current and relevant.

Guidelines for Documentation of a Learning Disability

Students requesting accommodations based on a learning disability at Independence Community College are asked to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). A diagnosis of a learning disability does not necessarily qualify a student for academic accommodations under the law.

To establish that a student is covered under Section 504 and the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning.

Therefore, the documentation submitted must meet the five criteria listed below. This will ensure that the documentation is complete and supports the request for accommodations. ICC will determine eligibility and appropriate services, case by case, based on the quality, documentation and completeness of the documentation submitted. The following requirements provide students, schools, and professional diagnosticians with a common understanding of the components of documentation that are necessary to validate the existence of a learning disability, the impact on the individual's educational performance, and the need for academic accommodations.

These guidelines follow the guidelines adapted by the National Association of Higher Education and Disability (AHEAD) and the Kansas affiliate of AHEAD (KanAHEAD).

Any costs associated with the provision of documentation is the sole responsibility of the student.

1. **A Qualified Professional Must Conduct the Evaluation**

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician, or student clinicians who is being supervised by a qualified professional) who has had direct experience with adolescents and adults with learning disabilities.

2. **Documentation Must be Current**

Reasonable accommodations are based on the **current** impact of the disability on academic performance. In most cases this means that a diagnostic evaluation should be age appropriate and relevant to the students learning environment, and show the students **current** level of functioning. If a documentation does not address

the individual's current level of functioning, the student will be required to obtain an evaluation. ICC Prefers documentation dated within the last three years.

3. **Documentation Must Include a Specific Diagnosis**

The report must include a clear and direct statement that a learning disability does or does not exist including a rule out of alternative explanations of learning problems. Terms such as "learning difficulty," "appears," "suggests," or "probable" do not support a conclusive diagnosis.

4. **Documentation Must be Comprehensive**

The documentation must include a summary containing relevant historical information, instructional interventions, related services, and age of initial diagnosis.

The documentation must also include objective data regarding aptitude, achievement and information processing. Test scores (*standard scores, per-centiles, and grade equivalents)* must be included in the documentation.

5. **Recommendations for Accommodations**

A diagnostic report may include specific recommendations for accommodation(s). A prior history of an accommodation, without a demonstration of a current need, does not in and of itself warrant the provision of a like accommodation. Each accommodation recommended by an evaluator should include a rationale. The evaluation should support the recommendations with specific test results or clinical observations. If an accommodation (s) is not clearly identified in the diagnostic report, ICC will seek clarification and, if necessary, more information, and will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided. ICC reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

Examples of Typical Measures Used in Adult Assessment of Learning Disabilities (This is not intended to be a complete list, but rather serve as a guide for clinicians)

Aptitude

A. *Wechsler Adult Intelligence Scale-3rd Edition (WAIS-III)*

B. Wechsler Adult Intelligence Scale-Revised (WAIS-R)

C. Stanford Binet Intelligence Scale-4th and 5th Edition (SB IV, V)

D. Woodcock-Johnson Psycho educational Battery-3rd Edition: Tests of Cognitive Ability

E. Woodcock-Johnson Psycho educational Battery– Revised: Tests of Cognitive Ability

F. Kaufman Adolescent and Adult Intelligence Test

Achievement

A. Wechsler Individual Achievement Tests II (WIAT II)

B. Wechsler Individual Achievement Tests (WIAT)

C. Woodcock-Johnson Psycho educational Battery-3rd Edition: Tests of Achieve ment (WJ-III)

D. Woodcock-Johnson Psycho educational Battery-Revised: Tests of Achievement (WJ-R)

E. Stanford Test of Academics Skills (TASK)

F. Scholastic Abilities Test for Adults (SATA)

Note: Screening tools such as the **Wide Range Achievement Test (WRAT-III)** are not considered comprehensive measures of achievement and must be accompanied by a comprehensive measure such as one of those listed above. All instruments selected to measure these areas must be age appropriate.

Information Processing

A. *Subtests of the WAIS-R or WAIS-II*

B. Subtests of the Woodcock-Johnson Psycho educational Battery: Tests of Cognitive Ability

C. Wechsler Memory Scales-Revised or 3rd Edition

Additional Documentation

Independence Community College uses the following guide during the intake interview and as a tool when determining the accommodation request approval. It has been included in the manual in its entirety for reference purposes.

Disability Resource Professional's Guide to Exploring and Determining Access
Standing Committee on Professional Development

Many disability resource professionals have used AHEAD's 2012 Documentation Guidance to assist them in modifying their documentation practices to be more responsive to the broader definition of disability put forward in the ADA as amended. However, since AHEAD recommends a flexible process rather than providing a standard list of documentation characteristics, implementing the Guidance can be challenging. The intentionally fluid and individual approach described requires professional judgment and the ability to listen, question, trust, reflect and analyze.

The following seven steps are offered as a guide for maximizing the wealth of information that can be discovered during conversations with students, processing it, and determining whether it is adequate to respond to a student's request for accommodation. Depending on the student's experiences and fluency and the disability professional's knowledge and observations, there may be no or limited need for external documentation following a complete student interview.

7 Step Guidance on Utilizing the Student Conversation as an Effective Resource

1. Listen to the student's story (or read if an email conversation).

A. Based on conversation, determine…

- Why has the student contacted the office in the first place?
- What barriers to access has the student described?
- What is the student requesting?

B. Questions to assist in developing the story and in learning about the barriers present:

- What brought you here today?
- What environments create barriers/challenges for you? What barriers/challenges in the classroom or otherwise are you experiencing currently?
- How does X experience impact you?
- What type of classroom environment do you prefer?
- What solutions have worked in the past?
- What solutions might work in this situation based on your assessment?
- How is X class designed? How are you graded?
- What kind of exams or assessments work well for you?
- What is it about Y test (class, paper, etc.) that meant you didn't need accommodations for it?
- What types of assignments do you enjoy? What types of assignments challenge you?
- What is your experience when reading (focus, comprehension, etc.)?
- How is the housing experience going?
- What accommodations did you use in high school?
- When a student does not indicate a specific condition or impairment in conversation or in answer to the above questions, you may need to explore more specifically to understand whether the situation is related to an underlying disability. While that exploration will likely result from questions that flow naturally from the conversation, the following may be helpful:
  - "I understand the barrier /challenge you've described, but wonder if you can tell me more about why you think X situation may be a problem for you but not for other students?"
  - "You've described the barrier clearly but have not mentioned a disability/impairment/underlying condition. Can you tell me more about that?"

2. Initial professional observations

- Does a disability-related barrier exist?
- Is there a clear connection between the barrier and the student's condition?
- What makes sense based on your conversation with the student?
- Did the student provide any external documentation that is helpful? Is it consistent with the student's report and your observations?
- Is anything not adding up for you at the moment? Start to recognize any gaps in your understanding of the situation.
- Are there factors the student may not have mentioned that could have an impact on the situation, such as the impact of pain or medication?
- Are there any red flags cycling through your internal filter?
- Do your concerns have to do with determining access or are you thinking about creating a success plan for the student? Keep in mind that accommodations are about access.

3. Any known environmental barriers, considerations, or fundamental components in play?

- What is the role of the environment in creating and/or maintaining the barrier?
- Is it immediately obvious that accommodations could create access based on the information provided?
- Is the requested accommodation clearly related to the student's disability but inappropriate in the context (such as a request for note-card on exams that test primarily measure recall)? Accommodations that undermine academic integrity are not reasonable regardless of a clear connection to the disability.
- Consider what might warrant additional consultation with others on campus.
- Is the requested accommodation likely to effectively remove the barrier for the student in that environment?

4. Any gaps between what the student requests, details in the environment and what you believe would create access?

- Put the story, initial observations, and environmental variables together.
- Can any adjustments in the environment be made, such as seeing if the professor would modify the course to remove the barrier without accommodations?
- Based on all information gathered, determine where reasonable accommodations can clearly create access (extended time on tests, computer for essay exams, note-takers, etc.) when environmental changes are not feasible.
- Does the student specifically seek something that does not make sense to you based on the information gathered? This is the gap that needs to be addressed…
- Are there other questions that you can ask to get to this information?
- Do you need to let the student know you need time to consider the request?
- Can you talk to others on campus about the situation, including getting more information from faculty, housing, etc.?
- Would a review of the student's academic transcript provide any beneficial information?
- Could you experiment with certain accommodations (a modified response to intervention process) to see what impact it has on the barriers?

5. Your judgment and assessment matter!

- Trust your instincts and common sense abilities.
- Trust the student.
- How have similar situations been handled on your campus? What (good and bad) can be learned from past experiences?
- Do you not trust your ability to make a decision? If so, what is missing for you to have that trust?
- Is there anything you fear about making a decision in this case?
- Your judgment and assessment can be documented to support decisions made.

6. Use 3rd party documentation to fill gaps in understanding.

- Before requesting additional 3rd party documentation, ask yourself how it will assist in your decision-making.
- Will it really be a difference-maker in the end?
- What will it address that you cannot address within your office or in consultation with others on campus?
- Why would you feel more confident making the decision with this additional information than without it?
- Request documentation that specifically fills in gaps that cannot be filled otherwise…gaps must be about access only, not treatment or success plans.

- The requested information should clarify the connection between the condition and the environmental barrier for which accommodations are requested.

7. Student or disability office consults with course and department as necessary.

- What next steps does the student need to take?
- Does the disability office need to get involved with access outcomes in some way?
- Might the accommodation result in a fundamental alteration requiring that you consult with faculty, housing, etc. before making a decision?
- Keep the conversations going as necessary, including as changes evolve either with the person or within the environment.
- Identify the appropriate path of action based on the situation at hand.

Access: The Core Mission of the Disability Office

While the student interview is an important step in considering accommodations, disability professionals should always approach these conversations with a clear understanding that the goal of all accommodations is to create access. This requires a fundamental understanding of the two terms: "access" and "accommodation."

Definition of Access -- An equitable opportunity to full participation resulting from either:

An environment that is designed (proactively) to work for a majority of people; OR

Effective, reasonable modifications to policies, practices, procedures and other environmental barriers (reactive) that result in access.

Using Accommodations as a Path to Access

Reasonable accommodations, such as the ones typically discussed in our field and communicated to faculty through "letters" of accommodation, are retrofits to inaccessibly designed environments put in place on an individual basis to create access. They are not the only course of action.

Access can be achieved through accommodations or when:

An environment is proactively designed from the outset (such as all course videos including captions);

Creative alternatives outside the norm are identified (such as when a professor agrees to facilitate access by giving a student a paper version of a test when all other students take the test online);

The values, behaviors, beliefs, attitudes and/or level of awareness of others are shifted.

Disability professionals often need to facilitate creative solutions to the barriers that exist by learning about and analyzing environmental variables and working proactively to reframe notions of access for faculty and other campus personnel. While some accommodations may not be reasonable because they would fundamentally alter the nature of an academic experience, design modifications and shifts in attitudes can provide access while also removing stigma from students with disabilities and creating an improved experience for all.

Contributors
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Grievance Procedure

If an individual feels he/she has been denied equal access to a program or activity because of a disability, the ICC Accessibility Grievance Procedure should be followed as outlined below.

The first step is to obtain and complete a Grievance Report form (Appendix F) or submit a grievance to the Associate Dean for Tutoring and Accessibility through ICC's Office of Accessibility's electronic reporting system located on ICC's website at https://www.indycc.edu/learning/accessibility/index.

After reviewing the grievance, the Associate Dean will conduct an investigation … attempt to resolve the matter informally among the parties involved.

If an informal resolution cannot be worked out, the complainant may file a written grievance within five working days of the informal conference to the Vice President of Academic Affairs. The complainant will submit his/her grievance and additional written documentation or other evidence electronically through the College's electronic reporting system at https://www.indycc.edu/learning/accessibility/index.

The complainant and Vice President of Academic Affairs shall meet within five class days after receipt of the grievance materials. The Vice President of Academic Affairs shall provide the complainant with a written decision within five class days following the meeting, with a copy of the written decision going to the Associate Dean for Tutoring and Accessibility.

If the initial formal decision is adverse to the student, he/she may appeal the decision to the President of the College within five working days thereafter by submitting his/her appeal electronically through the College's electronic reporting system at https://www.indycc.edu/learning/accessibility/index.

The President will be provided copies of all previously considered materials and forms from the complainant and written materials from the Vice President of Academic Affairs on which the earlier decision was based. The President will review all supporting materials submitted as well as any other relevant materials and will meet with the complainant and the Vice President of Academic Affairs (individually or together, at the discretion of the President) within five working days thereafter to further discuss and clarify the question at issue.

The President will render a written decision to the complainant and the Vice President of Academic Affairs within five additional working days. The decision on appeal at this level is final.

Additional Information

- The decision shall be final if the complainant fails to employ the steps and time periods of the Accessibility Grievance Procedure.
- If a College official fails to follow the procedure, the complainant will be allowed an additional opportunity to file a grievance at the next step.

Requesting Accommodations Process and Procedures

1. Student completes intake interview and/or completes **Accommodation Request Form** online or in person with required documentation**.** See **Appendix A.**
2. Case file created in Maxient.
3. Accommodations Committee reviews request and documentation. Committee approves/denies request and signs **Academic Accommodation Approval Form. Appendix B.**
4. Vice President for Academic Affairs reviews and signs paperwork.
5. Student is notified of accommodation approval/denial by email through Maxient.
6. **Academic Adjustment Form** is created for individual courses and emailed to instructors using Maxient. Appendix C.
7. Instructor and student discuss accommodations to determine a plan for execution.
8. Instructor returns signed form to Associate Dean for Tutoring and Accessibility Services.
9. All documentation is kept in Maxient.

Appendix A. Accommodation Request Form

Form is also available online

Academic Accommodation Request
Semester_____ Year_____

Student's Name_____ ID#_____

Phone Number: _____

Accommodations:

What educational accommodations are your requesting this semester?

_____
_____
_____
_____

By signing this document, I acknowledge that I have read and understand the information contained within.

I am requesting the above accommodations for the current semester.
I understand I must complete a new request form each semester.
I understand that I must provide recent documentation by a qualified professional in the area of assessment or in the medical field to the Office of Academic Advising before services will be considered.
I understand that the Academic Accommodation request will be reviewed by the committee and consideration will be given on a case by case basis.
I understand that by signing the Academic Accommodation request form, I am giving the Associate Dean for Tutoring and Accessibility permission to contact my instructors and/or Tutoring Center personnel regarding my disability and need for academic accommodations.
If I have requested a note taker or interpreter, I give the Office of Tutoring and Accessibility the permission to give my name and phone number to the individual selected.
I understand that it is my responsibility to personally deliver a copy of the Academic Adjustment form to my instructors, discuss it with each instructor, obtain their signature, and return the signed copy to the Office of Tutoring and Accessibility, in order to finalize accommodations for each course.

_____ _____

Student Signature **Date**

Appendix B. Academic Accommodation Approval

Academic Accommodation Approval

Semester_____ Year_____

Student's Name: _____ ID#_____

The student listed on this form has provided recent documentation from a qualified professional in the area of assessment or the medical field which supports evidence of a disability covered under ADA or the Rehabilitation Act Section 504.

The information in the documentation supports the following disability and/or functional limitations:

_____
_____
_____
_____

The following academic accommodations/adjustments are recommended by the committee in order to provide reasonable access to programs and services.

_____
_____
_____
_____
_____

Committee Signatures:

_____ _____

_____ _____

_____ _____

Committee Vote: _____

_____ _____

Chief Academic Officer/Dean of Instruction Date Tutoring Center Coordinator Date

Appendix C. Academic Adjustment Form

ACADEMIC ADJUSTMENT

Semester: Year:

To:

From: Associate Dean for Tutoring and Accessibility

Re:

Course:

The student identified on this form has provided Independence Community College with documentation supporting the need for accommodations or academic adjustments to help offset the functional limitations of a disability. As required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, ICC has an obligation to make accommodations available.

If a student with a disability is unable to perform certain academic tasks in the traditional manner, alternative methods can usually be found to enable his or her full participation in classroom activities and on evaluations. Such academic accommodations are provided below in the spirit of equalizing opportunity rather than lowering standards or waiving requirements. *Please meet with the student individually to discuss specific course requirements, identify areas that may be affected, develop a plan of action, and work out logistics for providing the accommodations listed below.*

Please return the original copy of this form to Taylor Crawshaw with completed signatures. It is suggested that you make a copy of this academic adjustment and retain it for your files.

If you have any concerns about these accommodations compromising an essential requirement of your course, please contact Taylor Crawshaw to discuss these concerns and work out alternatives.

Thank you for your assistance.

_____	_____	_____	_____
Instructor	Date	Student	Date

Appendix. D

Form is also available online

Short Term Academic Accommodation Request

Time Period:

Student's Name_____ ID#_____

Phone Number: _____

Accommodations:

What educational accommodations are your requesting this semester?

_____
_____
_____
_____
_____

By signing this document, I acknowledge that I have read and understand the information contained within.

- I am requesting the above short term accommodations
- I understand these accommodations are temporary and will be reviewed on a weekly basis
- I understand that I must provide recent documentation by a qualified professional in the area of assessment or in the medical field to the Office of Accessibility before services will be considered.
- I understand that the Academic Accommodation request will be reviewed by the committee and consideration will be given on a case by case basis.
- I understand that by signing the Academic Accommodation request form, I am giving the Associate Dean for Tutoring and Accessibility permission to contact my instructors and/or Tutoring Center personnel regarding my disability and need for academic accommodations.
- If I have requested a note taker or interpreter, I give the Office of Tutoring and Accessibility the permission to give my name and phone number to the individual selected.

_____ _____

Student Signature **Date**

Appendix E.

Concussion Return to Learn Plan Zoning Criteria			
Zone	**Definition**	**Instructional Modifications**	**Definition**
RED	*No classes	*Not attending classes	This student has suffered a concussion and should be resting both cognitively and physically in their room. This student has been instructed to avoid all academic work to avoid increasing symptoms. Through daily clinical evaluations, an update will be provided for when this student can return to class. The student will work with their instructors via their Navigator upon return to develop a plan for gradual completion of assignments as the student progresses.
ORANGE	*Limited academic day *Limited class attendance	*Student class attendance is limited *Clear desk, auditory only *Limited classwork/testing *Utilizing professor notes *Peer note-taking *Student may benefit from periodic breaks in active classroom participation *Minimal reading	This student has suffered a concussion and may need to limit the amount of time in particular classes. They will most likely not have completed some assignments. This student may benefit from significant instructional modifications. The student should develop and maintain a schedule for completing assignments. Please be observant of any changes in the student's behavior upon return to class and please report these changes to Taylor Crawshaw. In addition, please communicate with the student and Navigator about their progress so that they can feel comfortable with the return to academics and comfortable sharing information about their recovery with you.

YELLOW	*Full academic day *Limited participation with possible cognitive breaks	*Class participation as tolerated *Clear desk, or desktop only (no screens) *Limited classwork *Student may benefit from periodic breaks in active classroom participation, while actively listening *Emphasis on formative vs. summative assessments *Develop and maintain a schedule for completing assignments	This student will be attempting to complete all classes, but may need to limit time attending specific classes that exacerbate their concussion symptoms. Depending on the class content, time of day and method of instruction, this student may benefit from instructional modifications. Please continue communicating with the student and Navigator regarding assignments, class participation and overall recovery.

e	**BLUE**	*Full class attendance with instructional modifications	*Student attends full class *Instructional modifications determined by professor based on this individual student's needs and course content *Increasing participation in classwork/testing, including summative assessments *Actively completing missed assignments	This student should be attending and participating in all classes with minimal instructional modifications. Any instructional modifications may be utilized to reduce any residual concussion symptoms and foster the most appropriate learning environment during the final stages of concussion recovery. Please alert an athletic trainer if the student is not able to maintain classroom attendance due to concussion symptoms.
	GREEN	*Full class without instructional modifications	*Student attends full class without instructional modifications	The student should be attending all classes, physically and mentally with no instructional modifications.

Appendix F.

Form is also available online

GRIEVANCE REPORT FORM

Title VII, Title IX, Section 504, and the ADA

If you believe that you have been denied equal access to any ICC program, activity, or employment because of race, color, religion, national origin, gender, age, marital status or disability, complete the following form and return it to Compliance Officer – Jessica Morgan-Tate. Please follow grievance procedures as stated on page 17 of this handbook. Attach additional sheets as necessary. This form can also be completed using the "Concerns, Comments and Complaints" link located on any ICC web page.

NAME:_____ **DATE:**_____
ADDRESS:_____
PHONE #:_____

PROBLEM**:** Please describe the problem in detail, giving specific dates, names, times and locations:

_____
_____
_____
_____
_____
_____

RECOMMENDED SOLUTION: What solution do you recommend to the problem described above?

_____
_____
_____
_____

_____ _____ _____
SIGNATURE DATE FILED

RECOMMENDED RESOLUTION**:** (Completed by ICC staff)

_____
_____
_____
_____
_____

_____ _____ _____
STAFF SIGNATURE DATE FILED

Appendix 26

Judicial Committee By-Laws

Judicial Committee By-Laws

Mission: Develop and conduct judicial processes relating to student behavior, including academic integrity.

Responsibilities:

1. Formulate recommendations for College policies regarding student conduct
2. Formulate recommendations for revisions to College judicial processes
3. Conduct disciplinary hearings
4. Prepare a one-page summary of the effectiveness of its work for the Council of Chairs

Committee membership

The Judicial Committee shall consist of three members of the campus community, in addition to one other individual who will serve as a substitute. The Chair of the committee will be the Director of Student Life. The remainder of the committee will be appointed by the VPSAA. Appointments shall be made during the fall semester with the normal term being two years. Terms shall be staggered so that roughly, equal numbers of terms expire each year. This committee will meet once a week or as needed.

Disciplinary Hearings

Judicial Committee Role: This committee is responsible for hearing and considering violations of the Student Code of Conduct, Residence Life Conduct, and Academic Dishonesty. The role of the committee is to hear cases and make recommendations for disciplinary action, suspension, or expulsion to the VPSAA or to the VPSA in cases of Academic Dishonesty. Cases shall be referred to the Judicial Committee by the VPSAA, VPSA, appeals from the Residence Life Director, and referral cases in Maxient.

Hearing Format

Hearings shall be private (limited to the complainant, respondent, incident witnesses, hearing advisers, members of the committee) and are not open to the public. The only exception to this clause is when the College has been notified by law enforcement officials that criminal charges have been filed against the respondent. In these instances only the respondent may have an attorney present solely for the purpose of protecting the respondent against self-incrimination in a future court proceeding. The attorney may not serve in any other capacity during the hearing including speaking on behalf of the respondent or questioning/addressing those present. No disciplinary action shall be taken unless it is established by a preponderance of evidence upon the record considered as a whole that the accused student has committed the charged offense.

The Chairperson of the Committee shall file a report to the VPSAA, VPSA, or Director of Residence Life of each case heard before the Judicial Committee that pertains to their department. These reports are to include a concise statement of charges, the plea, the decision of the Committee, the evidence considered, and the reasons for the final action taken, if any. Findings and an explanation of decisions resulting from hearings shall be rendered in writing

within four (4) working days. The Judicial Committee may issue sanctions ranging from disciplinary warning to suspension and expulsion.

Appeals of decisions by the Judicial Committee regarding suspension or expulsion will be heard by the VPSAA/VPSA. Such appeals from a student must be made in writing within four (4) business days of receipt of the Judicial Committee decision or the opportunity to appeal is considered waived.

Student Conduct Appeals

An appeal does not provide a second hearing of the case. The review of the appeal will be based on the existing record, new information provided, as well as, information provided by the conduct officer regarding the rationale for the decision. Deviation from the procedures in this code will not invalidate a proceeding or decision or be a basis for appeal except where such deviation has clearly resulted in significant prejudice to an accused student.

A. Grounds of Appeal

I. The established procedures were not followed in a significant way and as a result, the factual findings, the sanction, or both, were not correct.

II. The severity of the sanction imposed was not appropriate based on the nature of the violation or the circumstances. In cases in which a charged student has accepted responsibility, such appeals are limited to having the severity of the sanction reviewed.

III. There is new information that would have been material to the outcome, had the information been presented at the conference or hearing. The new information must be included with the student's request for appeal. Also, the student must show that the new information was not known to the person appealing at the time of the original hearing.

B. Process

If a student files an appeal, she/he will be informed of the outcome when the appeal process has been completed. Students must file their appeals within (4) four days from the time they receive their decision or sanction letter (unless there is a special circumstance that would prevent this). An appeal will only be considered if it includes both the student's criteria and rationale for appeal (and an attached copy of the sanction letter). It is the student's obligation to provide any and all materials she/he wishes to have considered at the time of appeal submission. Subsequent information and/or revisions to the appeal will not be accepted.

A student will file the appeal by delivering it to the VPSAA/VPSA Office. In general, the filing of the appeal shall result in a stay of the sanctions imposed on the appealing student, unless the welfare of the individual or the community is threatened. Students are encouraged to consult with all resources about the appeal prior to submitting the request for an appeal. The VPSAA's/VPSA's decision will be considered final.

Order of Business for Disciplinary Hearings
Unless otherwise determined by the Chair of the Committee, the hearing will generally follow the order described below;

A. Members of the Committee introduce themselves and ask all present to do the same.
B. The panel Chair briefly reviews the hearing procedures as outlined here.
C. The charges are read by the Committee Chair.
D. The complainant may first present his/her testimony. When the complainant has finished, the complainant's incident witnesses will each present testimony, with the Committee and the respondent permitted to ask questions.
E. After the complainant has produced the evidence he/she wishes to present, the respondent will be given the opportunity to present his/her testimony and incident witnesses' testimony as described above. Again, both the Committee and the complainant will be permitted to question the respondent and his/her incident witnesses. Character witnesses are not permitted at any disciplinary hearing.
F. When the respondent has produced the evidence he/she wishes to present, the Committee may ask further questions of either party or recall witnesses. The Committee may call brief recesses at any time to discuss the proceedings, and may ask further questions upon return from any such recess.
G. The Chair may also call witnesses, including expert witnesses from the College staff, to aid the Committee in its consideration of the case.
H. When the Committee's questions have concluded, the Chair should inform the respondent that a written decision will be sent to him/her. The hearing will then be adjourned. The members of the Committee will meet in executive session to deliberate and to render a decision.

Basis for Findings: Standard of Evidence
The standard or basis for findings refers to the criterion or measure of proof that is used to assess if a student is responsible or not for violating College policy.

The basis for findings used during any judicial proceeding is a preponderance of the evidence. A preponderance of the evidence means that the Committee found that a level of evidence presented led to more than a 50% finding that a student is in violation of a regulation or standard. An easier way to think about this may be to consider the question, "Is it more likely than not that with the evidence and testimony presented that the student violated the regulation or standard?" If the answer is "Yes," the Committee has achieved a preponderance of evidence.

The College uses a preponderance of the evidence as a standard of evidence for student disciplinary hearings because it is the basis for findings that is the most conducive to the academic setting and the educational process found in disciplinary hearings.

Appendix 27

Board Policy

Independence Community College
Board of Trustees
Policy and Procedure Manual
2018-2019

Approved December 13, 2018

Plus Additional Institutional Procedures

PROCESS FOR SUBMITTING
NEW OR REVISED POLICIES OR PROCEDURES

College procedures provide the guidance for consistent implementation of the College policies set by the Board of Trustees. The Board of Trustees' College Policies outline the "What" of assuring that we meet our College mission and the College employee procedures, outline the "How" of assuring College mission and policies are achieved. These procedures are set for full and part-time employees, students should refer to the College Catalogue and the Student Handbook for procedures. Policies and procedures which are not included in the retained rights of the Board of Trustees are initiated and edited in the following manner.

1. A request for a new or revised policy or procedure proposed by an Employee/Group should be submitted for procedure consideration to the Council of Chairs.
2. The Council of Chairs will review the proposal and refer the proposal to the appropriate Standing Committee or President.
3. If sent to a Standing Committee, that committee will either approve the recommendation (as presented or amended), in which case it is sent to the President, or deny it (due to vote or lack of action), in which case no further action is taken.
4. With approval by the President (in consultation with Cabinet or Council of Chairs) the policy or procedure is recommended to the Board of Trustees for approval.
5. New policies or procedures become effective when approved by the Board of Trustees.

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ACADEMIC SECTION INDEX

Legend: Academic: ACD

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ACD – 102	Faculty Employment	5

CODE:	**ACD – 101**
SUBJECT:	**Degree Award and Placement**
ADOPTED:	**April 13, 1999**

Student entry placement standards shall be set to assure educational quality. The College shall award degrees to students completing required curriculum. Records shall be maintained to document placement and degree completion.

CODE:	**ACD 102**
SUBJECT:	**Faculty Employment**
REVISED:	**September 8, 2016**

Regional accrediting standards are followed when considering individuals for faculty employment.

FINANCE SECTION INDEX

Legend: Finance: FIN

Number	Name	Page
FIN – 401	Tuition Payment	7
FIN – 402	Budget	7-13
FIN – 403	Awards and Honors	13
FIN – 404	Finance Office	14
FIN – 405	Naming of Campus Facilities	14-19

CODE:	**FIN - 401**
SUBJECT:	**Tuition Payment**
ADOPTED:	**July 13, 1999**

Upon enrollment, students must pay tuition and fees or make written arrangements for payment for all courses in which they are enrolled, including audited courses.

Procedure

Tuition and Fees Collection

1. To enroll, employees and their dependents must have met past and current financial obligations at the end of each semester, unless a pre-approved payment plan has been initiated.
2. Employees and their dependents on payment plans are required to meet the conditions of the College's promissory note. Employees and their dependents failing to meet financial obligations will receive one thirty (30) day warning, and one sixty (60) day warning, as needed.
3. Employees and their dependents not responding to the sixty (60) day warning may be subject to being dropped from classes, withholding of grades and/or transcripts, and/or, after ninety (90) days, accounts being turned over to the College collection agency.
4. Employees and their dependents in financial arrears will not receive official transcripts.

CODE:	**FIN - 402**
SUBJECT:	**Budget**
ADOPTED:	**July 13, 1999**
REVISED:	**May 14, 2018**

The Board of Trustees shall approve the college budget. The Board shall approve payment of bills, contracts, and lease agreements prior to pursuit of contractual services and resources, except services provided for in KSA 12-105b. The Board shall assure purchase procedures and guidelines which include standard methods for the most effective use of college funds.

Payment of bills that would result in the avoidance of penalty may be completed by the Business Office in advance of Board approval, upon approval of the Finance Officer, as provided in KSA 12-105b.

Procedure

Purchasing

Payments made in the purchasing procedure for non-travel goods and services can be made by check or purchase card. The Business Office is responsible for paying for these purchases with checks, while Cabinet-level managers may make payments for these purchases using their purchase cards (see Purchase Card Procedure).

Rules Governing Purchases

1. The Internal Revenue Service (IRS) requires that W-9 information is on file prior to payment for vendors who are paid $600.00 or more in a calendar year. This includes each individual or company that is:
   - Not incorporated (contact the Business Office for clarification).
   - A lawyer, regardless of whether or not incorporated.

- A healthcare agency, regardless of whether or not incorporated.

2. The College President, Cabinet-level managers, and others approved by Cabinet-level managers may purchase goods and services with purchase cards. All other employees are restricted to using purchase cards for travel-related (lodging, meals, transportation, parking, fuel, etc.) expenses only. See Purchase Card Procedure.
3. The College pays vendors from invoices, not statements. Invoices are for individual transactions while statements may be a conglomeration of transactions.
4. The Board of Trustees requires that individual purchases of $10,000.00 or more must be presented to them as an action item for discussion and vote prior to the purchase or receipt of the goods or services. The purchase originator is responsible for gathering all requisite information for the Board. Purchases exempt from this requirement include those such as externally funded grant awards, emergency repairs, or cases in which the agreement with the vendor requires payment in a timeframe not consistent with the Board review.
5. Any vendor participating in a bid for work that requires bonding, insurance, special type of license, etc. shall provide to the ICC Business Office documentation certifying currency for any and all of the above. The initiating employee must verify current documentation is on file with the Business Office prior to awarding the bid.

Steps to Purchasing Goods or Services

1. Determine need for goods or services.
2. Determine purchase price and alignment with budget.
3. Contact vendors:
4. Obtain bids, if necessary. Purchases less than $500.00 require no documented bids. Contracts for financial services and food services do not require annual bids, but must be bid upon when either the administration or the Board of Trustees requests that new vendors be considered.
5. Purchases ranging from $500.00 to $3,999.99 must have at least three (3) bids, unless a sole source vendor can be documented; bids must be documented from telephone conversations, faxed, emailed quotes from vendors, or documented web research. Oral bids must only be received by authorized ICC employees. ICC employee receiving bid must attach signature to bid recording document.
6. Purchases ranging from $4,000.00 to $9,999.99 must have at least three (3) written bids provided by different vendors on the vendor's company letterhead or other official form, unless a sole source vendor can be documented. Written bids must include the following:
   - bidder's name and contact information,
   - bid specifications (nature/scope of work),
   - time-line for project,
   - description of the area/s work to be performed,
   - bidder's estimated charge, and
   - signature of ICC employee receiving the bid.
7. Purchases greater than $9,999.99 must have at least three (3) written bids provided by different vendors unless a sole-source vendor can be documented. ICC written bid instructions are provided to all potential bidders. Specifics relevant to each bid are included with each bid. In addition, each bid will contain the following:
   - ICC department/area requesting goods and/or service,
   - criteria used to choose winning bid and percentage of importance for each criterion,
   - date and time of bid closing,

- date and time of all received bids opening, and
- date and time winning bidder announced. Bidders are given the opportunity to be present during the bid opening date/time and to review other vendor submitted bids. No alterations to original submitted bid will be allowed by any vendor unless the College elects to solicit additional information from all bidders. All bids must be sent sealed and addressed directly to the Business Office. All bids will remain sealed until the date and time advertised for bid opening.

8. Contact the Business Office for vendor verification.
9. Complete the electronic Requisition form using GP Requisition/Purchasing System
10. Obtain Cabinet-level manager approval through GP electronic approval system for Purchase Requisition.
11. Retrieve Purchase Order number for approved Purchase Requisition form GP Purchasing system.
12. Order goods or services from vendor.
13. Receive goods or services:
    - Contact the Business Office upon discovery of any problem or discrepancy, referring specifically to the purchase order number, invoice number, invoice date and identification of goods/services/invoice issue.
    - Payment to the vendor will be withheld until such problem or discrepancy is resolved.
14. Request vendor payment.
15. Check
    - Submit a copy of the invoice, with Purchase Order Number and Cabinet-level initials, to the Business Office.
16. Note: Partial Payment Requests should be entered on separate requisition lines, but will use the same PO#. An indication of partial payment needs to be made on each invoice.
17. Purchase Card
    - Perform steps 1-13
18. All paperwork will be filed in the Business Office in check number order.
19. Business Office releases checks approximately every two weeks. Fiscal Officer may release some payments early as needed. A report of payables is reviewed and approved at the monthly Board of Trustees' meeting.

Purchase Card

Each employee who receives a purchase card is required to agree to the stipulations set forth in, and then sign, the Card Holder Agreement prior to receiving or using their College purchase card. The purchase card is not to be used for personal use and is only for College business use.

1. Use of a purchase card follows the same rules governing purchases as in the Purchasing procedure. Bids for some travel expenses may not be practical when the $250 level is reached, but prior approval of travel expenditures is required. Purchase card holders are not eligible for cash advances.
2. Employees must follow the Card Holder Agreement for permissible use and restrictions. They must also follow travel procedures (i.e., meal spending limits, meal gratuity limits, etc.).
3. Cabinet-level manager provides prior approval of any purchase card expenditure.
    - Travel request, with approximate purchase card expenditures delineated;
    - Purchase order, with specific amounts for purchase, taxes, fees, shipping, etc. delineated.

4. It is the responsibility of the employee card holder to keep and maintain all receipts prior to submission to the Business Office.
    - A Missing Receipt form may be substituted for a lost receipt.
    - Only one Missing Receipt form is permissible per monthly submission.
5. Accounts Payable accountant provides employee card holders with monthly activity statements.
6. Purchase explanations are made via the "Credit Card Summary." The employee must provide the following with their monthly submissions:
    - List of all transactions in order of how they appear on the statement;
    - Attach receipts for all purchases (or a Missing Receipt form) to 8 ½ x 11 sheets of white paper;
    - Detailed information on the amount of the purchase, the date of the purchase, and specific information as to the purchase.
    - Receipt must contain itemized detail, Purchase Order Number, and Cabinet Level-Supervisor's initials.
    - Meal purchases made for more than one person must have documentation including an agenda, a list of all participants, and the business reason for the meal.
    - All submissions of purchase card use must be received by the Business Office no later than 10 days following the day they were originally distributed by the Accounts Payable accountant.
7. Employees who do not follow the requirements of this procedure are subject to progressive discipline, including loss of purchase card privileges, required reimbursement of monies spent with the purchase card, and possible termination of employment.

Purchasing - Technology

The following policies relate to adding network lines, adding additional computers and printers, and computer installations. These policies are necessary in order to control the total College costs related to the support and replacement of the computers and related items and to provide a more timely installation of new computers. Each computer or printer network line incurs costs related to installation, upgrading, support, software licensing, Internet connection, etc. The following policies have been adopted to help control the total costs for this computer support.

Replacing a computer or printer. A new computer/printer purchase is considered a replacement when an older computer or printer is returned to the Department of Information Technology. The replacement of a computer or printer must be initiated by the Division Chair and have appropriate budget funds allocated. It also requires the approval of the Academic Dean, Departmental Directors or their designated representatives.

Adding a computer or printer. A new computer/printer purchase is considered an additional computer or printer when an older unit is not returned to the Department of Information Technology. The addition of a computer or printer must be initiated by the Division Chair and approved by the Academic Dean (academic departments), Departmental Directors or their designated representatives (administrative departments).

Redeployment of computer. To request a redeployment of an existing computer, please submit a request to helpdesk@indycc.edu. **Files existing on the computer will not be transferred**.

Network lines. A Division Chair should contact the Department of Information Technology to request installation of a new network line or for the re-activation of an unused network line. The Department of Information Technology will charge the department the cost of the line installation.

ICC provides each employee with a Primary Office computer that will be replaced on a regular basis. Additional computers, e.g. computers for certain research needs or specialized job requirements, are allowed with the approval of the Academic Dean (academic departments) or Departmental Directors or their designated representatives (administrative departments). Additional computers will not be automatically replaced through the normal annual budget process.

Notebooks. Because notebook computers cost more than desktop systems, the purchase of an additional notebook computer or a notebook computer to replace a desktop unit must be approved by the Academic Dean (academic departments), Departmental Directors or their designated representatives (administrative departments) before the purchase is initiated.

Mobile devices. Purchases of iPads and other approved tablet devices are authorized for College employees who are vice presidents, deans, associate/assistant vice presidents, and associate/assistant deans. Other employees needing such a device must demonstrate the need and purpose for the device and have approval in the form of an email or signed letter from their Academic Dean (academic departments) or Departmental Director (administrative departments) requesting that a tablet device be purchased. Tablet devices are not considered an employee's primary computer and are not part of the replacement cycle used for departmental capital budgeting.

Non-standard systems. The campus computer standards are the Lenovo, HP, and Apple lines of computers. The purchase of any non-standard computer is an exception and requires approval from the Academic Chair and Dean for academic departments or Departmental Director or their designated representatives for administrative departments.

Printers. The standard printer for departments is a high-end laser printer. All printers should be connected to the campus network; every printer should provide printing services for several computers. Non-networked printers will not be installed without approval from the Academic Dean (academic departments), Departmental Director or their designated representatives (administrative departments).

Projectors. The purchase of a display device (projector, flat panel display, etc.) must be initiated by the Division Chair and approved by the Academic Dean (academic departments), Departmental Director or their designated representatives (administrative departments).

Externally funded purchases. Unless otherwise specified in the applicable grant or contract agreement, all computer technology purchased with external funds is the property of Independence Community College, and as such is subject to the ICC computer software, network, support, and disposal policies, as well as ICC software agreements.

Warranty. A three-year warranty is required on all computer and projector purchases.

Software. Departments must contact the Department of Information Technology before purchasing any software. ICC has purchased site licenses and/or volume licenses for many software packages. It is possible that the software you need is already available at no additional cost.

All software license agreements/contracts must be reviewed by the Department of Information Technology and the Business Office and signed by the Chief Financial Officer.

Purchasing - Travel

1. Employees are expected to obtain the least expensive, most cost-effective form of transportation with regard to the benefit of the College. Travel, either by an employee or guest, must be approved by the appropriate Cabinet-level manager using the appropriate College Travel Request Form. Employees who do not obtain prior authorization for travel, either for themselves or a guest, risk being personally responsible for the expenses incurred around said travel. All requests for travel for College business must be initiated at least seven working days prior to the travel. Travel advances are limited to the amount of the anticipated expense and reimbursed for actual expense with receipts. Employees who overspend travel advances may not be reimbursed for their extra expenditures.
2. The College will pay (or reimburse) coach class airline travel for College-related business. If business class or first class travel is utilized, the employee will pay for the difference in the purchase price of the ticket. College-paid airline travel must be booked no less than two weeks prior to departure.
3. Travel advances will not be provided to employees who have a College purchase card.
4. Employee expenses for meals, gratuities and incidental expenses will be covered to a maximum of $50 per day when an overnight trip is required for College business. Receipts are required for meals and gratuities. Alcohol may not be purchased using College funds, nor will alcohol purchases be reimbursed as an expense. The College recommends and will pay (or reimburse) for tips or gratuities associated with a meal to a maximum of 15% of the cost of the meal.
5. IRS regulations dictate that in order for the cost of a meal to not be considered as income to an employee it must meet the following criteria:
   - It must be only on an occasional basis. It cannot be regular, frequent, or routine.
   - It must involve a legitimate business transaction whereby the College will benefit as a result of the meal.
   - Proof of a business discussion should be provided. Include with receipts a meeting agenda outlining topics of discussion and the business results expected with the names of each of the participants.

     Based on the aforementioned IRS criteria, College employees must ensure meals eaten locally are only done on an infrequent basis; that they involve the College benefiting from business transacted during the meal; and that documented proof of the business meeting during the meal is provided. Pizza or a meal brought in so employees can work through lunch or stay late is appropriate based on prior approval by the specific Cabinet-level manager.
6. Prior to an employee receiving reimbursement for the use of his or her personal vehicle for business purposes, three things must occur:
   - The employee must submit a Vehicle Request Form to the Maintenance Department at least seven working days prior to the intended trip;
   - The Maintenance Department must respond that an appropriate vehicle is not available for the timeframe requested; and
   - As a result of not having a College vehicle available for use, the cost of mileage reimbursement is determined to be a lower overall cost to the College than renting a car. The College will pay (or reimburse employees) for mileage, at a rate equal to the current monthly State mileage reimbursement rate. Employees are prohibited from using a College purchase card to purchase gasoline or any other items for their personal vehicles. Funds for the operation or

maintenance of a personal vehicle must be provided by the employee, which are then reimbursed by the College. The most direct route from 1057 W. College Avenue, Independence, KS to the intended destination and back shall be determined by using MapQuest or Google Maps when calculating mileage. Side trips of a personal nature will not be reimbursed.

7. College owned or leased vehicles should be the first choice for transportation when employees travel on College business. When travel involves air transportation, College vehicles should not be used for traveling to the airport. Travel Request Forms for College leased vehicles must be submitted a minimum of at least seven working days prior to the expected travel date. When College vehicles are not available, employees are expected to contact the Director of Maintenance to provide assistance in the evaluation of the differences in expenses to the College between obtaining a rental car versus using their personal vehicles.
8. When renting cars or vans, employees are expected to rent a vehicle suitable to their needs. Contact the Business Office for discount coupons to Budget Car Rental, as available, when your travel involves renting a vehicle.
9. Upon return from travel, the Travel Request and the Travel Reimbursement forms must be submitted for payment and/or reimbursement. Employees must accurately account for their travel, meals, and business expenses. Evidence of travel expenses includes receipts, statements, or expense accounting. Incidental expenses (miscellaneous tips, parking fees, baggage storage, etc.) require no receipts. Any remaining cash advance should be submitted to the Business Office with the Travel Reimbursement form, appropriate documentation, and approvals within 72 hours following travel. Employees who exceed spending limits will be required to reimburse the College within 72 hours following travel.
10. The College will pay (or reimburse employees) for the following:
    - Reasonable personal lodging costs
    - Bus/shuttle
    - Airport Parking
    - Turnpike Tolls
    - Hotel Parking
    - Parking Garage Parking
    - Postage; and
    - Work supplies.
11. Personal expenses (clothing, toiletries, personal items, gifts, donations, alcohol, movies or theaters, tobacco, sightseeing, etc.) will not be paid nor reimbursed by the College. Misuse of vehicles, resources and/or College travel opportunities may result in disciplinary action.

CODE:	**FIN - 403**
SUBJECT:	**Awards and Honors**
ADOPTED:	**July 13, 1999**
REVISED:	**August 11, 2016**

Independence Community College may award honors, degrees, and opportunities to individuals who provide outstanding service to the College.

CODE:	**FIN - 404**
SUBJECT:	**Finance Office**
ADOPTED:	**July 13, 1999**
REVISED:	**March 11, 2003**

The chief finance officer shall be responsible for assuring that federal and Kansas statutes, Kansas audit guidelines and Board policies are followed. These responsibilities shall include maintaining record(s) of accounts receivable and payable; state, federal and county reports; campus financial operations; activity accounts; and assuring that an annual audit is completed. Upon approval of the chief finance officer, tuition and fee refunds may be provided by the Business Office for account resolution.

CODE:	**FIN - 405**
SUBJECT:	**Naming of Campus Facilities**
ADOPTED:	**April 11, 2000**
REVISED:	**March 14, 2013**

The College will maintain a policy that establishes objective criteria for the naming of College facilities, events, and programs. Naming recognition that commemorates donations with a value of $50,000 or more requires Board approval. Naming recognition that commemorates donations with a value of less than $50,000 requires the approval of the President and Board notification.

Procedure

Policy on Gift Solicitations and Naming Opportunities

To achieve its vision of excellence and augment public funding, Independence Community College actively seeks contributions, including gifts of real and personal property and gifts-in-kind, from individuals, foundations, corporations, and other entities. Such benefactions enable the College to achieve its vision of excellence through improved and increased functions.

The College solicits gifts in a manner that provides the greatest benefit to the College and enhances the College's reputation and attractiveness as a recipient of such gifts. To this end, all members of the College community must coordinate their efforts as appropriate through the Independence Community College (ICC) Foundation, the Athletic Booster Club, or the President's Office, and in accordance with this Policy.

Gift Solicitation Program Types

1. Annual Campaign: The College annually solicits donors of record and others for a yearly gift through a series of solicitation programs. Annual giving gifts are defined as potentially recurring gifts under $10,000. Regardless of size, annual gifts are intended to be repeatable.
2. Major Gifts: Special gifts, outright and planned gifts included in the wills and estates of donors, of a significant size, for both endowment and expendable purposes that are solicited on an ongoing basis. Major gifts are defined as gifts and pledges of $10,000 or more.
3. Capital Campaign: Special gifts, outright and planned gifts included in the wills and estates of donors, for both endowment and expendable purposes that are solicited through the capital campaign over a defined period of time. Gifts can be restricted or unrestricted.

Types of Gifts

1. Unrestricted Gift: gifts that are not restricted by the donor are unrestricted, and the College uses those gifts in ways that advance the strategic priorities of the College. It is understood that any gift received without restriction will be classified as unrestricted.
2. Temporarily Restricted Gifts: a temporarily restricted gift has a donor-imposed restriction that permits the organization to use up or expend the donated assets as specified and is satisfied either by the passage of time or by actions of the organization.
3. Endowment or Permanently Restricted Gift: gifts that have a donor imposed restriction that stipulates that resources be maintained permanently but permits the organization to use up or expend part or all of the earnings described from the donated assets.
4. Non-monetary Gift: besides monetary gifts, Independence Community College and the ICC Foundation also receive non-monetary gifts. All non-monetary gifts must be reviewed and approved by the CEO of the organization receiving the gift. These gifts will only be accepted after a determination that the gift is either readily marketable or sufficiently related to one of the purposes and/or the Strategic Plan of the College. Non-monetary gifts may be of the following types:
    - Securities – gifts of stocks and bonds which will be sold for the ICC Foundation to receive the cash benefit, or held to receive dividends or other earnings.
    - Gifts in Kind – gifts of tangible items that Independence Community College or the ICC Foundation are willing to receive.
    - Life Insurance Policies – a method for donors to give substantial gifts. When such gifts are made, the "Independence Community College Foundation" must be named as both the beneficiary and the owner of the policy. To insure that such gifts comply with the general policies of the Foundation, the Foundation Director should be consulted prior to the gift of the policy.
    - Gifts in Trust - Charitable remainder and charitable lead trusts require correct drafting that is often complex, and therefore require the review of the Foundation Executive Director prior to execution by the donor and approval of acceptance by the Foundation Board of Directors. Generally, the minimum charitable remainder and lead trust gift should be $100,000.
    - Gift Annuities - gift annuities to the "Independence Community College Foundation" must be approved prior to acceptance. Gift annuities are not encouraged since such arrangements may obligate the Foundation to an amount in excess of the gift property.
    - Retirement Asset Gift - retirement plan assets, including IRAs, 403(B) plans, 401(K) plans and other plans
    - Bequest Gift - A donor may arrange under legal contract expressed in his/her will, that the ICC Foundation is a designated beneficiary to receive a direct gift from the estate. A donor may also arrange, after the death of a named beneficiary, that the principal or some of the surviving estate will become the property of the ICC Foundation. A bequest intended for the ICC Foundation should be made to "The Independence Community College Foundation." Bequests are typically of two types:

      <u>Unrestricted Bequests</u> – intended for the general purposes of the College and are of special benefit in allowing flexibility to meet the College's greatest needs. If relatively modest, the bequest will be accepted as an annual expendable gift. Should the bequest specify that the principal be used as an endowment fund, the minimum dollar requirements of $5,000 must be met.

Restricted Bequests – allow donors to support and promote special interests. If the bequest meets the minimum dollar requirement of $5,000 for named restricted endowed gifts, it is recommended that specified purposes be described as broadly as possible, and that detailed limitations and restrictions be avoided where possible. The President of the College or Executive Director of the Foundation will approve all memorandums of understanding for a restricted bequest. All donors are advised to seek their own legal counsel prior to finalizing bequests or other forms of planned gifts. Permanently restricted gifts and special gifts such as trust annuities may be subject to investment and administrative costs as prescribed by the ICC Foundation's Investment and Disbursement Policy.

Namings

To support its mission, Independence Community College may recognize gifts, grants, and irrevocable gift commitments by the naming of facilities, physical spaces, academic programs, scholarships, endowed or annual funds or other opportunities, in a manner consistent with the guidelines set forth in this document and the Independence Community College Board of Trustees policy FIN-405.

The opportunity to place the name of an individual, family, foundation, corporation, or other entity on facilities, physical spaces, academic programs, scholarships, and endowed or annual funds will be made in recognition of gifts from a donor or group of donors.

To the extent that any provision of this policy is deemed to be in conflict with a provision of the Independence Community College Board of Trustees policy FIN-405, the policy of the Trustees shall be the controlling policy.

General principles:

1. The naming of any facility, campus space or grounds, academic or campus program area or endowed fund is appropriate only when a significant gift or grant or gift commitment is received. This is in keeping with the Independence Community College Board of Trustees policy FIN-405 and is intended to preserve the value of existing and future namings.
2. The merits of naming any facility, campus space or grounds, academic or campus program areas or endowed fund should be able to stand the test of time.
3. The naming of any facility, campus space or grounds, academic or campus program area or endowed fund in recognition of a donor or honoree implies a promise to that donor or honoree that the space, site, facility, endowment fund and other form of tangible recognition will be permanently maintained, or if change is unavoidable, that an alternative means of recognizing the donor or honoree will be found.

Types of Gifts for Naming Commitments

Any and all combinations of gifts, grants, pledges, and irrevocable gift arrangements are acceptable for naming commitments.

Guidelines for Naming Physical Facilities

Physical facilities will not be named for individuals currently employed by Independence Community College unless a donor(s) other than the honoree provides a sufficient gift in honor of that individual.

Physical facilities will not be named for anyone who currently holds national elected office, state elected office, or an elected office in the College's taxing district.

Naming of a particular building, wing, room, lecture hall or other space or facility may vary depending on many factors, including utility, visibility, size, location, original building cost, etc., associated with the particular space. The following general guidelines apply to physical facilities:

Building	$250K - $1M
Large meeting or social space	$50K - $100K
Lab space	$25K - $75K
Classroom	$10K - $50K
Recreational space	$10K - $50K
Clinical exam room/surgical centers	$25K - $40K
Lab station	$8 -12K
Small meeting space	$8 -12K

Guidelines For Naming Endowed And Un-endowed Funds

Endowed and un-endowed restricted-use funds may be created as a result of significant gifts, grants or gift commitments from a single donor, or group of donors. These restricted use funds may be initiated to create endowed and un-endowed funds for such things as named scholarships, internships, lectureships, professorships, or department specific funds. For future planning and to maximize benefit to the College and its students, the creation of an endowed fund is, when possible and appropriate to the project being funded, preferred to that of an un-endowed fund.

General principles are:

1. The minimum needed to establish a named endowed fund is $5,000. This minimum pertains to all endowed funds, including scholarship and non-scholarship funds. The timeframe in which a donor has to reach the $5,000 endowment level threshold is generally five years from the date of the first gift.
2. Un-endowed funds may be established for faculty development, scholarships, or other funding priorities. Under such arrangements, the donor commits to providing an annual gift of a specific amount, or an amount equivalent to the income from an endowment fund for a fixed period of time, at a minimum of three to five years. For example, an endowed fund of $25,000 provides a $1,250 (5% of principal) annual award.

Guidelines For Naming Departments, Programs or Events

Programs and events vary widely in size and impact on the College. To name a Department, Program, Academic Unit, or Event, the gift or gift commitment will be developed on a case-by-case basis by the President of Independence Community College. Such namings that commemorate gifts in excess of $50,000 will require approval of the Independence Community College Board of Trustees (per FIN-406) and be in consultation with the ICC Foundation.

Approval Process for Naming of Facilities, Endowed Funds or Programs

All permanently named facilities and programs must be reviewed and approved by the President of Independence Community College. Further, where required by Board of Trustee policy (e.g. gifts/grants of exceeding a certain size) the approval of the Board is required.

The following general principles shall be adhered to in the naming process:

1. All proposed names for buildings and other facilities should be held in strict confidence during the review and approval process. Discretion is paramount.

2. The President's Office shall be responsible for maintaining a record of named rooms, buildings, grounds, and other spaces, as well as named programs or events. The ICC Foundation shall be responsible for maintaining a record of endowed funds.
3. Unforeseen circumstances may make it impossible for a donor to complete a pledge commitment after the commitment has been recognized through a naming. The College and the ICC Foundation will make every reasonable effort to work with the donor to create a plan for completion of the commitment. In some circumstances, however, it may be necessary to remove a name from a facility, physical space, academic program, scholarship or fund, due to incompletion of a pledge. In such cases, the funds already contributed will be used to fulfill as nearly as possible the same general purpose of the original pledge.
4. In the extraordinary situation where circumstances relating to the naming may bring disrepute to the College, the Independence Community College Board of Trustees reserves the right to deny a naming, or change or remove the name from any existing named space or recognition opportunity. If a name is removed or changed, the contributed funds will either continue to be used to fulfill as nearly as possible the original purpose of the donation, or returned to the donor. It is understood that the College may have made substantial commitments of its own as a result of the original gift, and thus the return of the gift to the original donor will be made rarely, only under unusual circumstances, and will be approved by the Independence Community College Board of Trustees.

Endowment and Quasi-Endowment Fund Policies

1. ICC Foundation Board of Directors may approve the establishment of an endowment fund even though the principal amount may not have reached the required minimum if:
   - The donor agrees to complete the minimum endowment within a five-year period.
2. The minimum principal for establishing a named endowment must be at least $5,000. Some of the most commonly acceptable types of endowments are described herein with minimum establishment levels:

   Endowed Chair – Named
   - The named endowed chair provides endowment for full or partial funding of a professorship in a department or field of study. This type of fund must have total gifts of at least $250,000. This will support salary supplementation, some administrative support, and travel expenses. Presentation of all awards shall be made by the Independence Community College Foundation upon recommendation and approval of the President of the College.

   Endowed Professorship – Named
   - The named endowed professorship provides an endowment for full or partial funding of a professorship in a department or field of study. A fund of this type must have total gifts of at least $250,000. This will support salary supplementation, some administrative support, and travel expenses. Presentation of all awards shall be made by the ICC Foundation upon recommendation and approval of the President of the College.

   Endowed Visiting Professorship – Named
   - A named visiting professorship, which enables the College to attract outstanding visitors to teach, conduct research, and to be available as a resource to the entire College community for up to one year, may be established with gifts of at least $250,000.

   Endowed Fellowships – Named
   - A named endowed fellowship may be established with a fund of not less than gifts of $100,000.

Endowed Lectureship – Named

- A named endowment to provide a lecture program may be established with a fund of not less than gifts of $25,000. These funds support the annual expenses associated with special guest lectures.

Gifts restricted by donors for general, but unnamed purposes, e.g., scholarships, but not permanently restricted by the donor, may be pooled and made quasi-endowment by resolution of the ICC Foundation Board.

Unrestricted gifts may be pooled and made quasi-endowment by resolution of the Board to create an unrestricted quasi-endowment fund.

Endowment Contingency Clause Guidelines

Donors are asked to recognize that with time, the needs, policies, and circumstances of the College can change in unforeseen ways. To serve the best interests of the College, the Board of Directors of the ICC Foundation and the President of the College should be given the ability to make use of funds while continuing to perpetuate the name of the donor or designee. This can be accomplished by including the following statement in the establishment of any endowment instrument:

> "Should the fulfillment of the purpose of the gift become no longer possible, as determined by the Independence Community College Foundation Board of Directors, then the gift should be used for the purpose most nearly in keeping with the special interests described in this document."

PERSONNEL SECTION INDEX

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CODE:	**PSL - 701**
SUBJECT:	**Leaves of Absence**
ADOPTED:	**February 16, 1999**
REVISED:	**June 10, 2003**

The Board of Trustees shall approve unpaid leaves of absences for reasons other than provided by law or board policy. Requests for leaves of absence must be submitted to the Board of Trustees six months prior to the beginning of the semester of requested leave and subject to selection of suitable replacement.

After seven years of employment at Independence Community College, full-time employees may be considered for up to one (1) year sabbatical leave for additional schooling or other educational improvement.

The Professional Employee is obliged to continue work at the College two years after returning from such leave.

Procedure

Leaves of Absence

All approved leave requests must be accompanied by a completed Absence from College Request/Report form.

Sabbatical

1. Following completion of seven years of employment, employees may apply for sabbatical leave. A sabbatical request shall be initiated with the immediate supervisor, sent to the President, and recommended to the Board of Trustees for approval. Faculty sabbatical leave should be requested and pursued per current Negotiated Agreement. Consideration of sabbatical leave is contingent upon the availability of adequate finances, and obtaining a suitable replacement for the period of such sabbatical.
2. If the application for sabbatical leave is denied, the applicant shall be notified in writing of the specific reason(s) for such action.
3. During sabbatical leave the employee is eligible to receive half salary for a full year of approved leave or full salary for a half year of leave (as determined by the year preceding such leave).
4. Once sabbatical leave is approved by the Board of Trustees, the agreement is irrevocable except in case of emergency.
5. Employees are expected to return to regular employment following sabbatical.

CODE:	**PSL – 702**
SUBJECT:	**Personal Leave**
ADOPTED:	**February 16, 1999**
REVISED:	**August 10, 2010**

A total of three (3) full days of supervisor approved personal leave shall be granted all personnel each year. After completion of one year of employment, continuing part-time employees shall be granted one (1) supervisor-approved personal leave day per year. In the event of the death of an employee, the College will compensate the deceased employee's beneficiary or beneficiaries for the unused days of personal leave. Employees are not paid for personal leave when resigning, retiring, or terminated from employment.

Procedure

Leaves of Absence

All approved leave requests must be accompanied by a completed Absence from College Request/Report form.

Personal

1. Three (3) days of personal leave are granted to each full-time employee annually with supervisor approval. After completion of one year of employment, continuing part-time employees shall be granted one (1) supervisor-approved personal leave day per year. Hourly employees who have completed one full year of continuous part-time employment at the time of policy adoption have met the criteria.
2. The purpose of a personal day request is not typically requested. However, if the President or appropriate supervisor identifies a reason of College-wide interest for the employee to be at work for that day, the employee will be asked to state and/or postpone his/her request.
3. As a general guideline, days of personal leave cannot be requested on days that immediately precede or follow school holidays or during periods of enrollment or final exam.
4. Personal leave is not cumulative from year to year.

CODE:	**PSL – 703**
SUBJECT:	**Sick Leave**
ADOPTED:	**February 16, 1999**
REVISED:	**March 11, 2010**

Independence Community College provides fifteen (15) annual sick leave days, accumulating to ninety (90) days, and compensates retiring employees for unused sick leave up to ninety (90) days. All college employees may participate in sick leave pools as established by college procedure. In the event of the death of an employee, the College will compensate the deceased employee's beneficiary or beneficiaries for the unused days of sick leave up to ninety (90) days.

Procedure

Leaves of Absence

All approved leave requests must be accompanied by a completed Absence from College Request/Report form.

Sick

All full-time non-faculty employees earn sick time consistent with Board Policy beginning the first day of employment to a cumulative maximum of 15 days/120 hours per year. Faculty members should refer to the Negotiated Agreement. Sick time is earned for eligible employees at a rate of 1.25 days per month for full-time exempt (non-faculty) employees and 10 hours per month for full-time non-exempt (non-faculty) employees.

The eligible employee may use sick time for the care of the employee's immediate family to include the spouse, significant other, parents (including in-laws), step-parents, children, step-children, siblings, grandchildren, great grandchildren, grandparents, great grandparents, and those for whom the employee is the primary care-giver, or other persons whose residence is in the home of the employee.

1. Request for sick time off should be submitted to the immediate supervisor using the leave request form either prior to anticipated leave or as soon as possible upon return to work.
2. An accounting of sick time for eligible employees may be accessed through the payroll system.
3. Unused sick time will carryover and accumulate to a maximum amount of 90 days.
4. Eligible employees whose employment is terminated voluntarily or involuntarily prior to retirement do not receive compensation for unused sick time.
5. In the event of the death of non-faculty employee the College will compensate the deceased employee's beneficiary or beneficiaries for the unused days of sick leave at the current rate of pay. Faculty members should refer to the Negotiated Agreement.
6. Sick leave pools are provided for full-time staff and faculty groups to be used for employee sickness or injury. Faculty members should refer to the Negotiated Agreement.

Sick Leave Pool

To assist full time employees who suffer prolonged illness/disability, each full time employee who wishes to participate in the sick leave pool can contribute one day to the sick leave pool during any year. Separate pools exist for all full-time staff and Faculty groups.

1. Employees who wish to participate in the sick leave pool contribute one (1) day to the sick leave pool of his/her respective group during any one year. Days contributed by members become a permanent part of the pool and will not be refunded to that employee. Faculty members should note the sick leave article in the Negotiated Agreement.
2. Employees who wish to contribute to the pool will submit his or her intent to the Human Resources Coordinator. Any change in sick leave pool status requires completing the form for that purpose by September 1 of the current year. Faculty should refer to the Negotiated Agreement. Only those individuals participating in the pool will be eligible to apply for days from the pool.
3. Any eligible person who wishes to use the sick leave pool must be under a doctor's care and present a written formal application to the Sick Leave Screening Board. The application must include a written statement from a doctor concerning the inability to work. Additional information and/or a second opinion may be required.
4. The Sick Leave Screening Board shall consist of three (3) members. Two (2) members shall be participating full time employees selected by an Administrator of the President's Cabinet; one (1) member shall be selected by the Board of Trustees.
5. Written notification of approval or other disposition of the application will be made by the Screening Board to the applicant.
6. Each person, before using the sick leave pool, shall deplete his or her accumulated sick leave according to the Sick Leave Policy.

7. The sick leave pool may not be used to cover participants who are receiving pay or are eligible to receive pay from worker's compensation or KPERS disability.
8. This policy may be reviewed by the appropriate group and/or the Board of Trustees as necessary.

CODE:	**PSL – 704**
SUBJECT:	**Family Medical Leave**
ADOPTED:	**February 16, 1999**

The Independence Community College Board of Trustees recognizes and assumes the responsibility to make family medical leave available to Independence Community College employees as provided by a plan approved by the Board and required by federal law and regulation.

Procedure

1. Unpaid family medical leave is granted to employees for personal or family medical needs for up to twelve (12) weeks annually, upon request, per Board Policy and Federal statutes.
2. Paid personal, sick and vacation days/hours must be applied first in calculating all family medical leave.

CODE:	**PSL – 705**
SUBJECT:	**Fringe Benefits**
ADOPTED:	**February 16, 1999**

The Board of Trustees shall provide fringe benefits for each employee as College fiscal capability permits.

CODE:	**PSL – 706**
SUBJECT:	**Tuition, Fees, and Use of Books Benefit**
ADOPTED:	**February 16, 1999**
REVISED:	**August 11, 2016**

All full-time employees, their spouse or life partner and their legal dependents may attend Independence Community College classes free of charge. Special fees associated with coursework will be the responsibility of the enrollee.

Procedure

Tuition, Fees, and Use of Books Benefit

1. Full-time employees, their spouse or life partner, and their legal dependents (legal dependents as described on the employee's IRS 1040 or FASFA application) qualify for free tuition and fees for ICC for-credit classes, and they qualify for the use of textbooks without charge. The College defines life partner as: either member of a couple in a long-term relationship. For the purposes of enrollment, a couple's relationship will be considered long-term if there is cohabitation for a period of at least a year.
2. Financial Aid will create a policy that will specify what documentation, if any, is necessary. For consistency with IRS rules, the College will consider the phrase "life partner" to be synonymous

with "domestic partner." The tuition, fees, and use of books benefit extends to employees of Great Western Dining Services and to the long-term, part-time employees who qualify for paid time off. These benefits are provided if the employee is employed continuously by the College during the entire semester, and if textbooks are returned in good condition at the end of each semester. If textbooks are not returned, or not returned in good condition, the employee will pay the new retail price for the replacement of the textbooks.

3. Special course fees associated with any for-credit class taken by the employee or the dependent will be the responsibility of the employee as well as any expenses for items required for the course (workbooks, supplies, uniforms, kits, equipment, etc.). All fees associated with Continuing Education courses taken by the employee or the dependent will be the responsibility of the employee.
4. Tuition Benefit does not assure that employees can take coursework during the day. The opportunity for employees to take coursework during the regular work day is dependent upon office responsibilities and supervisor's approval. Work responsibilities take precedence over current enrollment, class participation and class activities.
5. Employees and their dependents who are students must meet academic and financial obligations to continue taking classes, as outlined in the student handbook procedures.
6. Employee scholarship recipients must pass all attempted courses. The first time the scholarship recipient fails a class, the student will receive a warning. The second time the scholarship recipient fails a class, the student will be disqualified from receiving the Employee Scholarship. The scholarship recipient may regain eligibility by taking a course (or courses), paying for the course(s), and earning a passing grade in the course(s).

CODE:	**PSL – 707**
SUBJECT:	**Vacation Policy**
ADOPTED:	**February 16, 1999**
REVISED:	**April 13, 2010**

Independence Community College provides vacation days to all full-time administrators, full-time non-faculty staff, and continuing part-time employees based upon the length of continuous employment outlined in College procedures. After completing one year of employment, part-time employees are provided five (5) vacation days per year.

Paid vacation days/hours earned can be accrued up to the maximum number of days/hours earned during a fiscal year. This maximum accrual is limited to the total maximum accrued amount of one year.

All those employed at the time of policy adoption shall receive vacation days as previously earned.

In the event of the death of an employee, the College will compensate the deceased employee's beneficiary or beneficiaries for the unused days/hours of vacation time.

Procedure

Vacation

1. All full-time non-faculty, non-coaching staff and continuing part-time non-exempt (hourly) employees earn vacation days/hours consistent with Board Policy beginning the first day of the month following the start of employment. After completion of one year of employment, continuing part-time non-exempt employees earn up to a maximum of 20 hours of vacation pay per year.

2. Vacation days/hours require the supervisor's approval in advance of the leave. Approval may be rescinded with the Cabinet-level manager's approval.
3. Vacation days/hours accrue monthly based on the completion of years of service from the following schedule (hours accumulate effective the first of the following month):

Exempt (salaried) Full-time Employees

Continuous ICC Employment	Monthly Accrual	Maximum Annual Carryover
Less than five years	.83 days per month	10 days
Five to nine years	1.25 days per month	15 days
10 years and longer	1.67 days per month	20 days

Non-Exempt (hourly) Full-time Employees

Continuous ICC Employment	Monthly Accrual	Maximum Annual Carryover
Less than five years	6.6 hours per month	80 hours
Five to nine years	10 hours per month	120 hours
10 years and longer	13.3 hours per month	160 hours

Non-Exempt (hourly) Continuing Part-Time Employees

Continuous ICC Employment	Monthly Accrual	Maximum Annual Carryover
Less than one year	0 hours per month	0 hours
More than one year	1.67 hours per month	20 hours
		20 hours maximum per year

Note: Full-time employees may have, with prior supervisor approval, a negative vacation balance of up to 5 days or 40 hours. Continuing part-time employees may have, with prior supervisor approval, a negative vacation balance of up to 20 hours. Employees who have a negative balance upon termination of employment may be required to repay the unearned time off.

4. An accounting of vacation time for eligible employees may be accessed on Payroll System
5. Retiring or terminating employees will receive pay for unused vacation days/hours.
6. In the event of the death of an employee, the College will compensate beneficiaries (as designated in the employee's KPERS beneficiary information) the balance of unpaid vacation.

Example: Pat has been employed with the College for six years and currently earns 10 hours of vacation time each month. On July 1, Pat had 16 hours of carryover vacation time. In August, Pat asks, and is approved, for 40 hours of vacation to be taken in mid-September. Pat will use earned and unearned time off when taking vacation in September. After the time off work, Pat will have a negative vacation balance until October 1. On November 1, Pat's time off on the SIS will show a balance of 16 hours (the amount carried over) since Pat will have earned enough in the current fiscal year to cover the vacation time used to date.

CODE:	**PSL – 708**
SUBJECT:	**Medical Insurance**
ADOPTED:	**February 16, 1999**
REVISED:	**August 11, 2016**

All full time employees are provided some support for individual health insurance as part of their employment. Final approval of insurance benefits lies with the Board of Trustees.

Procedure

1. Full-time employees must fill out appropriate applications for medical insurance at the time of employment to receive individual coverage.
2. Family medical insurance is available within the College group insurance policy.
3. Employees will be provided an annual benefit package and must return signed acknowledgment of review and/or activation of new policy for following year.
4. Employees who decline participation in the College's group health insurance plan will receive no support toward health benefits.

CODE:	**PSL – 709**
SUBJECT:	**Salary Adjustment for Professional Education**
ADOPTED:	**February 16, 1999**
REVISED:	**April 11, 2000**

An equitable increase in salary may be granted to a full-time administrator, non-faculty staff member and/or faculty member (per contract) who furthers his/her education. Professional education toward a certificate/degree must be appropriate to his/her field/position. Approval for salary increase for pursuit of professional certificate/degree must be requested and granted twelve months prior to the completion. Salary adjustment shall be approved upon completion of the certificate/degree.

Procedure

Professional Education

1. The College encourages ongoing education for all full-time employees. Salary adjustment for non-faculty College employees requires supervisor and President approval a year before completion of course work before salary adjustment.
2. Faculty should refer to the Negotiated Agreement for advancement guidelines.
3. Approval of salary adjustment for professional educational is dependent upon budget availability and the measure of the education value to the institution as a whole.
4. Salary adjustment for approved professional education will be received upon completion of documented education and following Board approval.

CODE:	**PSL – 710**
SUBJECT:	**Personnel Evaluation/Performance Review**
ADOPTED:	**February 16, 1999**
REVISED:	**August 11, 2016**

The President of Independence Community College assures evaluation and/or performance review for all non-faculty personnel at least once a year. Faculty members will be evaluated according to the schedule in the Faculty Negotiated Agreement.

Procedure

Evaluation/Performance Review

1. All employees will receive evaluations at least once a year. Faculty should refer to the Negotiated Agreement for additional evaluation information.
2. All evaluations are to be forwarded to each employee's permanent personnel file.

CODE:	**PSL – 711**
SUBJECT:	**Ethics**
ADOPTED:	**February 16, 1999**
REVISED:	**September 9, 2008**

Employees of Independence Community College shall uphold and adhere to the mission and purposes of the college and promote its stipulated goals and objectives. College loyalty shall be carried out conscientiously, in accordance with the statutes of Kansas and in an ethically responsible manner. Employees of Independence Community College shall honor, by ethical demeanor, the statutes of Kansas and decisions, policies, and directives of the Board of Trustees; which include all authority delegated to and through the college President.

1. Employees shall exercise honesty through accountability and responsibility for reporting factual information and in expressing opinions concerning ICC matters.
2. Employees shall respect all individuals' rights to freedom of speech. Employees shall listen with an open mind and strive tactfully and accurately to clear up any misunderstandings that could be detrimental to the college.
3. Employees shall maintain confidentiality of such information entrusted to them as they serve as officials and employees of the college.
4. Employees shall adhere to all laws and exhibit consideration and fairness.
5. Employees shall direct any benefits, refunds, products, or discounts in any form received from vendors as a result of business transactions with the College to the President so that the benefit may be acknowledged and used for College purposes.

CODE:	**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.

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,

- the anticipated 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.

CODE:	**PSL – 713**
SUBJECT:	**Possession, Use, or Distribution of Weapons, Alcohol, or Illegal Drugs**
ADOPTED:	**February 16, 1999**
REVISED:	**August 11, 2016**

Independence Community College does not permit possession, use, or distribution of weapons, alcohol, or illegal drugs anywhere on property owned or leased by the College, except as permitted by PSL-714. The use of tobacco and vapor products or incense shall not be permitted in any campus buildings. The Board reserves the right to exempt certain provisions of this policy and grants the President of the College the authority to make exemptions for specific functions held in campus facilities.

Procedure

Possession, Use, or Distribution of Weapons, Alcohol, or Illegal Drugs

Independence Community College does not permit possession, use, or distribution of weapons, alcohol, or illegal drugs anywhere on property owned or leased by the College, except as permitted by PSL-714 as described in the Firearms section of the procedures. The use of tobacco products or incense shall not be permitted in any campus buildings. Employees are reminded that unlawful possession, use, or distribution of illicit drugs or alcohol may subject individuals to criminal prosecution.

Any employee of the College unlawfully manufacturing, distributing, dispensing, possessing, or using a controlled substance or alcoholic beverage upon property or within premises or vehicles owned, rented, or leased by the College, or during activities involving the College, shall be removed from College property and shall be subject to subsequent disciplinary action; suspension and/or termination/dismissal from employment; required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program; and applicable legal action. The Board reserves the right to exempt certain provisions of this policy and grants the President of the College the authority to make exemptions for specific functions held in campus facilities. A letter stating the name of the group; number of participants; date and time of the event; and a brief description of information about the event must be sent to the President's office at least two weeks prior to the event for consideration of any request to serve alcohol in campus facilities or on College property.

CODE:	**PSL – 714**
SUBJECT:	**Concealed Carry**
REVISED:	**November 8, 2018**

In accordance with K.S.A. 75-7c01 et seq., the carrying of a concealed handgun as authorized by the Personal and Family Protection Act is not prohibited on property owned or leased by the College.

Procedure

Firearms

Section 1. DEFINITION OF TERMS

"**Handgun**" is defined as a pistol or revolver designed to be fired by the use of a single hand and which is designed to fire or capable of firing fixed cartridge ammunition or any other weapon which will or is designed to expel a projectile by the action of an explosive and is designed to be fired by the use of a single hand.

"**Concealed weapon**" is defined as any firearm that is hidden from common observance while being on or about a person. A firearm is deemed hidden from common observation when it appears so deceptively as to disguise the weapon's true nature.

"**Prop weapon**" is defined as any item that looks like a firearm.

"**Campus property**" is defined as any building or land owned or leased by ICC.

"**Campus facilities**" is defined as the spaces on Campus property with defined enclosures for a designated use, such as an academic building, a residence hall, a theatre, an athletic field or stadium, but Campus

facilities do not include open spaces, parking lots and recreational trails, even when those areas are enclosed by fencing or walls.

"**Secured Container**" is defined as a completely enclosed, hard cased container lockable by an internal or external locking device whether it be a key or combination not accessible by a third party, with such container to be itself secured from theft through attachment to a permanent object. Any firearm stored in such a container is strictly the sole responsibility of the owner and ICC will not be held liable for theft, damage, or loss of such a "secured container".

Section 2. FIREARMS ON CAMPUS PROPERTY GENERALLY PROHIBITED

1. Except as authorized pursuant to this policy, no person shall possess, store, carry, display or unlawfully use any firearm, or possess or carry a concealed weapon, on Campus property or in Campus facilities.
2. Any prop weapon shall not be utilized for any purpose on Campus property or in Campus facilities without being approved by the President prior to being used in any activity.

Section 3. PERSONS AUTHORIZED TO CARRY A FIREARM

1. Any Law Enforcement Officer in the performance of their duties and in accordance with the laws of the State of Kansas.
2. **Employees** of Independence Community College, including student employees, may possess and carry such concealed weapon on Campus property and in Campus facilities, and may store their weapon in a secured container or compartment in their vehicle or office while on Campus property in accordance with the Kansas Personal and Family Protection Act K.S.A. 75-7c01.
3. **Students** of Independence Community College may possess and carry such concealed weapon on Campus property and all Campus facilities, and may store the approved weapon in a secured container or compartment in their vehicle while on Campus property in accordance with K.S.A. 75-7c01.
4. **Visitors** to Independence Community College who are not faculty, staff or students of ICC may possess and carry such concealed weapon on Campus property and in Campus facilities, and may store the approved weapon in a secured container or compartment in their vehicle while on Campus property in accordance with K.S.A. 75-7c01.
5. All firearms will remain holstered or in a scabbard, and on safe at all times unless deployed for purposes allowed by law. At no time will active pursuit of criminal activity justify self-defense, nor is it authorized by ICC. Any firearm brought onto the ICC campus will remain the sole responsibility of the owner of the firearm, regardless of whether stored or carried.
6. Any firearm incident, regardless of severity, will be reported to the President immediately.

Section 4. PERSONS PROHIBITED FROM AUTHORIZATION TO CARRY WEAPON

No person is permitted to possess, store, or carry a firearm or concealed weapon on Campus property who:

1. Does not comply with this policy;
2. Is ineligible, prohibited or disqualified by law to carry a concealed firearm in Kansas;
3. Has been arrested for or charged with any assault, battery, stalking, crime of violence, or a felony, and has such case pending;
4. Has been convicted of assault, battery, stalking, any crime of violence, or a felony; or

5. Is restricted or restrained from contacting or communicating with another person pursuant to a no-contact directive or restraining order from Independence Community College or from any court or agency.

In such cases of denial of privileges, final determination of whether to approve, restrict or revoke a person's privilege to carry a weapon on Campus property shall be made by the President of the College.

Section 5. PENALTY FOR VIOLATION OF WEAPONS POLICY
Any person found to violate a provision of Sections 2, 3, or 4 of this policy will be subject to all appropriate penalties under ICC policy and applicable law. ICC students who violate the above provisions of this policy may be subject to misconduct points, a $500.00 fine, 30 hours Disciplinary Community Service, and/or possible Administrative Withdrawal, or to such other penalties as may be prescribed in the ICC Student Honor Code for such misconduct.

CODE:	**PSL – 715**
SUBJECT:	**Academic Freedom**
ADOPTED:	**January 15, 2015**

The Board of Trustees accepts the following statement on academic freedom, adapted from Academic Freedom and Tenure, a Handbook of the American Association of University Professors:

Procedure
Academic Freedom
Instructors are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
College and university instructors are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

STUDENT SECTION INDEX

Legend: Student: STU

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CODE:	**STU - 801**
SUBJECT:	**Student Conduct Code**
ADOPTED:	**August 11, 1999**
REVISED:	**August 11, 2016**

Independence Community College students shall maintain behavior and demeanor that does not disrupt the educational process or College activity on campus or in classrooms. Students engaging in disruptive behavior shall be disciplined through the process established by the college.

Procedure

Campus and College Intervention for Student Behavior

The Student Conduct Code defines expected student behavior for our College learning environment. The following guide is the College employee intervention for violation of the Student Conduct Code. It is expected that students receive immediate feedback for inappropriate behavior/actions for assurance of the College learning environment.

Classroom:

1. Faculty members have authority for their classroom and final say on expected behavior. Required language and suggested syllabi formats will be provided by the Chief Academic Officer.
2. Faculty members' response and/or action following student behavior in the classroom that is inconsistent with expectations printed in the syllabus (for example: behavioral contract, second chance, probation from class, suspension from class) begins with an Incident Report. The Report is submitted to the Chief Academic Officer. Details of the incident should be e-mailed to the student's academic advisor, the Chief Academic Officer, and coach (when appropriate) to notify them of the action for support and review.

Campus:

1. All College employees have the authority and right to respond to inappropriate student behavior and receive backup and support for their response.
2. Initial response by a College employee to inappropriate student behavior on campus, which does not contribute to a learning environment, stands unless appealed to the Student Progress Committee.
3. Student Progress Committee decisions stand without further appeal.
   Residence Halls:
   Residence hall standards for a safe living environment conducive to student learning are printed in the Residence Hall Handbook and signed by each student as a residence hall contract.

CODE:	**STU - 802**
SUBJECT:	**Scholarships**
ADOPTED:	**August 11, 1999**

Independence Community College shall provide scholarships for qualified students based on financial need, skill and academic success. Students will receive scholarships based upon criteria established by Independence Community College and/or the Independence Community College Foundation.

CODE:	**STU - 803**
SUBJECT:	**Student Grievance**
ADOPTED:	**August 11, 1999**
REVISED:	**November 8, 2018**

Students shall be responsible for their own academic success. The Student Grievance Procedure shall resolve any conflict not otherwise resolved by another specific complaint resolution process.

Procedure

Student Grievance Procedure

Purpose

An Independence Community College student may appeal any instance of misapplication of College policy, procedure, or practice, which adversely affects him/her. Under this process, the student may not appeal the following:

1. The receipt of a grade;
2. The receipt of academic sanctions;
3. The receipt of sanctions relating to student behavior; or
4. Established College policies or procedures themselves.

The College Student Appeal Procedure provides the student due process in the resolution of appeals. Where a specific College process is provided for resolution of a complaint it must be used.

Procedures

Students must follow the following procedures:

1. **Step One:**
   - A student who alleges that he/she has been adversely affected by the misapplication of College policy, procedure, or practice shall first meet informally with the person applying the policy, procedure, or practice to discuss the situation in an attempt to reach an informal resolution.
2. **Step Two:**
   - If this informal conference does not resolve the situation, the student may file a written grievance within five working days of the informal conference to the department head of the College official who allegedly misapplied the College policy, procedure, or practice. The student will submit his/her grievance and additional written documentation or other evidence electronically through the College's complaints system. A copy of the submission will be sent to the employee's supervisor and the Vice President overseeing the department involved in the grievance.
   - The student and department head of the College shall meet within five class days after receipt of the grievance materials.
   - The department head of the College shall provide the student a written decision within five class days following the meeting, with a copy of the written decision going to the employee's supervisor and the Vice President overseeing the department involved in the grievance.
3. **Step Three:**
   - If the initial formal decision is adverse to the student, he/she may appeal the decision to the Vice President overseeing the department involved in the grievance within five working days thereafter by submitting his/her appeal electronically through the College's complaint system.

- The Vice President overseeing the department involved in the grievance will be provided copies of all previously considered materials and forms from the student and written materials from the employee on which the earlier decision was based.
- The Vice President overseeing the department involved in the grievance will review all supporting materials submitted as well as any other relevant materials and will meet with the student and the employee (individually or together, at the discretion of the Vice President overseeing the department involved in the grievance) within five working days thereafter to further discuss and clarify the question at issue.
- The Vice President overseeing the department involved in the grievance will render a written decision to the student and the employee within five additional working days
- The decision on appeal at this level is final.

Additional Information

- The decision shall be final if the student fails to employ the steps and time periods of the Student Grievance Appeal Procedure.
- If a College official fails to follow the procedure, the student will be allowed an additional opportunity to file a grievance at the next step.

TRUSTEES SECTION INDEX

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CODE:	**TRU - 901**
SUBJECT:	**Institutional Mission and Purpose**
ADOPTED:	**January 12, 1999**

The Board shall establish and maintain the Mission of the College. The College shall comply with the State and Federal regulations under which the College operates.

MISSION STATEMENT

Approved April 16, 2012

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

CODE:	**TRU – 902**
SUBJECT:	**Accreditation**
ADOPTED:	**January 12, 1999**

Independence Community College shall maintain accreditation appropriate to the mission of the college.

CODE:	**TRU – 903**
SUBJECT:	**Board Meetings**
ADOPTED:	**January 12, 1999**
REVISED:	**August 11, 2016**

The regular meeting of the Board of Trustees will be set monthly, consistent with Kansas Statutes. Any legal meeting of the Board may be adjourned to a specific time and/or place.

CODE:	**TRU – 904**
SUBJECT:	**Board Member Ethics**
ADOPTED:	**January 12, 1999**
REVISED:	**September 9, 2008**

The Board of Trustees of Independence Community College shall uphold and adhere to the mission and purposes of the college and promote its stipulated goals and objectives. College loyalty shall be carried out conscientiously, in accordance with the statutes of Kansas and in an ethically responsible manner. Employees of Independence Community College shall honor, by ethical demeanor, the statutes of Kansas and decisions, policies, and directives of the Board of Trustees; which include all authority delegated to and through the college President.

1. Board members shall exercise honesty through accountability and responsibility for reporting factual information and in expressing opinions concerning ICC matters.
2. Board members shall respect all individuals' rights to freedom of speech. Board members shall listen with an open mind and strive tactfully and accurately to clear up any misunderstandings that could be detrimental to the college.

3. Board members shall maintain confidentiality of such information entrusted to them as they serve as officials and employees of the college.
4. Board members shall adhere to all laws and exhibit consideration and fairness.
5. Board members shall direct any benefits, refunds, products, or discounts in any form received from vendors as a result of business transactions with the College to the President so that the benefit may be acknowledged and used for College purposes.

CODE:	**TRU – 905**
SUBJECT:	**Board of Trustees Records**
ADOPTED:	**July 10, 2001**
REVISED:	**October 18, 2012**

The administration of the college shall design and maintain Board of Trustees' records as shall be necessary for legal and efficient operation for the college. Any public request for College records shall be addressed using the procedure "Freedom of Information" outlined in the College's Faculty and Staff Handbook, and that procedure shall always comply with K.S.A. 45-218 and any other applicable statutes.

Procedure

Freedom of Information

Independence Community College is committed to operating with full transparency and in full compliance with Kansas law regarding public access to institutional records.

Response Time

The Freedom of Information Officer (Director of Marketing or designee) will act on requests for open records as soon as possible. If it appears it will take some time to provide records or if notification of fees is required, a response will be provided within three (3) College working days of the request. This response will consist of estimating fees and providing further information regarding the College's ability and plans to provide the requested records.

Request Requirements and Fee Schedule

A request for records must be in writing. The College will only produce any record already in existence; there is no requirement in Kansas law for the College to create a new record upon request. Standardized reports provided by the College will either be hard-copy or in Adobe Portable Document Format (PDF), or in another format already utilized by the College to produce the requested report.

For public records stored electronically that can be produced using software already utilized by the College without software modifications, no fee is charged for public records requiring less than 30 minutes to obtain.

If the request is more time-consuming, the following fees are charged:

- $0.25 per page copying/printing public records
- $1.00 per page faxes
- $1.00 per tape/disk audio tapes/computer disks
- $3.00 per VHS/DVD
- $2.00 per CD
- Additional fees, if applicable, based on Employee's Hourly Rate x actual staff time involved

- Additional fees, if applicable, based on Administrator's Hourly Rate x actual administrative staff time involved
- Such fees are in addition to all record retrieval expenses, such as mileage and depository access charges

Reasons for Denying Access to Public Records
Under Kansas law, permission to inspect, copy, or be provided public records may be denied for a number of reasons. These reasons include, but are not limited to: (1) the request "places an unreasonable burden in producing public records," (2) the custodian of the records "has reason to believe that repeated requests are intended to disrupt other essential functions of the public agency," or (3) the request is sufficiently vague or broad so that the College cannot readily determine which records would satisfy the request. Denial of a person's inspection or copying requests will be explained in writing.

CODE:	**TRU – 906**
SUBJECT:	**Powers and Duties of the Board of Trustees**
ADOPTED:	**January 12, 1999**
REVISED:	**March 13, 2014**

The Independence Community College Board of Trustees, in accordance with the provisions of law and the rules and regulations of the state Board of Regents, shall have custody of and be responsible for the property of the community college and shall be responsible for the operation, management and control of the college.

The Board derives its powers and duties from Kansas statute (K.S.A. 71-201), which are summarized as follows:

1. To select its own chairperson and such other officers as it may deem desirable from among its own membership.
2. To sue and be sued.
3. To determine the educational program of the college, subject to prior approval thereof, as provided in this act and to grant certificates of completion of courses or curriculum.
4. To appoint and fix the compensation and term of office of a president or chief administrative officer of the college.
5. To appoint, upon nomination of the president or the chief administrative officer, members of the administrative and teaching staffs, to fix and determine within state adopted standards their specifications, define their duties, and fix their compensation and terms of employment.
6. Upon recommendation of the chief administrative officer, to appoint or employ such other officers of the college, agents and employees as may be required to carry out the provisions of law and to fix and determine within state adopted standards their qualifications, duties, compensation, terms of office or employment, and all other terms and conditions of employment.
7. To enter into contracts.
8. To accept from any government or governmental agency, or from any other public or private body, or from any other source, grants or contributions of money or property which the Board may use for or in aid of any of its purposes.

9. To acquire by gift, purchase, lease-purchase, condemnation or otherwise, and to own, lease, use and operate property, whether real, personal, or mixed, or any interest therein, which is necessary or desirable for the community college purposes.
10. To enter into lease agreements as lessor of any property, whether real, personal, or mixed, which is owned or controlled by the community college.
11. To determine that any property owned by the college is no longer necessary for college purposes and to dispose of the same in such manner and upon such terms and conditions as provided by law.
12. To exercise the right of eminent domain, pursuant to Chapter 26 of the Kansas Statutes Annotated.
13. To make and promulgate such rules and regulations, not inconsistent with the provisions of law or with the rules and regulations of the state Board of Regents, that are necessary and proper for the administration and operation of the community college and for the conduct of the business of the Board of Trustees.
14. To exercise all other powers not inconsistent with the provisions of law or with the rules and regulations of the state Board of Regents which may be reasonably necessary or incidental to the establishment, maintenance, and operation of a community college.
15. To appoint a member to fill any vacancy on the Board of Trustees for the balance of the unexpired term.
16. To contract with one or more agencies, either public or private, whether located within or outside the community college district or whether located within or outside the state of Kansas for the conduct by any such agencies of academic or vocational education for students of the community college, and to provide for the payment to any such agencies for their contracted educational services from any funds or moneys of the community college, including funds or moneys received from student tuition, and fees, funds received from the state of Kansas or the United States for academic or vocational education or taxes collected under K.S.A. 71-204, and amendments thereto.
17. To authorize by resolution the establishment of a petty cash fund in an amount not to exceed $1,000, and to designate in such resolution an employee to maintain such petty cash fund.

CODE:	**TRU – 907**
SUBJECT:	**Committees of the Board**
ADOPTED:	**November 12, 2015**

The Chair of the Board shall annually appoint an Audit Committee consisting of the President and two Board members. The duties of this Committee are to make recommendations to the Board for the selection of the auditing firm, to attend the annual Audit Orientation Meeting hosted by the Chief Financial Officer, and to review the audit with the auditor prior to presentation to the Board.

CODE:	**TRU – 908**
SUBJECT:	**Procedures of the Board of Trustees**
ADOPTED:	**March 13, 2014**

The Board shall observe the following procedures in carrying out the duties enumerated in TRU-906:

1. Newly elected members of the Board shall be invited to attend all meetings of the Board prior to the time they officially take office and shall receive an orientation.
2. The Board shall annually elect a chair and vice-chair; and appoint a treasurer, secretary, and clerk. Standing Committees shall be appointed as needed and as soon as possible after the beginning of the fiscal year.
3. The Board shall adopt consistent rules of procedures to be used at each meeting.
4. A Board finance report, accurate minutes and President's Report shall be provided at each regular meeting.
5. The Board shall hire the President and evaluate him/her every six months based on criteria established by the Board six months previously. The Board delegates to the President the authority to hire and terminate employees, although the hiring and termination of positions which report directly to the President shall be made in consultation with the Board, with the hiring and termination decision to be at the discretion of the President. At each meeting, the President or representative shall report any terminations, hires, or resignations that have occurred since the previous Board meeting.
6. A majority of the whole Board shall constitute a quorum for the transaction of business. A majority vote of Board members present shall govern.
7. The Board of Trustees shall provide leadership for professional negotiations as provided by statute.

CODE:	**TRU – 909**
SUBJECT:	**Complaint Process**
ADOPTED:	**January 12, 1999**
REVISED:	**August 11, 2016**

The Board shall assure that a due process procedure for resolving complaints within the college is established. Complaints received by the Board will be referred to the appropriate administrative office for resolution with an outcome report provided to the Board within 60 days.

Procedure

The Student Grievance Procedure provides the student due process in the resolution of appeals and is available in the student handbook and in the procedure section of Board Policy STU-803. Where a specific College process is provided for resolution of a complaint it must be used.

Employee Grievance

Independence Community College is an at-will employer. Faculty members shall refer to the Faculty Negotiated Agreement for grievance procedures and to the clarifying processes below. Any non-faculty employment conflicts unrelated to termination or any other adverse employment status can be resolved between the College and employees in the following way.

Level I

The concerned employee should first discuss their problem with their immediate supervisor. During this discussion, the employee and supervisor shall seek to resolve the matter informally. A process is currently in place to document and keep on file grievances that have been formally submitted and subsequently addressed.

Level II

If the concerned employee is not satisfied with the disposition of the grievance at Level I, or if no decision has been rendered by the supervisor within five (5) work days after the discussion of the concern, the employee may file a grievance in writing to the Human Resources Office. An account of the grievance will be filed in the HR incident log and the administrative department head shall be notified of the grievance.

Level III

If the concerned employee is not satisfied with the response from the Human Resources Officer or has not received a response from the Human Resources Officer within five (5) work days at Level II, the employee may file a grievance in writing to the College President. Within five (5) work days after the receipt of the written grievance by the College President, the President will meet with the employee in an effort to resolve the grievance. The President shall submit a decision in writing to the concerned employee within five (5) days after the meeting. If necessary, the Board of Trustees may be called upon for resolution. The Board of Trustees action is final.

The following clarifying processes will be observed with respect to faculty grievances:

1. Level Two of the grievance procedure must be initiated by the grievant within 90 calendar days of the date the grievant first became aware of the issue being grieved, or the grievant shall forfeit the right to initiate the grievance process.
2. Any grievance that seeks to resolve financial harm to the grievant must include supporting documentation of the actual financial impact on the grievant.
3. If a grievance is denied at levels Two or Three, the administration must explain the reason(s) for the denial, or the grievance shall be considered successful.
4. If a grievant pursues the grievance at level Three, the grievant must respond to the previous level's administrative response, and offer either additional factual information or demonstrate that the administrative response was flawed in some way. Should the grievant fail to do this, the grievance may be denied on that basis.

Matters related to Employee Civil Rights Compliance, including allegations of discrimination on the basis of race, religion, color, national origin, sex, age, tenure, disability or any other factor that cannot be lawfully considered in College programs and/or activities under any applicable laws and/or regulation shall be referred to Human Resources and resolved in accordance with the grievance procedures outlined above with the following exceptions:

1. Harassment: Allegations of harassment, generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear, including but are not limited to the following types of prohibited harassment: bullying, sexual harassment (including gender identity and sexual orientation), racial harassment, age based harassment, country of origin harassment, belief based harassment, Veteran status based harassment, disability based harassment, hazing, stalking, mobbing, and abuse shall be resolved under Board Policy TRU – 915.

2. Sexual misconduct: Allegations of sexual misconduct, generally defined as non-consensual or unwelcome sexual advances, requests for sexual favors and any other verbal or physical conduct of a sexual or gender-based nature, whether intentional or unintentional, and which includes but is not limited to rape, acquaintance rape, domestic violence, dating violence and stalking, shall be resolved under Board Policy TRU – 917.

CODE:	**TRU – 910**
SUBJECT:	**Associations and Foundations**
ADOPTED:	**January 12, 1999**

The Board shall be responsible and retain final authority for all associations and foundations which contribute to the fiscal, cultural and/or educational factors of the College.

CODE:	**TRU – 911**
SUBJECT:	**Board Policies and Publications**
ADOPTED:	**January 12, 1999**

The Board shall adopt, delete, modify and publish new and/or existing policies as the need arises. Changes in Board policy shall be disseminated in the manner provided and required by Kansas Statutes. The Board shall review its policies on a regular basis. All rules, regulations and supplements found in handbooks for students, faculty or other employees will be considered a part of Board policies and procedures by reference.

CODE:	**TRU – 912**
SUBJECT:	**Participation and Public Hearings**
ADOPTED:	**January 12, 1999**
REVISED:	**January 19, 2012**

The Board shall provide an opportunity for citizens to speak directly to the Board on items pertaining to the agenda at each regular meeting. The Board may hold public hearings which are consistent with Kansas Statutes and approved by majority vote of the Board of Trustees.

Procedure

1. Consistent with current practice, the public shall be given an opportunity to speak at the outset of the meeting on any item on the agenda. Total time allotted for public comment is ten minutes, although this may be extended once for an indefinite period by Board vote. Ending an indefinite public comment period will be at the Chair's discretion. No individual commenter may speak for more than two minutes.
2. Following any Board motion, and prior to Board discussion of the motion, the public will be invited to comment. The Chair will ask: "Are there any comments from the public on this issue?" and recognize those who wish to comment. Total time allotted for public comment is ten minutes, although this may be extended once for an indefinite period by Board vote. Ending an indefinite public comment period will be at the Chair's discretion. No commenter will be allowed to comment for more than one minute, which will be enforced by the Chair. If individual Trustees respond to public comments, that response will only be to ask clarifying questions to achieve understanding of the comment.
3. If a public participant has a presentation that will require more than just an observation, a specific amount of time will be defined for that specific participant. Request for that time must be made

in advance of the meeting, in writing, to the Chair. The Chair may approve or deny the request at his/her discretion.

4. The Chair will review the policy for public comment at the outset of meetings. The Chair will say: "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."
5. If a member of the public speaks out of turn during public comment, the Chair will intervene by saying: "Please hold your comments until you are recognized." If a member of the public speaks at any other time during the meeting, the Chair will intervene by saying: "Please hold your comments until the time reserved for public comment."

CODE:	**TRU – 913**
SUBJECT:	**Special Meetings**
ADOPTED:	**January 12, 1999**
REVISED:	**March 15, 2012**

Special meetings may be called by the Chairman of the Board or by joint action of any two members of the Board. Notice to all Trustees shall be given verbally or by electronic means if verbal communication is not possible. Only business stated in the special meeting notice can be transacted at the meeting. Special meetings may be called with no less than three hours' notice. Those who have requested notification of meetings pursuant to the Kansas Open Meetings Act shall be notified by e-mail and/or text message. Following any special meeting, the results of that meeting will be posted on the College Website per the normal procedure and timeline.

CODE:	**TRU – 914**
SUBJECT:	**Nepotism**
ADOPTED:	**September 9, 2008**

No Independence Community College Board of Trustees member shall participate in or influence the recruiting, hiring, evaluation, promotion or disciplinary proceeding of an employee that they are in relation with, nor shall any employee be hired for a position which would require one household or family member to supervise, evaluate or discipline the other.

1. Household or family member shall include spouse, life partner, children including step and foster, parent, and in-laws.
2. Part-time faculty members are excluded from this policy due to college dependency for delivery of instructional programs.
3. Reassignment of employment will result from employee involvement during employment at the college when possible. If reassignment is not possible, one employee must end employment at the college.

Procedure

Nepotism

When filling employment openings, efforts will be made to not hire household or family members within the same department. No employee or Board of Trustee member shall participate in or influence the recruiting, hiring, evaluation, promotion or disciplinary proceeding of an employee that they are in relation with, nor shall any employee be hired for a position which would require one household or family member to supervise, evaluate or discipline the other.

If two employees become involved in an intimate long-lasting relationship that may include cohabitation in the same household during their employment at the College and such relationship violates the provisions of this policy, one of the employees must be reassigned. The College will make every effort to accommodate this reassignment, but if not possible, one employee must end employment at the College.

For purposes of this policy, household or family members shall include spouse, life partner, children, including step and foster, parent, grandchildren, grandparents, and in-laws. Because of the dependence on part-time faculty for delivery of instructional programs, they are excluded from this policy.

CODE:	**TRU – 915**
SUBJECT:	**Harassment**
ADOPTED:	**May 12, 2009**
REVISED:	**August 11, 2016**

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited.

This policy applies to members of the Board of Trustees, all students, administrators, staff, faculty, visitors, guests, vendors, and volunteers of the College while on campus or in any way associated with the College off campus. The College will, to the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.

Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.

The types of harassment prohibited include, but are not limited to: bullying, sexual harassment, racial harassment, age based harassment, country of origin harassment, belief based harassment, Veteran status based harassment, disability based harassment, tenure based harassment hazing, stalking, mobbing, and abuse.

Procedure

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited. This includes members of the Board of Trustees, staff, faculty, students, and College vendors while on campus or in any way associated with the College off campus. Harassment is generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear. The types of harassment prohibited include, but are not limited to: bullying, sexual harassment (including

gender identity and sexual orientation), racial harassment, age based harassment, country of origin harassment, belief based harassment, Veteran status based harassment, disability based harassment, tenure based harassment, hazing, stalking, mobbing, and abuse.

Employee Based Harassment

1. Any person who believes they have been the recipient of any type of employee based harassment should report the incident to their immediate supervisor. The initiation of a report shall not affect the employee's status, compensation, or work assignment. All reports of harassment shall be maintained in strict confidentiality.
2. The immediate supervisor must report any harassment incident to Human Resources. If the harassment received by the employee is believed to be from the immediate supervisor, the initial report will go to Human Resources and the President.
3. Human Resources will initiate a confidential finding of fact upon receipt of a harassment report. The fact finding should identify if improper conduct occurred and appropriate action to be taken.
4. If Human Resources determines action in response to harassment based on fact finding, the recommendation should be sent to the appropriate supervisor or the President if the supervisor is involved.
5. Opportunity for appeal is provided in the Employee Grievance Procedures.

Non-Employee Related Harassment:
Any person who believes they have been the recipient of any type of non-employment related harassment should report the incident to the College's Compliance Officer, Title IX Coordinator and/or Section 504 Coordinator for investigation.

Non-Employee Related Harassment Grievance Procedure:
If, upon investigation by the College's Compliance Officer, Title IX Coordinator and/or Section 504 Coordinator, a finding is rendered that is adverse to any party involved in alleged non-employee related harassment, that party may appeal the decision to the President of the College within five working days thereafter by submitting his/her appeal electronically through the College's electronic reporting system.

The President will be provided copies of all previously considered materials and forms from the appellant and written materials from the employee rendering the original decision. The President will review all supporting materials submitted as well as any other relevant materials and will meet with the appellant and the employee rendering the original decision within five working days thereafter to further discuss and clarify the question at issue.

The President will render a written decision to all parties and the employee rendering the original decision within five additional working days. The decision on appeal at this level is final.

CODE:	**TRU – 916**
SUBJECT:	**Conflict of Interest**
ADOPTED:	**August 9, 2012**
REVISED:	**December 11, 2014**

The Board recognizes that in a small community there may exist some type of financial relationship between a Board member and the College. The policies that restrict such relationships are the following:

1. No member of the Board of Trustees of Independence Community College shall participate in any discussion or vote on any matter in which he or she or a member of his or her immediate family has potential conflict of interest due to having material economic involvement regarding the matter being discussed. When such a situation presents itself, the Trustee must announce his or her potential conflict, disqualify himself or herself, and be excused from the subsequent discussion or be excused from the meeting until discussion is over on the matter involved, at the discretion of the Board Chair.
2. Board members are expected to make inquiry if such conflict appears to exist and the Board Member has not made it known.
3. Wherever possible, if material economic involvement is necessary or desirable, the Board Member should not negotiate the terms of that involvement personally with employees. If the circumstances are such that the Board Member cannot delegate negotiation, that Board Member should notify the Board Chair and the President prior to negotiation.

Definitions:
"material economic involvement" means a financial interest of any kind, which in the view of all circumstances, is substantial enough that it would, or reasonably could, affect the Board Member's or family member's judgment with respect to transactions to which the entity is a party.

"immediate family" is a spouse, parent, child or spouse of a child, brother, sister, spouse of a brother or sister, or niece or nephew of a Board Member.

CODE:	**TRU – 917**
SUBJECT:	**Sexual Misconduct**
ADOPTED:	**March 9, 2016**

ICC will not tolerate Sexual Misconduct, including rape, acquaintance rape, sexual assault, dating violence, domestic violence and stalking, and related retaliation of any nature against or by any student or employee. Sexual Misconduct violates the dignity of individuals, impedes the realization of ICC's educational goals, and is unlawful. Sexual Misconduct is a form of illegal discrimination in violation of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Kansas Acts Against Discrimination and could lead to criminal prosecution.

ICC students and employees are responsible for assuring that ICC maintains an environment for study and work, free from Sexual Misconduct or related retaliation. All members of the ICC community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The Student Handbook contains the "Sexual Misconduct Policy and Procedures for Students and Employees".

Procedure
Definitions:
"Sexual Misconduct" is a broad term encompassing non-consensual or unwelcome sexual advances, requests for sexual favors and any other verbal or physical conduct of a sexual or gender-based nature, whether intentional or unintentional, where:

1. an individual's submission to or rejection of the conduct is made, either explicitly or implicitly, a term or condition of employment or of status in a course, program or activity, or is used as a basis for an employment or academic decision; or
2. the conduct is sufficiently severe, persistent or pervasive such that it has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance or educational experience, or of creating an intimidating, hostile, humiliating or offensive working or educational environment.

For purposes of this Policy, Sexual Misconduct includes, but is not limited to, rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking.

"Rape" is a sexual act directed against another person forcibly and/or against a person's will, or where the victim is incapable of giving consent. Acquaintance rape is rape performed by someone the victim knows (i.e. friend, date, etc.).
"Dating Violence" means violence committed by a person:

1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship, (ii) the type of relationship, and (iii) the frequency of interaction between the persons involved in the relationship.

"Domestic Violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse, or by any family or household member as defined by Kansas law (K.S.A. 21-5414) against an adult or youth victim who is protected from that person's acts under state and federal law.
"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress.
"Consent" is a willingness or agreement to engage in conduct. Consent must be freely given with full information of the facts and circumstances. A person cannot give valid consent in Kansas if he/she is:

1. Overcome by force or fear;
2. Unconscious or powerless;
3. Mentally incapacitated, whether due to a mental disease or alcohol/drug intoxication;
4. Under the minimum age required to give consent in Kansas (K.S.A. 21-5503); or
5. Providing apparent consent due to fraud or misrepresentation.

ICC is committed to fostering a community that promotes prompt reporting of all types of Sexual Misconduct and timely and fair resolution of Sexual Misconduct complaints. It is a violation of this Policy for anyone acting knowingly and recklessly either to make a false complaint or to provide false information regarding a complaint of Sexual Misconduct.

Complaints: If you have any questions or concerns about Sexual Misconduct, or if you wish to file a complaint of Sexual Misconduct, please contact ICC's Title IX Coordinator. Every reasonable effort will be made to protect the confidentiality of the parties during an Investigation. After an Investigation, any person who is found to have violated this Policy or retaliated against another will be subject to discipline,

up to and including expulsion from ICC and/or termination of employment, to help ensure that such actions are not repeated.

Duty to Report:
All employees of the College shall have a duty to report to ICC's Title IX Coordinator any suspected Sexual Misconduct of which they become aware.

You are strongly urged to seek immediate assistance if you or someone you know may be the victim of any form of Sexual Misconduct. Assistance can be obtained 24 hours a day, seven days a week, from the Montgomery County Sheriff's Department.

Sexual Misconduct Complaints
Jessica Morgan-Tate, Title IX Coordinator Independence Community College 1057 W. College Avenue Independence KS 67301 620.332-5672

Counseling and Health Services Options
In addition to the services offered by ICC's Title IX Department, counseling and health services are available through these local agencies:

Community Health Center of SE Kansas
Coffeyville Location:
801 West 8th
Coffeyville, KS 67337
(620) 251-4300

Independence Location:
3751 West Main Street
Independence, KS 67301
(620) 577-2131
(same building as Four County Mental Health)
http://chcsek.org/

Four County Mental Health Center
3751 West Main Street
Independence, KS 67301
(800) 499-1748
www.fourcounty.com

Labette Health/Independence Healthcare Ctr.
510 North Peter Pan Road
Independence, KS 67301
(620) 332-2000
https://www.labettehealth.com/clinics/independence-healthcare-center/

Safehouse Crisis Center, Inc.
Domestic violence, sexual assault and stalking crisis support services
(620) 251-0632
(888) 320-7218 (hotline)
https://www.safehousecrisiscenter.org

Further information about Title IX and sex discrimination in education is available from the **Office for Civil Rights**, 400 Maryland Avenue, SW, Washington, DC 20202-1100 (by Customer Service Hotline: 800-421-3481; fax: 202-453-6012; TDD: 877-521-2172; email: **OCR@ed.gov;** or on the web, at **http://www.ed.gov/ocr**).

CODE:	**TRU – 918**
SUBJECT:	**Non-Discrimination**
ADOPTED:	**December 13, 2018**

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.

Procedure

Any person having inquiries concerning Independence Community College's compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the individuals designated to coordinate the College's efforts to comply with the regulations implementing these laws.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 *Americans with Disabilities Act* (handicap) should be referred to: *Title IX Coordinator/Compliance Officer*

Office: Academic Building
Phone: 331-4100 ext. 5672
E-mail: jmorgantate@indycc.edu

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

U.S. Commission on Civil Rights
Central Regional Office
400 State Avenue, Suite 908
Kansas City, KS 66101

CODE:	**TRU – 919**
SUBJECT:	**Non-Retaliation**
ADOPTED:	**December 13, 2018**

ICC policy prohibits retaliation for reporting or inquiring about alleged improper or wrongful activity and will not tolerate any form of retaliation for making a good faith report of potential college-related legal or policy violations. No person shall be adversely affected because they refused to carry out a directive which constitutes fraud or is a violation of local, state, federal or other applicable laws and regulations. Any attempted or actual retaliatory action under this policy will be subject to disciplinary action, up to and including termination of employment.

ADDENDUM SECTION INDEX (Handbook Procedures Not Paired With Board Policies)

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Assault

Independence Community College endeavors to assure a safe environment for students, employees and visitors with on-site security, well lighted grounds and educational programs (Freshman Success seminar for students; sexual harassment training for employees) highlighting the need for awareness to surroundings to prevent sexual or other kinds of assault. However, if an assault occurs on campus, make sure you are familiar with following protocol to ensure your wellbeing, that justice is served, and to help prevent future assaults:

1. Leave the assault area immediately. After the assault, get to safety. Get away as quickly as you can and, if possible, get to a safe place away from your attacker. If you are safe from your attacker but are unable to move or leave, yell or otherwise make noise to get attention to your plight.
2. Get help as soon as possible.
    - If you are near or get to a phone or have a cell phone, immediately call 9-1-1.
    - Once away from your attacker, if on campus, seek out any College employee or security guard, and ask him or her for immediate help and to call 9-1-1. Try to tell this person as much as you can about the incident. Ask him or her for whatever immediate assistance you require because they are there to help you.
3. Get to the hospital immediately.
    - If law enforcement does not arrive before you contact an employee or security guard, have them take you to the local health care services in Independence, KS and advise personnel there that you have been assaulted.
    - If law enforcement does arrive before you contact anyone else, have them take you to the local health care services, again advising personnel of the assault.
4. Tell law enforcement what happened to you.
    - Do not bathe or otherwise remove or throw away evidence of the assault. Law enforcement will need this for prosecuting the attacker.
    - If the attack took place on the Main Campus, the Montgomery County Sheriff's department will investigate the assault. A prosecuting attorney, employed by Montgomery County, will handle your case at no cost to you.
    - Understand that whatever you say, law enforcement and the prosecuting attorney will protect your anonymity.
5. Advise College officials.
    - Independence Community College will take steps to ensure your accused attacker, if known, will be dealt with in a judicious manner regarding his or her future presence at the College, irrespective of any felony charges brought forth by the prosecuting attorney's office.
    - Contact your immediate Supervisor or Human Resources to file information about your assault.
    - Sanctions by the College against your attacker could include disciplinary action up to and including termination, prohibition against returning to campus, information related to the outcome of the investigation placed in his or her permanent file and/or referral to law enforcement for prosecution.
6. Seek professional help. Counseling or other medical services may be accessed through your health care plan.

Please note that you are not required to file criminal or College complaints against your attacker. However, you should consider doing so to help prevent future attacks on others.

Beneficiary
Each employee is responsible for maintaining with the Office of Human Resources a current beneficiary designation. A Change of Beneficiary form is required any time a new beneficiary or change of beneficiary has been designated. Forms are available in the Human Resources Office. In the event the designated beneficiary is deceased or there is no named beneficiary, the procedures outlined in KPERS will be applied.

Candidate Travel Reimbursement
Candidates chosen for a full-time position will be reimbursed up to $500 with documented receipts for their travel expenses if they live more than 200 miles from the College. Special arrangements for unusual circumstances may be approved by the President at the request of a President's Cabinet member.

Cash Advance
1. Individuals seeking a cash advance for College approved activity must obtain Cabinet-level supervisor approval before contacting the Business Office.
2. Travel requests, with appropriate approvals, must accompany requests for advance travel monies.
3. Advance travel cash received must be repaid to the College at the time of reimbursement through the regular monthly bill approval process.
4. Travel advance is dependent upon availability of funds and appropriate advance notice.
5. Travel advances are for employees only and are limited to the amount of expense and reimbursed for actual expense (meals, mileage, and lodging) with receipts. Purchase card holders are not eligible for cash advances.
6. Please note that some College purchase cards are available for use with advance approval.

Cash Handling
1. All cash, whether in the form of currency or check, received by any representative/employee of the College must be deposited through the Business Office.
2. The Business Office issues a receipt for all funds received.
3. Detailed accounting, deposit and reconciliation of funds by the College Business Office is performed on a timely basis.
4. Arrangements for the direct deposit of funds must be approved by the Controller and so documented in College records.

Classroom Standards
Classroom Standards are found in the College Catalog, Student Handbook, and/or course syllabi.

Computer Networks/Acceptable Use Policy
I. Purpose
The College Network incorporates all electronic communication systems and equipment at the Independence Community College (the "College"). This Network Acceptable Use Policy ("AUP") sets forth the standards by which all Users may use the shared College Network.

The College Network is provided to support the College and its mission of education, service, and research. Any other uses (other than permitted personal use as discussed below), including uses that jeopardize the integrity of the College Network, the privacy or safety of other Users, or that are otherwise illegal are prohibited. The use of the College Network is a revocable privilege.

By using or accessing the College Network, Users agree to comply with this AUP and other applicable College policies which may be implemented from time to time, as well as all federal, state, and local laws and regulations. Only Users are authorized to use and/or access the College Network.

The term "User" refers to any faculty, staff, or student associated with the College, as well as any other individual with access to computers or other network devices that have been approved by the Chief Information Officer for connection to the College Network. This definition includes, but is not limited to, contractors, visitors, and temporary affiliates.

II. Principles

General requirements for acceptable use of the College Network are based on the following principles:

1. Each User is expected to behave responsibly with respect to the College Network and other Users at all times.
2. Each User is expected to respect the integrity and the security of the College Network.
3. Each User is expected to behave in a manner consistent with College's mission and comply with all applicable laws, regulations, and College policies.
4. Each User is expected to be considerate of the needs of other Users by making every reasonable effort not to impede the ability of others to use the College Network and show restraint in the consumption of shared resources.
5. Each User is expected to respect the rights and property of others, including privacy, confidentiality and intellectual property.
6. Each User is expected to cooperate with the College to investigate potential unauthorized and/or illegal use of the College Network.
7. Each User is expected to respect the security and integrity of College computer systems and data.

III. Prohibitions

Without limiting the general guidelines listed above, unless expressly agreed to by the Chief Information Officer, the following activities are specifically prohibited:

1. Users may not attempt to disguise their identity, the identity of their account or the machine that they are using.
2. Users may not attempt to impersonate another person or organization. Users may likewise not misuse or appropriate the College's name, network names, or network address spaces.
3. Users may not attempt to intercept, monitor, forge, alter or destroy another User's communications. Users may not infringe upon the privacy of others' computer or data. Users may not read, copy, change, or delete another User's data or communications without the prior express permission of such other User.
4. Users may not use the College Network in a way that (a) disrupts, adversely impacts the security of, or interferes with the legitimate use of any computer, the College Network or any network that the College connects to, (b) interferes with the supervisory or accounting functions of any system owned or managed by the College, or (c) take action that is likely to have such effects. Such conduct includes, but is not limited to: hacking or spamming, placing of unlawful information on any computer system, transmitting data or programs likely to result in the loss of an individual's work or result in system downtime, sending "chain letters" or "broadcast" messages to lists or individuals, or any other use that causes congestion of any networks or interferes with the work of others.
5. Users may not distribute or send unlawful communications of any kind, including but not limited to cyber stalking, threats of violence, obscenity, child pornography, or other illegal

communications (as defined by law). This provision applies to any electronic communication distributed or sent within the College Network or to other networks while using the College Network.

6. Intentional access to or dissemination of pornography by College employees, temporary staff, contractors, or vendors is prohibited unless (1) such use is specific to work-related functions and has been approved by the respective manager or (2) such use is specifically related to an academic discipline or grant/research project. This provision applies to any electronic communication distributed or sent within the College Network or to other networks while using the College Network.
7. Users may not attempt to bypass network security mechanisms, including those present on the College Network, without the prior express permission of the owner of that system. The unauthorized network scanning (e.g., vulnerabilities, post mapping, etc.) of the College Network is also prohibited.
8. Users may not engage in the unauthorized copying, distributing, altering or translating of copyrighted materials, software, music or other media without the express permission of the copyright holder or as otherwise allowed by law. Information on the Digital Millennium Copyright Act can be found at:http://www.copyright.gov/legislation/ dmca.pdf and the Copyright Act at: http://www.copyright.gov/title17/.
9. Except as allowed under the Personal Use Policy or the Policy on Use of College Resources in Support of Entrepreneurial Activities, users may not use the College Network for private business, commercial or political activities, fundraising, or advertising on behalf of non-College organizations, unlawful activities, or uses that violate other College policies.
10. Users may not extend or share with public or other users the College Network beyond what has been configured accordingly by the Department of Information Technology. Users are not permitted to connect any network devices or systems (e.g., switches, routers, wireless access points, VPNs, and firewalls) to the College Network without advance notice to and consultation with the Department of Information Technology at the College.
11. Users are responsible for maintaining minimal security controls on their personal computer equipment that connects to the College Network, including but not limited to: current antivirus software, current system patches, and strong passwords.
12. Users may not violate any laws or ordinances, including, but not limited to, laws related to copyright, discrimination, harassment, threats of violence and/or export controls.

IV. Review and Penalties

The College reserves the right to review and/or monitor any transmissions sent or received through the College Network. College access to electronic mail on the College Network is permitted in accordance with the College's Policy on the Privacy of Electronic Information. Access to other transmissions sent or received through the College Network may occur in the following circumstances:

1. In accordance with generally accepted, network-administration practices.
2. To prevent or investigate any actual or potential information security incidents and system misuse, if deemed necessary by authorized personnel.
3. To investigate reports of violation of College policy or local, state, or federal law.
4. To comply with legal requests for information (such as subpoenas and public records requests).
5. To retrieve information in emergency circumstances where there is a threat to health, safety, or College property involved.

Penalties for violating this AUP may include:

1. Restricted access or loss of access to the College Network;
2. Disciplinary actions against personnel and students associated with the College.
3. Termination and/or expulsion from the College, and Civil and/or criminal liability.

The College, in consultation with its legal counsel, may contact local or federal law enforcement authorities to investigate any matter at its sole discretion.

V. Policy Updates

The College reserves the right to update or revise this AUP or implement additional policies in the future. Users are responsible for staying informed about College policies regarding the use of computer and network resources and complying with all applicable policies. The College shall provide notice of any such modifications or amendments by email to the College community. Any such modification shall be effective immediately upon notice being provided regardless of whether subscriber actually reads such notice.

VI. Additional IT Acceptable Use Policies

Additional policies related to the acceptable use of other IT systems and services at the College:

Data Network Infrastructure Policy
Policy on the Privacy of Electronic Information Personal Use Policy
Policy on Use of College Resources in Support of Entrepreneurial Activities

Data Network Infrastructure Policy

As with any large public utility, such as basic telephony services or electrical distribution, the College communications infrastructure needs to be centrally planned, managed and maintained. It is only through centrally coordinated information technology strategic planning and implementation that the core technology goals of the institution are met.

An aggregation of separate, discrete, and privately-managed backbone or "backbone-like" data, voice or video networks does not constitute a utilities infrastructure that can meet these institutional goals nor does it provide for the best and most efficient return on the College's investment in this infrastructure.

To ensure a high-performance, high-availability, production-quality communications infrastructure at Independence Community College, the Department of Information Technology must provide a number of components and architectural considerations, as described below.

To ensure reliability, security and efficient use of limited resources, the Department of Information Technology must develop and implement the physical connectivity design: how buildings connect to the campus fiber infrastructure. The design architecture for the physical layer consists of all campus buildings being designated as hubs or spurs, based on the fiber path and proximity to other buildings. All spur buildings connect to a high-speed switch port in an adjacent hub building. All hub buildings connect to high-speed switch ports in the Cessna Learning Center not only for security and high-reliability considerations, but also for high-performance connectivity to the Department of Information Technology's production systems and to the Internet.

To ensure compatibility, mobility, bandwidth and security, the Department of Information Technology must design, implement and maintain the campus networking architecture. This higher layer architecture is currently based on high-speed switching technologies, with support for virtual LANs and Layer 3

switching, incremental bandwidth upgrades where appropriate (based on proactive traffic management), and support for meshed topologies to allow for load balancing and alternate paths.

To ensure compatibility and high performance, the Department of Information Technology must maintain campus Internet connectivity. This connectivity is presently based on redundant high speed links to Cable One and AT&T, which requires a single campus entity for coordination and management.

To ensure reliability, the Department of Information Technology must support an 8×5-staffed operations center to provide proactive performance monitoring and to react immediately to any unscheduled outages. This also includes maintaining appropriately configured spares of all network electronic components.

To ensure security, only appropriate Department of Information Technology personnel will be permitted to monitor traffic over backbone links through network protocol analyzers (sniffers). The design of both the fiber physical connectivity and of the networking architecture do not allow random, unauthorized traffic eavesdropping across the links: all fiber terminations are in locked cabinets, port mirroring is permitted only through the secured network management system, and the nature of network switching eliminates the shared topologies of earlier network systems. In any case, the Department of Information Technology continues to maintain that the emphasis on security needs to be at the host system level.

To ensure reliability, security and high performance, the Department of Information Technology must provide central management of network devices and systems to the wall-plate in all Independence Community College locations. Any and all data network electronics must be managed by the Department of Information Technology. This includes any and all 802.11 WiFi wireless access points and switches. Note: On-campus resident students will not be allowed to use networking equipment (i.e. home routers, hubs).

In addition to the requirement that only the Department of Information Technology can install and maintain switches and routers on the campus data network, no device with multiple network interfaces (including, but not limited to, VPN gateways, firewalls, and servers) can be connected to the network without advance notice to and consultation with the Department of Information Technology. This advance notice must be submitted in the form of a Help Desk ticket. Failure to provide this advance notice will result in said devices being isolated from the network, and unable to communicate on the network. If the connection of said device is of an emergency nature (such as replacing an existing device), the ticket can be marked as Critical and we will receive immediate notification.

Policy on the Privacy of Electronic Information

I. Introduction and Purpose of this Policy

This Policy clarifies the applicability of law and certain other College policies to electronic mail and the College's Policy on the privacy of electronic information. Users are reminded that all uses of the College's information technology resources, including electronic mail, are subject to all relevant College policies and relevant state and federal laws, including federal copyright law.

Appropriate use of College electronic resources includes instruction, research, service, and the official work of the offices, departments, recognized student and campus organizations, and other agencies of the College, and as described below, incidental personal usage by faculty, staff, and students. Since resources are not unlimited, the College may give priority for resources to certain uses or certain groups of users in support of its mission. Consistent with the College's non-discrimination policy, the use of

information resources should not be denied or abridged because of race, creed, color, sex, sexual orientation, religion, national origin, age, or physical disability.

II. Privacy of Email Files

The College encourages the use of electronic mail and respects the privacy of users. It does not inspect or monitor electronic mail routinely, nor is the College responsible for its contents. Nonetheless, users of electronic mail systems should be aware that, in addition to being subject to authorized access as detailed below, electronic mail in its present form cannot be secured and is, therefore, vulnerable to unauthorized access and modification by third parties. Receivers of electronic mail documents should check with the purported sender if there is any doubt about the identity of the sender or the authenticity of the contents, as they would with print documents. Users of electronic mail services also should be aware that even though the sender and recipient have discarded their copies of an electronic mail record, there may be back-up copies of such electronic mail that can be retrieved on College systems or any other electronic systems through which the mail has traveled.

College electronic mail services may, subject to the foregoing, be used for incidental personal purposes provided such use does not interfere with College operation of information technologies including electronic mail services, burden the College with incremental costs, or interfere with the user's employment or other obligations to the College.

Access by authorized College employees to electronic mail stored on the College's network of computers may be necessary to ensure the orderly administration and functioning of College computing systems. Such access, gained for purposes such as to back up or move data, ordinarily should not require the employee gaining access to the electronic mail to read messages. The College requires employees, such as system administrators, who as a function of their jobs routinely have access to electronic mail and other electronically stored data to maintain the confidentiality of such information.

Access to electronic mail on the College's network of computers that involves reading electronic mail may occur only where authorized by the College officials designated below and only for the following purposes:

1. Troubleshooting hardware and software problems, such as rerouting or disposing of undeliverable mail, if deemed necessary by the Chief Information Officer or his or her authorized designee.
2. Preventing or investigating unauthorized access and system misuse, if deemed necessary by the Chief Information Officer.
3. Retrieving or reviewing for College purposes College-related information*.
4. Investigating reports of violation of College policy or local, state, or federal law*.
5. Investigating reports of employee misconduct. *
6. Complying with legal requests for information (such as subpoenas and public records requests)*; and
7. Retrieving information in emergency circumstances where there is a threat to health, safety, or College property involved*.

**The system administrator will need approval from the President and General Counsel or their designee(s) approved by the President to access specific mail and data for these purposes. The extent of the access will be limited to what is reasonably necessary to acquire the information for a legitimate purpose.*

In addition to the foregoing, when a College employee leaves employment or when a student graduates or otherwise withdraws from the College, a system administrator may, with approval of the unit head to which the employee was assigned or in which the student was enrolled, remove the departing employee's or student's email files from College systems in order to conserve space or for other business purposes. An employee's email may be retained and accessed by the unit as necessary for use in connection with College business. A student's email should be deleted unless otherwise required in connection with College business. In all such cases the extent of the access will be limited to what is reasonably necessary to acquire the information for a legitimate purpose. Units and departments are encouraged to make arrangements for disposition of email files with departing employees and students in advance of their departure.

III. Privacy of data, other than electronic mail, stored on College computers and networks
As is the case with electronic mail, access by authorized College employees to electronic data stored on the College's network of computers may be necessary to ensure the orderly administration and functioning of College computing systems. Such access may require the employee gaining access to the data to read specific files. The College requires system administrators and other employees who, as a function of their jobs, routinely have access to electronically stored data, to sign statements agreeing to maintain the confidentiality of such information.

In order to conduct its business without interruption, the College must have access to data stored on College computers and networks. Accordingly, for legitimate business purposes, the head of any College administrative unit or department may in his or her discretion authorize the accessing or retrieval of any files other than electronic mail stored on College computers under that unit or department's control. Where necessary and appropriate, College network support personnel may assist with retrieval of such information on behalf of a unit or department, even if the information is stored at a site other than the unit or department's computer systems.

There is no guarantee of privacy or confidentiality for documents or data stored on College-owned equipment.

IV. Public records consideration
Electronic mail and other data stored on College computers may constitute a public record like other documents subject to disclosure under the Kansas Public Records Act or other laws, or as a result of litigation. However, prior to such disclosure, the College evaluates all requests for information submitted by the public for compliance with the provisions of the Act or other applicable law.

Destruction of such records is governed by the Records Retention Policies of one's unit of employment. Information about such policies is available from one's supervisor. Incidental personal electronic mail may be destroyed at the user's discretion.

V. Conclusion
Wherever possible in a public setting, individuals' privacy should be preserved. However, there is no guarantee of privacy or confidentiality for data stored or for messages stored or sent on College-owned equipment. Persons with questions about the applicability of this Policy to specific situations should contact the Human Resources Department.

Violations of College policies governing the use of College electronic resources, including mail services, may result in restriction of access to College information technology resources in addition to any

disciplinary action that may be applicable under other College policies, guidelines or implementing procedures, up to and including dismissal. Suspected violations of College Policy may be reported to helpdesk@indycc.edu.**Personal Use Policy**

The use of the College's resources and services for non-official purposes is permitted only in compliance with the following criteria:

1. The cost to the College must be negligible.
2. The use must not interfere with a College employee's obligation to carry out College duties in a timely and effective manner. Time spent engaged in the non-official use of College resources is not considered to be College work time.
3. The use must in no way undermine the use of College resources and services for official purposes.
4. The use neither expresses nor implies sponsorship or endorsement by the College.
5. The use must be consistent with state and federal laws regarding obscenity, libel, or the like, and state and federal laws and College policies regarding political activity, the marketing of products or services, or other inappropriate activities.
6. Users should be aware that internal or external audit or other needs may require examination of uses of College resources or services and should not expect such uses to be free from inspection.

Application: Each case will depend upon the particular circumstances and other important factors such as materiality or reasonableness. The ultimate control, therefore, lies with each employee's supervisor, as that person should have direct knowledge of the behaviors and needs of the individual employee.

Appropriateness of Practices: Employees should consult with their supervisors in advance if they have any questions about appropriateness of certain practices. A supervisor's decision cannot, however, circumvent other policies and procedures of Independence Community College that may restrict personal use beyond the limitations cited herein. For example, the use of the College's telephones, fax machines, mail services, and vehicles must comply with existing College policies, and the use of College resources in political activity is prohibited.

Telephones and Fax Machines: Only calls related to College business may be charged to College lines or calling cards. Personal calls may not be billed to College telephone numbers. Personal long distance calls may be made from College telephones only when these calls are placed as credit card, collect, third number (non-College) calls. This telephone policy also applies to the use of College fax machines.

Mail Services: College Mail Services states, "The campus mail system will be used solely for the distribution of U.S. mail delivered to the Campus Mail Center and for intra-College mail, including publications produced by the College or its related units but excluding student publications." The College mail system will not be used for the distribution of non-College related publications that are designed primarily for free circulation, nor for printed publications containing only advertising or designed primarily for advertising purposes. Use of the campus mail system for real estate advertising, chain letters, or private use for personal advantage is specifically prohibited. Individuals or departments that abuse the campus mail service will, at a minimum, be billed regular first class postage for all copies distributed.

Vehicles: A supervisor also cannot allow the use of a State vehicle that is not in compliance with Motor Pool Policy.

Political Activity: Political activity by College employees is regulated by Federal and State law and College policy. No employee may use College funds, vehicles, equipment, supplies, or other resources in connection with partisan political activities. This includes the use of College electronic resources.

Reason for Policy

Public Trust: The College deals constantly with the public's perception of how we conduct the business of the College. All College employees must be constantly mindful of the public trust that we discharge, of the necessity for conducting ourselves with the highest ethical principles, and avoiding any action that may be viewed as a violation of the public trust. As custodians of resources entrusted us by the public, government entities, and private donors, we should always be mindful of how we utilize these resources. As members of a campus community, we should also be mindful of our responsibility to act so that others are not deprived of access to these same resources as they perform their duties. These resources include, but are not limited to, employee's time, facilities, supplies, and equipment, such as telephones, fax machines, and computers.

Accountability: In any business environment, however, accountability must be balanced with a consideration of the needs of employees to carry on normal day-to-day responsibilities related to their personal lives. The complex task of balancing accountability to the State with the life-needs of employees calls for the College to provide direction for managers when weighing these two essential obligations.

Support of Entrepreneurial Activities

Independence Community College values and supports entrepreneurial activity by faculty. Consistent with the College's goal to support the economic development of the Independence and the State of Kansas, entrepreneurial activities of College faculty are considered part of their duties. Faculty use of College resources in support of appropriate entrepreneurial activities may be allowed provided these activities do not conflict with applicable policies regarding use of public facilities for private gain. Incidental and minimal use of office, library, personal desktop work stations, storage servers, communication devices, or clerical staff is permitted.

For the purpose of this policy, "entrepreneurial activities" performed by a member of the College faculty as part of College duties are activities that contribute to the College's economic development, technology transfer or other public service goals. Examples include environmental or educational issues, a startup company in which the College expects to acquire an equity position through licensing College intellectual property, or activities in support of the development of a licensing agreement with an established company. Where activities are undertaken purely for an employee's personal gain without connection to the College's mission, use of College resources in support of such activities is not appropriate except as otherwise allowed by College policy.

Consulting activities undertaken as allowed are not considered entrepreneurial activities that are part of the faculty member's College duties unless they are so noted.

While this policy is meant to clarify and encourage such activity, faculty should be aware that other current College policies remain in place and are thus applicable to certain aspects of entrepreneurial activity.

Computer Software Policy

1. Independence Community College licenses the use of computer software from a variety of outside companies. Independence Community College does not own this software or its related documentation and unless authorized by the software developer, the institution does not usually have the right to reproduce it except for backup purposes, and fair use.

2. With regard to Client/Server and network applications employees shall use the software only in accordance with the license agreements.

3. Employees shall not download or upload illegal software over the Internet.

4. Employees learning of any misuse of software or related documentation within the College shall notify the Department of Information Technology.

5. According to applicable copyright law, persons involved in the illegal reproduction of software can be subject to civil damages and criminal penalties including fines and imprisonment. Independence Community College does not condone the illegal duplication of software. Employees who make, acquire, or use illegal copies of computer software shall be disciplined as appropriate following the guidelines set forth in the Network Acceptable Use Policy and / or the appropriate employee Handbook. In addition violations of the Computer Software policy could result in a suspension of the individual/s computer account and access to Independence Community College resources.

6. Any doubts concerning whether any employee may copy or use a given software program should be raised with the Department of Information Technology before proceeding.

I am fully aware of the software use policies of Independence Community College and agree to uphold those policies.

_____ _____

Signature Date

Council of Chairs

Chairs of the Standing Committees are elected per committee/council by-laws and meet with the President to summarize and promote recommendations of the Standing Committees.

Course Approval

Course approval process ensures quality instruction, appropriate content, sufficient time-based and competency standards, and suitable division assignment of new courses at Independence Community College.

1. An employee initiates request on "Course Proposal Request" form with syllabus.
2. Proposal and application are reviewed, revised, and/or accepted by the faculty of the appropriate division(s).
3. The employee who initiated the proposal request presents it to the Academic Council. Rejections and/or requests for revisions are sent back to the division.
4. Upon recommendation by the Academic Council, the Chief Academic Officer approves or denies the request. If approved, the Chief Academic Officer submits the course for approval to the Board of Trustees. If approved by the Board of Trustees, the College will then make an application to the Kansas Board of Regents.

Coursework Taken During Work Hours

Employees may attend one ICC class during working hours each semester with prior approval from their supervisor. The employee will need to make up the time.

Coursework Taught During Work Hours

A supervisor may assign teaching duties during the employee's regular working hours as part of the employee's regular workload. The employee will not receive additional pay for this assignment.

If an employee has received approval from his/her supervisor to teach a class during the employee's regular working hours and to receive pay for doing so, the time that is spent in teaching the course, including preparation, teaching, tutoring, office hours, and other duties related to the teaching environment must be made up by using accrued vacation time or by working additional hours during the same week. The employee must submit documentation of additional hours or a Request for Absence form, signed by the employee and supervisor and the original submitted to the Human Resources office for the employee's personnel file.

Nothing in this procedure shall imply that employees have a right to teach for the College. An employee teaching a class is for the convenience of the College, not the employee.

Emergencies

The health, safety, and wellbeing of people are ICC's highest priority. After the College acts to protect the safety of individuals, the next highest priority is College facilities (buildings and property) followed by private property that may be affected by any event. Returning to normal operations following an emergency will occur only after the emergency situation has been resolved and the safety of individuals and property has been secured.

Emergency Response and Evacuation

Independence Community College maintains the ICC Emergency Preparedness Procedures for instances of injury or illness, fire, weather disturbances, bomb threats, and violence. The plan is evaluated and

updated annually. A copy of the ICC Emergency Preparedness Procedures is available to all full time employees. The campus community is to be immediately notified upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students, employees, and visitors on or off campus, unless issuing a notification will compromise efforts to contain the emergency. When a determination has been made confirming a significant emergency or dangerous situation, the college President or his/her designee will inform the campus community by immediately posting the announcement using the TextCaster Emergency Notification System (to registered recipients), with a campus-wide e-mail, and have the announcement posted on the campus website (www.indycc.edu). The announcement may include, but is not limited to, the following information: type of situation, location of occurrence, and any available information. The decision to issue an emergency response or dangerous situation announcement shall be made by the President or his/her designee on a case-by-case basis considering all available facts surrounding the campus community, whether the situation is considered a serious or continuing threat to students or employees and the possible risk of compromising local emergency management efforts. The TextCaster Emergency Notification System is tested at least once each Fall semester.

Emergency Response Preparedness

The purpose of this plan is to provide guidance and direction to Independence Community College's (ICC) response in the event of an emergency or crisis situation. For the purposes of this document, an emergency is defined as any situation creating imminent danger to:

1. Lives, health, or personal well being
2. Public and private property
3. The ability of the College to reasonably carry on normal operations.

A natural disaster, man-made catastrophe, or other violent or threatening behavior by an individual or group could cause an emergency.

RESPONSE FRAMEWORK

Priorities

The health, safety, and well-being of people are ICC's highest priority. After the College acts to protect the safety of individuals, the next highest priority is College facilities (buildings and property) followed by private property that may be affected by the situation. Returning to normal operations will occur only after stabilizing the emergency situation and securing the safety of individuals and property.

General Emergency Procedures

- Employees who become aware of an event, situation, or condition that poses a threat to health, lives, or safety to individuals should immediately call 911. Once emergency personnel have been notified the employee should contact and advise campus security of the situation.
- Employees who become aware of an event, situation, or condition that possess a threat to property should contact campus security and advise them of the situation. If possible and prudent, employees should notify their immediate supervisor and/or other appropriate ICC departments. While on the scene, the highest ranking employee should be in charge until relieved by an administrator, campus security, or emergency personnel.
    - If it is safe to do so, the employees should secure the area until a campus security officer or emergency response personnel arrive. **However, employees should not place themselves at additional physical risk.**

After campus security has arrived, the employee should wait for other proper authorities (Sheriff's Officer, Police Officer EMT, Fire Department, etc.) and provide them with all information about the situation. **In any situation where the Sheriff, Police, Emergency Medical Personnel and/or Fire Departments are involved, they will have on-site jurisdiction over the immediate area.** Refer all media contacts to the Vice-President of Marketing and Enrollment. Do not respond to questions from the press.

NOTE: Individuals needing evacuation assistance should notify their instructor or supervisor. On a regular basis, instructors and supervisors should familiarize themselves with the needs of any student or employee who may require assistance in an emergency.

COMMUNICATIONS PROCEDURES

Once initial security and emergency contacts have been made and correctional measures taken, it is crucial that all further communication follow a set procedure. Depending on the event and its location, different departments/buildings may be affected in varying degrees of relevance. None-the-less, all areas should be kept apprised of any crisis situation. Special care should be taken to preserve any individual or group privacy and confidentiality rights. The reason for the specific communication procedure is to maintain professional standards and eliminate the gossip and speculation that can accompany such events.

Internal, Off-Site, & External Procedures

Internal:

1. All official communication should be channeled through the Human Resource Office with the pre-approval of the President (or in the absence of the President, the Board President or their designee).
2. In the event of non-life threatening situations, email messages should be sent to all staff and/or students from the Human Resource Office with a brief, factual statement of the event, the steps that have been taken to address the issue, as well as any further actions to be taken.
3. When necessary, additional update communications should be sent via email to all necessary institutional groups.
4. In cases of extremely sensitive situations, the Vice-Presidents, faculty, and department heads may be asked to take a few moments to present the situation and offer the opportunity for a brief question and comment period. Individuals should be monitored for signs of distress or the possible need for counseling services. Proper contacts should be notified immediately of those needs.
5. Steps should be taken to insure that all part-time, evening, and out-reach faculty and staff are informed of any events that affect the campus community.

Off-Site

1. As with on-campus situations, any occurrence in any off-site location should be handled in the same manner as an on-campus incident.
2. All official communications should originate from the Human Resource Office and be disseminated to the campus community. Email will be used whenever feasible.
3. Update information will be supplied as the need arises.

External

1. All official external communication will originate from the Marketing and Enrollment Office with the approval of the President (or in the absence of the President, the Board Chair or their designee). The primary goal of external communication is to provide fast, accurate information while eliminating erroneous stories and gossip.

2. Most external communication will be sought by various media in the area and ALL statements or comments to them will originate from the Marketing and Enrollment Office. Individuals should avoid making comments or statements to the media. Inquiries should be referred to the Vice-President of Marketing and Enrollment.

In some circumstances, parents/family members of students, visitors, and ICC personnel may try to make contact with a person on campus. To maintain order, all inquiries will be channeled through the Human Resource Office. That office will contact the proper department to obtain the necessary information and either relay the information back to the family or designate an individual to handle the reply.

SUPPORT SERVICES
Provided to All On and Off Campus Individuals

Independence Community College is dedicated to providing necessary support services to students, staff, and visitors in the event of a crime, emergency, or disaster. The assistance includes, but is not limited to, a variety of counseling and support services both on campus and through the community and county. Counseling personnel will adhere to all American Counseling Association (ACA) rules of ethical standards.

As soon as the initial reporting of any incident has taken place and the proper safety, security, and administrative steps have been implemented, informal group counseling should be made available to any campus citizen who wants it. During regular, daytime operational hours, a SSS counselor will initiate informal individual and group counseling or support sessions utilizing available classrooms. The Residence Hall Coordinator and Director of Athletics can refer individuals in their facilities to a counselor. In the event that large numbers of individuals are expected, additional qualified personnel may assist wherever there is the most need. Counseling services should be made available to any individual needing them for at least 48 hours after a crime, emergency, or disaster occurs, or until the need has subsided. Some individuals may require longer term individual counseling. Appointments with the local mental health facility will be coordinated through Human Resources.

The College recognizes that everyone handles emergency situations in different ways and at different times. The purpose of the support services is to provide each individual with as much safety, security, and support as possible.

II. Accidents and Injuries to Individuals

- Automobile
- Falls
- Medical

Automobile

Whether the automobile is on or off campus, call 911. After the 911 call has been made, if the vehicle is on campus, call Security for assistance.

Falls

Determine the type of attention the victim may need, and then call Security or 911.

Medical

Call 911 and Security if the victim:

- Is or becomes unconscious.

- Has trouble breathing or is breathing in a strange way.
- Has chest pain or pressure.
- Is bleeding severely.
- Has pressure or pain in the abdomen that does not go away.
- Is vomiting or passing blood.
- Has a seizure, a severe headache, or slurred speech.
- Appears to have been poisoned.
- Have injuries to the head, neck, or back.
- Has possible broken bones.

Remember:
Do not move an injured person unless a life-threatening situation exists.

- Call 911 and Security. Give your name, location, and telephone number. Provide as much information as possible regarding the nature of the injury or illness, whether the victim is conscious, etc.

III. Life Threatening Incidents

- Bomb/Bomb Threats
- Weapon
- Chemical
  - Internal Gas Leak
  - Hazardous Material
- Fire/Smoke/Burning Smell

Bomb/Bomb Threats
(Note: Since bombs may be detonated electronically, it is usually recommended that you do not turn lights, computers, etc., on or off and it is recommended to move to a different area to use a telephone.)

Imminent Threat-device found:
1. Remain calm and call 911 and Security.
2. If the bomb threat was left on your voice mail, do not erase it.
3. Security and proper personnel will secure building, ensure evacuation, control crowd.
4. Direct responders to site and remove traffic barriers, if necessary.

Non-imminent Threat:
1. Remain calm and call 911 and Security.
2. Evacuate area and secure building.
3. Have proper authorities search suspected site. (If device is found, treat as imminent threat.)

Non-firearms:
The possession or use of lethal weapons on Independence Community College premises is strictly prohibited, except as described in the Firearm Policy. Lethal weapons include but are not limited to firearms, ammunition, bows/arrows, knives, explosives and dangerous substances.

If you should find any weapons on campus, or see anyone with a weapon, or if you think you know of someone who has a weapon in their possession, call Security immediately. Security and or authorized personnel will make the decision to call 911.

Chemical

Internal Gas Leaks

1. Contact Security and the Physical Plant Officer.
2. Highest ranking employee on site will determine whether to evacuate the building(s) if necessary, use common sense.
3. Highest ranking employee on site will determine if the Fire Department should be contacted.
4. Do not touch light switches or outlets or use electrical devices.

Hazardous Material Incident

In case of an incident with an accidental spill of toxic, flammable, explosive, or reactive materials call Security and the Physical Plant Officer. You may be asked to evacuate a room or the building. Maintain a safe distance from the spill area for your safety. Security or the Physical Plant Officer will call 911.

Fire/Smoke/Burning Smell

1. Call Security and the Physical Plant Officer.
2. Highest ranking employee on site will assess the situation, secure the building, ensure evacuation, establish a perimeter, control crowd, and summon medical assistance if necessary.
3. Direct responders to site.

Fire

1. Pull fire alarm if one is available, then call 911.
2. Call Security and the Physical Plant Officer.
3. Highest ranking employee on site will assess the situation, secure the building, ensure evacuation, establish a perimeter, control crowd, and summon medical assistance if necessary.
4. Direct responders to site.

Emergency Evacuation Procedures

A. Whenever the fire alarms/strobes are activated, occupants MUST evacuate the building and reassemble at the designated locations(s). Follow emergency exit signs. **DO NOT USE ELEVATORS!!!**

B. In the event that the fire alarms/strobes are not activated in an emergency, personnel should assist in evacuating the building.

C. Emergency Evacuation Signage is posted in buildings so those occupants may become familiar with the evacuation routes for their area.

D. All personnel are responsible to assist and direct building occupants to assigned areas and the fire exit stairwell and confirm that all occupants have evacuated the buildings. The Physical Plant Officer will report to authorized emergency personnel that the area is clear. Remain calm and give evacuation instructions. Keep existing groups together. Once outside, account for evacuees and keep everyone together.

E. Personnel should work with Departmental Chairs and Directors to identify any ICC employees and students with a disability that would need assistance during an evacuation. At least two staff members should be assigned to each person identified with a disability to provide assistance, ensuring that the disabled person will be assisted during the evacuation. Should the disabled person not be able to use the fire exit stairwells, he or she must be escorted to the exit stairwell landing as a "Safe Area of Rescue." One escort should remain with the disabled person at the landing to provide additional assistance. The other escort should inform an authorized emergency responder that a disabled person is waiting for rescue on the specified floor within the exit stairwell.

Visually Impaired/Blind
It is important to verbally explain the nature of the emergency to the visually impaired person. Provide assistance by offering to place their hand on your arm and to guide them to a safe location. As you walk, inform the person where you are and describe any obstacles in the path. When you reach safety, ask them if you can escort them to a place that will orient them on campus, or if they wish to speak to an emergency responder.

Hearing Impaired/Deaf
Persons who are deaf or hearing impaired may not perceive an audible fire alarm. Use an alternate warning system. Two methods are: (1) write a note to tell the person of the situation, the nearest evacuation route, and the assemble area. Or (2) turn the light switch on and off to gain attention only if there is NOT a gas line leak. Then indicate in writing or through gestures what is happening and what to do.

Sample Script: **"Fire-Go out the rear door to the right and down. NOW!! Meet on front lawn."**

Persons Using Crutches/Canes or Walkers
In emergency evacuations, these individuals should be treated as if they were injured. Have the individual sit on a chair, preferably a chair with arms, and follow the procedure for non-ambulatory persons listed in the next section.

Non-ambulatory Persons
Most people in wheelchairs will be able to exit safely without assistance if they are on the ground floor. For floors above the ground level, the needs and preferences will vary. Always consult people in wheelchairs and other non-ambulatory persons as to his/her preferences regarding:

- Ways of being lifted
- The number of people necessary for assistance
- Whether to move or extend extremities when lifting
- The need for a seat cushion or pad
- After-care, if removed from the wheelchair (is a stretcher, chair necessary?)

Check the evacuation routes for obstructions before assisting the person to the exit. Delegate other volunteers to bring the wheelchair, if applicable. Reunite the person with their wheelchair as soon as it is safe to retrieve it. Be aware that some people have minimal ability to move. Lifting or moving them too quickly may harm the individual. It may be necessary for trained rescue responders to bring the person out of the building. If this is the situation, the person must be brought to a "Safe Area of Rescue" to wait for assistance.

IV. Campus Disorder

- Student fighting
- External threats
- Internal threats

Remember, your personal safety is of primary importance in any violent situation. Do not do anything that might jeopardize your safety or increase the risk of injury to others.

If you observe a violent act:

- DO NOT physically intercede or try to restrain the aggressor(s).

- Call Security for assistance. They will respond to the location and, if necessary, contact the Sheriff's Department for assistance.
- Be prepared to stay on the telephone with Security to provide pertinent information.
- Encourage others in the area not to become involved and, if possible, leave the area.

If you are confronted by an irrational and/or aggressive individual:

- Listen to what the individual has to say.
- Speak to him/her in a clear, quiet voice.
- Explain that you are willing to help him/her.
- Respect and do not crowd into his/her personal space.
- Never argue with an irrational or aggressive individual.
- If necessary, contact Security for assistance.
- To the extent possible, use logic and reason to calm the individual.

V. Storms

- Tornadoes
- Snow
- Rain
- Ice

Tornado Watch and Warning

In the event that a Tornado Watch is issued for our area, the following will happen:

- Building personnel will be notified.
- You should continue with your daily routine; however, you should remain alert to the possibility of severe weather and be prepared to act accordingly.

If a Tornado Warning is issued for our area, the following will happen:

- Internal and external warning sirens will be activated.
- Building personnel will be notified.
- You should promptly move to your designated shelter area.
- Remain in your designated shelter area until the all-clear signal is sounded or you are otherwise informed.

Winter Weather Closings

To learn if the campus is closed due to winter weather conditions, the following options are available to you:

- Listen to KIND 102.9 FM or KGGF 690 AM radio stations or the Pittsburg, KS TV Channel 7 for campus closings. Be aware that each station may take some time to post that information once it is received.
- Call the main College number. (620) 331 4100. After normal operating hours, call Security at 620-331-8558.
- Check your email.
- Notification through the ICC Emergency Notification System.

Storm Warning Instructions

Report warnings or sightings to the Physical Plant Officer or after regular operating hours, contact security.

The following shelters are recommended:

Academic Building……lower level [AC 132/Tutoring Center classrooms on the west wall]
Administration Building……Academic Building lower level [AC 132/Tutoring Center/classrooms on the west wall]
Cessna Building……restrooms
Field House……..interior rooms/locker rooms
Fine Arts Building……restrooms
Captains Quarters……first floor interior hall or restrooms
Pirate Bay Villas……..Captains Quarters first floor interior hall or restrooms, if you cannot safely move to Captains Quarters remain in Pirate Bay Villas first floor interior hall or restrooms
Brick Housing Units……restrooms or Captains Quarters first floor interior hall or restrooms
Student Union……lower level interior
ICC West……interior offices or restrooms

VI. National/Regional Disasters

- National
- Regional

National

A. As required by Homeland Security procedure, administration will relocate/cancel classes and close staff offices.
B. Security, the Physical Plant Officer and staff will handle traffic/crowd control.
C. Security, the Physical Plant Officer and staff will stage support as required.

Regional

A. Call Security or the Physical Plant Officer.
B. Direct emergency personnel to the scene.
C. Security, the Physical Plant Officer and staff will handle traffic/crowd control.
D. Security, the Physical Plant Officer and staff will stage support as required.
D. Administration will authorize relocation/cancellation of classes and relocation or closing of staff offices, if necessary.

VII. GED Specific

Fire, Gas Leak, Etc. (problems with the building

1. Exit the building and assemble at a safe distance from the building in the main parking lot.
2. Please, do not leave the area or go to your car. We need to ensure that everyone is safely out of the building.
3. The GED examiner will secure the testing material in accordance with the GED Testing Procedures Manual, giving consideration to the one hour rule.
4. The Physical Plant Officer or ranking College official will be the last person out of the building. It is that last person's responsibility to ensure that, time permitting, all lights are off and that the center is secure, i.e., all doors are locked.

Sickness

In the event that someone in the testing room becomes ill:

1. Assist the person by causing as little disruption as possible to the other testers.

2. Contact the other staff personnel on site for assistance.
3. In the event that the tester must leave the room or will otherwise be distracted, all tests must be secured.
4. Determine the length of time that testing will be stopped. Remember the one hour rule for reinitiating the test.
5. The two main concerns must be to maintain the integrity of the exams and assist the person that is ill.

Emergency Kit

The tester must ensure that they have the following items in the testing room. These items must be accessible to the tester.

1. Battery operated lantern.
2. First Aid Kit.
3. A method of getting another tester's attention in the event that there is an emergency.

Employees' Children on Campus

To ensure the professional efficient performance of academic pursuits, operations, and services, the College cannot routinely accommodate minor children in campus workplaces. Supervisors have the discretion to make infrequent exceptions due to temporary, unforeseen emergencies, and may permit the presence of an employee's minor child in the work place for a defined period of time that is no more than is needed to address the unforeseen emergency. This policy is not intended to prohibit short, occasional visitation by children who are accompanied by a responsible adult.

Employment-at-Will

Kansas is an "Employment-at-Will" state which means that employment is terminable by either the employer or employee at any time with or without cause. For full or part-time staff members, there is no guarantee of continued employment, expressed or limited, and any employee handbook or policy manual and any statements therein are not intended to and shall not change the nature of the at-will employment provision of the State of Kansas. Faculty should refer to the Negotiated Agreement and/or individual contracts for provisions related to this policy.

Equipment and Property Disposal

1. Excess equipment and property may be recommended for disposal. Employees must send notification to the appropriate unit supervisor of intent to dispose of equipment. Before announcing disposal, the equipment must be identified by the model number, inventory/serial number, the location of the equipment, and the source of revenue used for purchase.
2. With approval of the unit supervisor, request for disposal is sent to the Fiscal Office for inventory processing.
3. Unit supervisor approves and assures disposal of and compliance with Federal and/or Kansas State funding guidelines for equipment.

Exit Interview Process

All full-time faculty and staff members will be asked to fill out a Separation Checklist and participate in an Exit Interview before they leave the employment of ICC.

Separation Checklist: The checklist is designed to both protect the employee and help the College with a smooth transition as the employee departs. The checklist details the departments that the employee must visit to: turn in keys, check in equipment, turn in any outstanding Library materials, and make sure

that they have no outstanding debt to the College in the Business Office, etc. As each department is visited, the supervisor, Director or Vice-President will accept, check in or sign off that the employee has completed the task, that it is not applicable or that the equipment or keys in question have been accepted. The checklist is then taken to the Human Resource Office where the exiting employee meets with a representative of the HR Department. Topics covered, and signed off in this session, include: the employee's KPERS account contributions, COBRA options for continued health insurance coverage, optional whole life insurance purchase opportunities, directives for forwarding mail and W-2 forms, remaining personal, sick, and /or vacation days, final day of work, and final check distribution.

Exit Interview: The purpose of the Exit Interview process is to ensure an effective separation between the College and the employee. The form used during the Exit Interview provides the exiting employee an opportunity to express what is working well in their department and/or ICC, what improvements could be made to make ICC better/stronger, and the reason for leaving the institution. These steps should be followed when an employee announces resignation or retirement:

1. Upon notification that an employee is leaving ICC, the Human Resource Office emails or delivers a copy of the Exit Interview form to the employee. The employee is asked to complete the form in a timely manner.
2. Following the completion of the exit questions on the Exit Interview form, the employee contacts the Human Resource Office to schedule a time to review the form and to complete the Separation Checklist. If preferred by the exiting employee, the Exit Interview may be conducted with the employee's Cabinet-level supervisor and may include a peer.
3. The administrator (HR or supervisor of the employee's direct report) is encouraged to review the Exit Interview information with the direct report and develop a plan for adopting recommendations, if appropriate.
4. The Exit Interview form is filed in the employee's permanent file.

Information Security and Privacy Policy

STATEMENT OF POLICY

A trusted and effective information technology (IT) environment is vital to the College's ongoing mission of discovery, learning and engagement. To this end, the College will:

- Establish an overarching Information Security and Privacy Program to establish an environment of internal controls designed to maintain, facilitate and promote adequate protection of Information Assets and IT Resources through standards, procedures, guidelines, information-sharing and training.
- Identify and classify Information Assets and IT Resources according to their use, sensitivity, and importance to the College and in compliance with federal and/or state laws.
- Facilitate collaboration and communication among stakeholders throughout the College community to aid in protecting Information Assets and IT Resources, with recognition of the need to respond and adapt to rapidly changing and emerging technologies.
- Ensure that access to Information Assets via IT Resources is governed by appropriate role-based access controls and the principles of least privilege with College employees being granted access only to those Information Assets and IT Resources they need to fulfill the responsibilities of their position.
- Support the activities and responsibilities of Information Owners, Data Stewards and Data Users within the College's IT environment.

- Manage risk to Information Assets and IT Resources through appropriate administrative, technological and physical controls to protect both Information Assets and IT Resources from unauthorized access or modification, misuse or damage.
- Establish security and privacy controls meeting the requirements of legal, ethical, internally-imposed or externally-imposed constraints.
- Establish sanctions appropriate for non-compliance with control standards and procedures or for violation of applicable laws, regulations or other legal requirements.
- Conduct a periodic review of information security standards and procedures to maintain effective controls and relevance to changes in business processes, technology, applicable laws or regulations, and/or problems identified during risk assessments.
- Support, through the maintenance of an effective IT environment and the management of Information Assets and IT Resources for their maximum effective benefit, the College's ongoing mission.

All individuals who use or have access to Information Assets and IT Resources, regardless of the user's role or affiliation with the College, are expected to act in accordance with this policy and its supporting Information Security and Privacy Program, as well as all relevant laws, contractual obligations and the highest ethical standards. Violations may result in disciplinary actions up to and including expulsion or termination or may be referred to appropriate external authorities.

REASON FOR THIS POLICY

Information Assets and IT Resources are essential to furthering the mission of Independence Community College. These are College assets, or those entrusted to it by affiliates, that must be protected throughout various phases of their useful life, including when created or collected, stored, transmitted or transferred, and ultimately destroyed. To accomplish this objective, certain administrative, technological and physical safeguards must be in place to adequately protect Information Assets and IT Resources, while supporting their use in furthering ICC's mission. The Responsibilities outlined in this policy establish and define the organizational structure by which such safeguards are identified, promulgated, implemented and maintained.

INDIVIDUALS AND ENTITIES AFFECTED BY THIS POLICY

All individuals who use or have access to Information Assets and IT Resources are affected and governed by this policy and it's supporting standards and procedures.

EXCLUSIONS

None.

RESPONSIBILITIES

Chief Information Officer (CIO)

- Oversee the administration of this policy.
- Serve as Information Owner, or designate an Information Owner, for those enterprise-wide directories and applications that serve a multitude of College functions and do not have a cross-functional team that acts as the Information Owner. In these instances, the CIO or designee is also responsible for identifying, communicating with and building consensus among all affected stakeholders whenever a decision regarding an Information Asset is needed.

- Lead, maintain and coordinate the organization-wide Information Security and Privacy Program, including associated standards and procedures to support the program controls and the common security controls among organizational entities.
- Ensure the Information Security and Privacy Program supports safeguards that protect information and respect privacy but does not impede the usage of information in the College's mission of discovery, learning and engagement.
- Ensure the Information Security and Privacy Program supports compliance with applicable state and federal laws and regulations and contractual requirements.
- Authorize the disconnection of any Device or the disabling of any account if it is believed that either is involved in compromising the information security of the College until such time as it is demonstrated that the Device or account no longer poses a threat; consult with agreed upon departmental directors prior to disconnection, unless a critical situation exists (i.e., serious vulnerability, denial of service, worm or virus attack) and directors cannot be contacted quickly.
- Authorize the discontinuation of application development or deployment efforts if it is found during a risk assessment that the impact of a threat is likely to compromise the information security of the College with significant impact until a remedy is implemented to reduce or eliminate the impact of that threat.

Data User
- Comply with standards and procedures for access and protection of Information Assets.

Data Steward
- Work with Information Owners to ensure that Information Assets are classified appropriately as it relates to their maintenance, use, protection and distribution.
- Establish procedures for maintaining Data confidentiality as they relate to Information Assets under the Data Steward's management. Work with security officers to enforce the procedures.

Information Owner
- Interpret and implement standards and procedures for access, availability and safeguarding of Information Assets in a manner that does not impede the usage of such assets in the College's mission of discovery, learning, and engagement.
- May delegate this responsibility to a Data Steward.

College Faculty, Staff and Students, and Other Parties with Access to College Information Assets and IT Resources
- In accordance with the College Statement of Integrity and Code of Conduct, act as stewards of Information Assets and IT Resources.
- Comply with the policies, standards and procedures that support the Information Security and Privacy Policy, including supporting College information security activities and applicable compliance programs.
- Complete awareness training as necessary or appropriate to meet the College's information security objectives and to ensure compliance with applicable laws, regulations and College policies.

DEFINITIONS:

Data

Discrete, objective facts, statistics or other information collected or captured for reference, analysis, calculation, measurement or some other use.

Data Steward
An individual assigned by an Information Owner to facilitate the interpretation and implementation of Data policies, standards and procedures.

Data User
An individual who needs and uses Information Assets daily as part of their assigned employment duties or functions.

Device(s)
Any mechanism used to store, retrieve, manipulate, or transfer Data, including but not limited to, a desktop or laptop computer, CD, USB flash drive, external USB hard drive, tablet, smart phone or cellular phone.

Information Asset
A body of contextualized or definable Data, regardless of format, that has a recognizable and manageable value, risk, content and lifecycle and that is generally defined, classified and managed by the College so that it can be understood, shared, protected and used effectively. In the ordinary course of its activities, the College regularly creates, collects, maintains, uses and transmits Information Assets.

Information Owner
The unit administrative head who is the decision-maker with respect to Information Assets owned by that unit in conducting College business. Except in cases where unit-level control would impede the general usage of information in the College's mission of discovery, learning and engagement, an Information Owner has decision-making authority over the Information Assets used, managed or regularly accessed in the unit's administrative functions, as well as over any forms, files, information and records, regardless of format, that relate to such Information Assets.

Information Security Governance Committee (*Left for future option of initiating a committee***.**) A committee of individuals who, due to the nature of their positions within the College, have responsibility for oversight of an Information Asset that is subject to compliance with state or federal laws and regulations and/or contractual obligations related to information security and privacy.

IT Resources (or Information Technology Resources)
All tangible and intangible computing and network assets provided by the College or by authorized third-parties, regardless of whether those resources or assets are accessed from on-campus or off-campus locations or via Devices. Examples of such assets include, but are not limited to, hardware, software, wired and wireless network and voice telecommunications assets and related bandwidth, mobile Devices, electronic and hardcopy information resources, and printers.

Information Security and Privacy Program
Information Assets and Information Technology (IT) Resources are valuable and essential to furthering the mission of Independence Community College. Administrative, technological, and physical safeguards are required to protect these assets to support our mission, to meet our legal and regulatory obligations, and to preserve privacy.

This Information Security and Privacy Program, administered through the Chief Information Officer, is established in support of the Information Security and Privacy Policy. This program promotes, through

standards, procedures, guidelines, and information sharing, an internal controls environment designed to maintain, facilitate, and promote protection of Information Technology (IT) Resources and Information Assets.

Mission
Support ICC's mission by protecting the confidentiality, integrity and availability of Information Assets and Information Technology (IT) Resources.

Goals
- Align the information security organization's efforts to advance the college's mission of discovery, learning and engagement while supporting privacy, legal and regulatory obligations
- Partner with stakeholders as trusted advisors and enablers in the acquisition or development and configuration of technologies to further protect the security and resilience of IT Resources and Information Assets consistent with related policies, procedures, and guidelines
- Approach security from a risk management perspective
- Promote organizational awareness of information security responsibilities and affect behavior through awareness and training
- Collaborate with community organizations and other educational institutions to increase awareness of the threat landscape and protections with increased insight, outreach, and sharing of cybersecurity information
- Promote proactive and adaptive processes with a commitment to continuous improvement
- Evolve security strategies, standards and procedures to maintain relevance to changes in business processes, technologies, laws and regulations, or identified risks

The Information Security and Privacy Program Components
The Information Security and Privacy Program components are based upon safeguards provided by the National Institute of Standards and Technology (NIST) Cybersecurity Framework and are aligned with strategies to advance Independence Community College's mission and support privacy, legal and regulatory obligations. This Framework guides the college's information security program through incorporating the Framework's core functions of Identify, Protect, Detect, Respond and Recover to address current strategic priorities with the understanding there is room to mature those and strengthen others as risks evolve.

Inventory
All equipment with the value over $5,000 or a life of over 3 years is included in the College inventory.
1. Grant-funded Programs must follow grant inventory guidelines.
2. For disposal of property, see Equipment and Property Disposal Procedure.

Keys
Employees check out keys required for their responsibility. All assignment of keys must be recorded through the Campus Key Agreement.

Paid Leave
Jury Duty
Employees are excused from work with pay for documented jury duty assignment.

Unpaid Leave
Absence without pay

A request for unpaid leave must be submitted first to the immediate supervisor and then to the President for approval of the Board of Trustees. Lack of adequate replacement may be considered just cause for Administrative and Board refusal to grant unpaid leaves of absence.

Military Action
Employees are excused for active duty without pay and assured a position upon return to the College.

Military Reserves
Employees are excused without pay for military reserve service.

Library

1. Employees may check out materials from the library's circulating collection for a period of four weeks. Employees may check out periodicals, materials from the reference collection, and materials on reserve for a period of one week. Items may be renewed, although employees are encouraged to return all materials by the end of the current semester.
2. Employees may take advantage of interlibrary loan privileges, whereby the ICC Library can obtain print, video, and audio materials from other libraries across the state. The lending period for interlibrary loan materials is set by the lending library, and these materials may or may not be eligible for renewal.
3. Instructors may place materials on reserve in order to ensure that they are available for students in a given course. Materials that are placed on reserve in a given semester will revert back to circulating status at the end of that semester, unless other arrangements are made with the Director of Library Resources.

Marketing Guidelines
The goal of the Marketing Department is to convey the strengths, mission and vision of our institution to our stakeholders through word and image. Effective marketing to a mass audience requires repetition; repetition requires consistency. The following processes and guidelines are to guide employees in their efforts to create a professional and consistent image. These guidelines will be updated throughout the year as we find more effective and efficient practices to best serve our institution. In order to establish a consistent image, new designs, old logos, or manipulations to the logo should not be used. The pirate logo will be used to brand our College on all materials, including but not limited to: Business cards; Name badges; Letterhead and stationary; Social media; Print materials; Advertising online and print; Web; Promotional items; Booth graphics; Event materials; and Electronic materials (i.e. newsletters, e-mail sign-offs, etc.)

Colors: Independence Community College colors are Navy and Vegas Gold. Colors vary from vendor to vendor, monitor to monitor, and printer to printer. Please get a sample of the colors before you print or purchase any item. Below is a guide for selecting colors:

Navy Blue:	Vegas Gold:
HSB # 240, 100, 50	HSB # 50, 69, 73
RGB # 0, 0, 128	RGB# 185, 164, 58
CMYK # 100, 98, 14, 17	CMYK # 30, 29, 95, 2

If the above colors are not available, please seek additional vendors or speak with the Marketing Department for assistance.

Reproduction Specifications: The pirate head banner, stacked pirate head logo, pirate head logo and ICC lettering must appear exactly as shown in the digital files available on the SharePoint

(http://sharepoint.indycc.edu) Marketing site. Images should not be manipulated (except for sizing). Full-color logos should be used unless the communication or promotional piece requires a one-color treatment. Logos for one-color treatments are available on the SharePoint Marketing site. The full-color logo should be used on a white background whenever possible. If the logo is placed on a patterned or dark background please use a white box to distinguish the logo. An example is available on the SharePoint Marketing site.

Seal:
The official College seal may be used in place of the pirate logo for formal business materials (i.e. graduation materials).
Font: Times New Roman font should be utilized in print materials for readability. Do not use other fonts when sending a professional letter, brochure, flyer, promotional materials, etc. Vulpla font is used in the pirate banner; for access to this font, contact the Marketing Department. This font will be used for the College name on promotional materials.

Dissemination: All correspondence disseminated to the public will be reviewed and approved by the Marketing Department BEFORE ordering/purchasing/disseminating materials, including, but not limited to: Press Releases; Brochures; Flyers; Posters; Banners; Mass mailings; Programs; Promotional items; Invitations; Tickets; Signs; Newsletters; Videos; Pictures; and Fax cover sheets.

Please submit proofs or drafts to the Marketing Department at least two weeks in advance of production date. Templates are available from the Marketing Department.

Website: Web content must be reviewed and posted by designated personnel. Individual departments are responsible for creating and updating their materials in a timely matter. The Director of Marketing will periodically review departments' Web materials to identify areas of improvement. Copyright laws must be observed at all times.

Reminder: In order to build and reinforce our brand image it is vital to maintain consistency in our logo treatment. Having multiple brands creates inconsistency and division to the public eye. Working toward the marketing goal by following guidelines, supporting and reinforcing the marketing effort, will increase our ability to attract stakeholders to our organization.

More detailed information is available on the SharePoint (http://sharepoint.indycc.edu) Marketing site.

Minimum Class Size
Minimum class sizes are set according to three underlying principles: (1) that a minimum class size is desirable from an educational standpoint because it allows students to have a genuine discussion that includes a variety of viewpoints and to work in varying teams, (2) that a minimum class size is desirable from an institutional efficiency standpoint because it provides high-quality teaching to the largest practical number of students, and (3) that minimum class size policies must accommodate exceptional cases to meet the circumstances of a course or the educational needs of a student.

Minimum course enrollment is eight students per section, if one section of a course is offered. The minimum enrollment is ten students per section if two or more sections of the same course are offered. The exceptions to this are: (1) if a student requires a particular course to adhere to a published course sequence in his/her major (and no other available course will satisfy that requirement), (2) a student is in his/her final semester and requires a particular course to meet graduation requirements (and no other

available course will satisfy that graduation requirement), or (3) the course is being offered for the first time. In all cases, offering an under-enrolled course requires permission of the Chief Academic Officer via a form that will be developed prior to the fall semester 2012. If an under-enrolled class is taught by an instructor who is teaching more than 15 credit hours in a semester, the under-enrolled class will be part of the instructor's overload, and prorated compensation practices will apply.

Missing Student Notification

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 at 620-332-5480. 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.

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.

Office Hours

Office hours are set according to four underlying principles: (1) that the negotiated agreement sets a specific number of office hours relative to full-time instructional load (currently 6 hours per week), (2) that office hours should be structured in a way that genuinely augment class instruction, (3) that office hours should be structured in a way that maximize faculty availability to students, and (4) that scheduled office hours are intended to provide predictable out-of-class opportunities for extended interaction between student and teacher, and are not intended to represent the total contact between student and teacher - conscientious teachers are, when practical, occasionally available to students for brief periods before class, after class, by e-mail, and by appointment.

The policies that govern office hours are:

1. Faculty will meet the number of weekly office hours required by the negotiated agreement, and office hours should not be scheduled at times of regularly scheduled institutional meetings or responsibilities.
2. Scheduled office hours periods will not be less than 30 minutes in length, and instructors should strive for blocks of one hour.
3. For full-time faculty, at least two of the scheduled office hours will be between 1:00 p.m. and 5:00 p.m.
4. For full-time faculty, office hours will be held on at least three separate days each week.
5. Online office hours are defined as published time periods in which an instructor is available in real-time to students, whether by e-mail or another online communication format, that are in addition to regular instruction. Faculty will schedule at least one hour of online office hours if that instructor is teaching online classes. Instructors using a mix of online and on ground courses will mix their office hours proportionately. If a faculty member does not teach any online courses, no more than one office hour may be online.
6. If an instructor is not available during a regularly scheduled office hour, the instructor or academic affairs office staff will post a note notifying students.
7. Office hours schedules should be provided to the Office of Academic Affairs at the beginning of each semester, so that the staff can inform students about when the instructor is available.

Parking

1. Employees should observe restricted parking spaces posted in all major parking areas.
2. Parking in front of buildings is allowed for loading and unloading only.
3. The College is not responsible for theft, damage, or accidents to vehicles.

Personnel Selection

The decision to replace a vacated position or initiate new position(s) must use the following process:

1. Identification of personnel needs with unit supervisor and President must precede any announcement of position opening for part-time and full-time positions.
2. Decision to replace/transfer must be reviewed by the unit level supervisor and determine:
   - Need for position,
   - Potential job description and position announcement,
   - Budget support.
3. Creation of a new position must be reviewed by the unit supervisor, the President's Cabinet, and the President and determine:
   - Need for position,
   - Potential job description and position announcement,
   - Budget support.
4. The unit representative forwards the position request for approval to the President. The position is announced internally and/or externally through the Human Resources Office. The unit supervisor for position leads the selection process. The advertisement and selection processes must be coordinated with Human Resources to include the following:
   - Job description and position announcement that match,
   - Salary/range and benefit package,
   - Checklist for advertisement and on-line listing,
   - Interviewing/Screening Committee,
   - Screening criteria consistent with position and EEOC and ADA standards,

- Interview guidelines, questions, strategies and process that assures selection based on printed position criteria, ADA and EEOC standards,
- Reference and background checks.

5. The unit supervisor recommends the successful candidate to the President with an outline of the selection process, criteria for the selection and qualifications of the candidate finalist, start date, salary recommendation and any special conditions.
6. Utilizing Board of Trustees' delegated authority, the President approves employment of personnel. The hiring of positions which report directly to the President shall be made in consultation with the Board, with the final decision being at the discretion of the President. The President or representative shall report during each regularly scheduled Board of Trustees' meeting any employment approvals that have occurred since the previous meeting.
7. The supervising administrator sends follow-up communication to applicants not chosen.
8. The first day of employment, Orientation of the new employee is conducted with Human Resources.

Pets on Campus

Campus buildings are pet-free, with the following exceptions: (1) ADA-approved service animals, (2) by prior, temporary arrangement with an immediate supervisor in areas not generally frequented by the public and (3) in cases where an animal is present for instructional purposes. Except for ADA-approved service and/or emotional support animals where required by law, dorms and College vehicles are pet-free under all circumstances.

Posters/Flyers

In an effort to keep the campus doors and walls clutter-free and in good repair, all flyers/posters will be posted on the bulletin boards. Send drafts of flyers/posters to the Marketing Department for review. Marketing will review the draft for consistency with our *Marketing Guidelines*, make necessary changes, and post the documents at the appropriate locations. Bulletin boards are designated as follows:

Community Events – events happening in the community (i.e. Christmas parade, flu shot clinic, Public Library event, etc.)

ICC Events – events happening on campus (i.e. concert, play, training, etc.)

Job Postings – any job posting internal, external, work study, etc.

Department/Organization – maintained by the designated department or organization (i.e. Youth For Understanding, Theatre, etc.)

Boards outside of classrooms – notices related to classes held in that room or important academic notices (i.e. add/drop dates, financial aid notices, etc.)

External organizations should send documents to the Marketing Department for approval and posting. Approved documents will be stamped by the Marketing Department. Documents not approved will be removed.

Property Loss

The College is not responsible for thefts and/or loss of personal property on the ICC campus. However, loss of property, equipment, etc. should be immediately reported, in writing, to the Business Office for action and/or involvement of local law enforcement officials and inclusion in the required annual crime report.

Retirement

Celebrations

When an ICC employee leaves the College through resignation or retirement, a farewell event may be coordinated by the unit in which the employee works. A base amount of $30.00 will be allotted for those celebrations for employees with five years or less of service at the College. For each additional year beyond five, $10.00 will be added to the total celebration amount. An example of the formula would be calculated as follows:

15 years of service	5-year minimum	$ 30.00
	10 additional years	$100.00
	TOTAL	$130.00

In case of employee's death while still employed at the College, the celebration amount may be utilized by the respective department in which the employee worked for appropriate commemorative recognition of the employee's service and dedication to the College. Individual supervisors are responsible for requesting celebration support from Human Resources.

Room Rental

1. Room availability should be checked with the ICC West Administrative Assistant for ICC West and for main campus rooms.
2. Following identification of room availability, the Room Scheduling Request should be completed by the employee and returned to the appropriate department, as noted above.
3. Requests for custodial/maintenance needs accompanying room reservations should be double checked with the Maintenance Director.

Social Media Policy - Official Campus Use/Personal Posting

Official Campus Use

Employees are expected to follow the same professional standards with social media as they do in any other interaction with stakeholders.

Guidelines for Official Campus Use

These guidelines are for employees posting on behalf of a College department.

1. *Protect confidential information* - Do not post confidential information about **any** person. As an employee of ICC it is your responsibility to know and follow College policy PSL – 711.
2. *Respect copyright guidelines* - Before posting on a social media site, be cognizant of the copyright and intellectual property rights of others. Consult the *Campus Guide to Copyright Compliance,* http://www.copyright.com/Services/copyrightoncampus/, for guidance.
3. *Think twice, read twice* - Consider how a post will be viewed by all stakeholders. Comments and photos can be forwarded or copied. One negative or inappropriate comment about the College, College personnel or College stakeholders can be retrieved and shared for years.
4. *Remember your audience and be professional* - Users of social media sites vary in age and relationship to the College. Assure postings are appropriate for a broad range of readers. If you are unsure, do not post it.

College related social media pages

If your department has or would like to use a social media outlet for promotion and/or news distribution please contact the Marketing Department. Individual department sites should coordinate with the overall marketing strategy of the College.

Social Media for individual departments should be named ICC – *Department Name*
Postings should:

1. Be in an active voice
2. Include quality pictures representing the College in a positive light
3. Link to the College website (www.indycc.edu)
4. Be written in a professional tone and without typographical or grammatical errors
5. Be maintained daily

Additional Information:

1. Delete a page/site if it is not managed effectively, having no page/site is better than an out-of-date page/site
2. Assign more than one administrator for a page/site
3. Assign at least one representative from the Marketing Department as an administrator

Sites may be removed at the discretion of the Director of Marketing.

Personal Posting

At Independence Community College (ICC), we understand that personal social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media. These guidelines apply to all employees who work for ICC.

Guidelines for Personal Posting

In the rapidly expanding world of electronic communication, *social media* can mean many things. *Social media* includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board or a chat room, whether or not associated or affiliated with ICC, as well as any other form of electronic communication. The same principles and guidelines found in ICC policies apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow employees, students, Board of Trustees members, suppliers, and/or people who work on behalf of ICC or ICC legitimate business interests may result in disciplinary action up to and including termination.

Know and follow the rules

Carefully read these guidelines, the ICC Statement of Ethics Policy, the ICC Handbook, Social Media Policy and the Discrimination & Harassment Prevention Policy, and ensure your postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Be respectful

Always be fair and courteous to fellow employees, students, and any other stakeholder who represents ICC. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or by utilizing our Open Door Policy than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs,

video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage students and potential students, employees or suppliers, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or company policy.

Be honest and accurate. Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about ICC, fellow employees, students, suppliers, or people working on behalf of ICC.

Post only appropriate and respectful content

1. Maintain the confidentiality of ICC's private or confidential information. Do not post internal reports, policies, procedures or other internal business-related confidential communications.
2. Do not create a link from your blog, website or other social networking site to ICC's website or social media sites.
3. Express only your personal opinions. Never represent yourself as a spokesperson for ICC. If ICC is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of ICC, fellow employees, students, suppliers or people working on behalf of ICC. If you do publish a blog or post online related to the work you do or subjects associated with ICC, make it clear that you are not speaking on behalf of ICC. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of ICC."

Using social media at work

Refrain from using social media while on work time or on equipment we provide, unless it is work related as authorized by your manager or consistent with the Computer Usage Policy. Do not use your ICC email addresses to register on social networks, blogs or other online tools utilized for personal use. Do not post pictures of meals purchased with the ICC budget or the consumption of alcohol during a conference trip financially supported by ICC.

Speaking to the Press

The Director of Marketing facilitates the writing of news articles regarding College events and recognitions, as well as the distribution of information concerning upcoming classes, and programs. If the press directly contacts an employee, the employee should notify the Director of Marketing to affect the best results for the College.

Standing Committees

All full-time employees annually designate service on at least one of the Standing Committees.

PRESIDENT'S CABINET BY-LAWS

Mission
The President's Cabinet provides a forum for the presentation, discussion, and communication of decisions that impact various areas of college operations including academics, budget and fiscal management, compliance, enrollment and retention, personnel and service needs, public relations and student affairs as a means of ensuring accountability, oversight and transparency in presidential decision-making.

Responsibilities
The Cabinet:

1. Coordinates the institutional response to significant college initiatives including institutional accreditation, cultural inclusivity, institutional integrity and community involvement.
2. Emphasizes communication among Cabinet membership, the college and the community by providing a meeting agenda to the campus in advance of all meetings, promptly distributing Cabinet meeting minutes to the campus and providing a forum for the communication of presidential decisions as they relate to business presented to and/or discussed by Cabinet.
3. Presents departmental updates to its membership for the purpose of enhancing collaboration and promoting communication among Cabinet membership, the college and the community.
4. Conducts periodic informational reviews of the operations of areas of the college and hears reports by and engages in discussion with non-members (as requested by any member of the Cabinet).
5. Discusses issues raised and projects proposed by its membership as a means of providing perspective, clarity and open communication for the purpose of resolving issues and advancing projects within the college and community.
6. Makes recommendations to Council of Chairs as appropriate.

Membership
President's Cabinet includes the Faculty Senate President and those personnel appointed by the President to the Cabinet.

Meetings
Meetings are held approximately weekly throughout the year and are generally open to the public. Cabinet members participate in monthly Board of Trustees meetings.

COUNCIL OF CHAIRS BY-LAWS

Mission
The Council of Chairs (COC) consists of representatives from each of the Standing Committees. The COC synthesizes and communicates committee nonpolicy recommendations, improves communication among Standing Committees, and assigns policy and procedure proposals to the appropriate Standing Committee.

Responsibilities
1. Refer recommendations for policy or procedure changes to the appropriate committee or President. (Refer to Policy for Revising Policies and Procedures.)
2. Nonpolicy recommendations from Standing Committees are brought to COC for discussion, summarized and promoted by the relevant Standing Committee Chair. The President may accept a recommendation for consideration by Cabinet, reject it, return the recommendation to the original Standing Committee for revision or clarification, or send the recommendation to another Standing Committee for review and comment.
3. The committee will produce an annual report of effectiveness of the Standing Committees, summarizing the work of each committee and the connection of that work to the College's Strategic Plan.

Membership/Leadership
1. The Chair or designated representative of each Standing Committee serves on the Council of Chairs.
2. The College President provides ex-officio leadership.
3. COC minutes are distributed College-wide.

Meetings
The COC meets approximately monthly.

ACADEMIC COUNCIL COMMITTEE BY-LAWS

Mission
The Academic Council deals with the academic affairs and concerns of the College. The Council shall, as a consequence, be an advocate for developing, establishing, and maintaining standards of academic excellence at Independence Community College.

Responsibilities
The Council shall be responsible for:

1. Giving direction, guidance, and oversight to matters of curriculum, such as curricula development and curricula evaluation, and those matters relating to programs and courses of study.
a. Examples include proposed changes to course names, course descriptions, a course's credit hours, the course outcomes, the college's policies, all program changes, and changes to the Catalog (this list is not all inclusive).
2. Developing, promoting, and recommending policies in matters relating to academic affairs such as attendance, prerequisites, degree requirements, scholarship requirements, and such other matters as the Council considers appropriate.
3. Appointing any ad hoc committees deemed necessary by the Council, such committee to be composed of Council members who will address a specific issue for a specified period of time.
4. Preparing a one-page summary of the effectiveness of its work for the Council of Chairs.

Voting Membership

1. Regular Faculty-Each Division may select up to one representative for every three full-time faculty members of the Division, and one representative for any two full-time equivalent remainder members. In addition, there will be one faculty librarian representative.
2. Administration-The Chief Academic Officer (ex-officio, but not a voting member) and not more than three other representatives selected by the administration.
3. Physical Education/Athletics – The Athletic Director and one coach.
4. Additional voting members may be added for one-year terms, if nominated by a member and approved by a two-thirds majority vote.

Members' names shall be a matter of record, and regular participation is expected. However, member-designated alternates shall be accorded participation and voting rights through a written or stated request by the member to the Chair of the Council. Any College employee or student shall be welcome to attend meetings of the Council; and, in a non-voting capacity, may participate in the proceedings, at the request of, or the approval of the Council.

Meetings
Regular Council meetings will be held on the first Friday of each month during the fall and spring semesters, and during the summer if necessary. However, the Chair reserves the right to call special meetings as circumstances may require. Once approved, minutes will be posted on Sharepoint from the previous Council meeting.

Procedure-officers
A Chairman, and Vice-chairman of the Council will be elected at the beginning of each calendar year and will serve one-year terms. The Chairman will represent Academic Council on the ICC Council of Chairs Committee. The Vice-chairman will administer the Chairman's duties when the Chairman is unavailable, will assist the Chair at the Chair's discretion, and will automatically succeed the Chairman at the next election. The Secretary will be a designated person from the Registrar's Office.

An employee initiates request on "Change Request" form with syllabus or program outline. Proposal and application are reviewed, revised, and/or accepted by the faculty of the appropriate division(s). The employee who initiated the proposal request presents it to the Academic Council. Rejections and/or requests for revisions are sent back to the division.

Approval of items by the Council shall be by a majority vote of the voting members present. Approved items will normally be given to the Chief Academic Officer or his/her designee for approval. The Chief Academic Officer will either approve the course/program or return the course/program with detailed comment to the Academic Council for revision within ten working days.
A quorum, for conducting official business of the Council, shall be one more than one-half of the membership.

Agenda
Each Council member will notify the Chair of agenda item(s) at least one week before a regular meeting so that the agenda can be distributed to the members two days prior to the meeting. The names of individuals will be listed on the agenda in association with the appropriate item. The Chair will ask for announcements that may need to be presented to the Council at the start of the meeting. Discussion of all agenda items shall commence with a motion.

Special meetings shall be devoted to discussion only. However, agenda items may be approved and distributed at the special meeting itself or a subsequent meeting. Under these circumstances, the next meeting of the Council may be held within two days. In the case of multiple minor curriculum changes, a consent agenda may be created by the Chair and Chief Academic Officer.

ASSESSMENT COMMITTEE BY-LAWS

Mission
Provide recommendations and implementation that move the college toward a comprehensive outcomes assessment culture.

Duties
1. Provide educational programs to the campus regarding outcomes assessment theory and practice.
2. Adopt at least one annual assessment project or component of a multi-year project, and coordinate that project to completion.
3. Recommend college policy regarding implementation of outcomes assessment.
4. Prepare a one-page summary of the effectiveness of its work for the Council of Chairs.

Sub-Committees
The Assessment Committee has the authority to create sub-committees to address assessment needs in any of the key areas of the college including those related to curricular, co-curricular, and departmental assessment.

Membership
During the annual call for volunteers, interested employees should indicate the willingness to serve on this committee. Additional "recruitment" of members may be necessary to have representation from all employee groups.

Committee Composition
The committee will elect a Vice-Chair and Secretary each August. The previous year's Vice-Chair will become Chair in August. If the previous Vice-Chair is no longer employed by the college or otherwise unable to fulfill their duty as Chair, then a new Chair will be elected when Vice-Chair and Secretary elections occur. All members may serve a single year. Because outcomes assessment is not confined to academics, it is essential that all areas of the college be represented on this committee, and the leaders of each administrative division will recruit representatives to fill in any gaps.

Chairmanship
The chair will be responsible for all meetings. The chair will attend the Committee Chairs Meeting with the President. It is further recommended that the chair of this committee not be the chair of any other standing committee.

Meeting Time
Once monthly, with date and time to be decided annually by committee. Chair will notify group of times and dates. Additional meetings may be called by the Chair as needed.

EVENTS COMMITTEE BY-LAWS

Mission
Coordinate the planning and implementation of specific events at the College, as assigned by the President, for the purpose of improving the experience of employees, students, and visitors.

Duties
1. Recommend events to be planned by the committee for the following budget year, and submit budget recommendations to Business Office during annual budget process.
2. Coordinate all aspects of events that are assigned to the committee.
3. Prepare a one-page summary of the effectiveness of its work for the Council of Chairs.

Membership
Membership of this committee will be on a volunteer basis. During the annual call for volunteers, interested employees should indicate the willingness to serve on this committee. Additional "recruitment" of members may be necessary to have representation from all employee groups.

Committee Composition
Chair, Chair-elect and Secretary will be elected in August (see Chairmanship for additional information). The Chair and Chair-elect will serve a minimum of two years on the committee. All other members may serve a single year.

Chairmanship
The Chair of the group will be elected by the members at the first meeting of the academic year (in August). The Chair will be responsible for all meetings. The Chair will attend the monthly Committee Chairs Meeting with the President. It is further recommended that the Chair of this committee not be the Chair of any other Standing Committee.

Meeting Time
Once monthly, with date and time to be decided annually by committee. Chairman will notify group of times and dates. Additional meetings may be called by the Chair as needed.

FACULTY SENATE BY-LAWS

ARTICLE I. MISSION

The Faculty Senate's mission is to represent faculty interests in the governance of Independence Community College and to promote a collegial working relationship with the Board of Trustees, administration and staff.

The Faculty Senate fulfills its mission by:

- Acting as the steward of academic excellence at ICC
- Acting as a forum for addressing faculty *academic-related* concerns
- Promoting the positive impact of faculty on ICC and celebrating their accomplishments
- Addressing any academic concerns brought by the Student Senate
- Addressing academic issues that cannot be otherwise addressed through the collective bargaining process. The Senate shall not act as the collective bargaining unit for the faculty, nor shall it address any issues considered to be mandatory subjects as defined by law.

ARTICLE II. POWERS OF THE SENATE

The Senate:

1. Shall initiate policy and has the right to discuss and review all College policies which may affect its academic and educational objectives, subject to approval by the Vice President of Academic Affairs (VPAA) and ICC Board of Trustees; Academic Council will serve as a subcommittee to the Faculty Senate.
2. Shall study and discuss ideas or issues referred to it by Cabinet-level administrators and, where appropriate, make recommendations to the administration.
3. Shall serve as a channel of communication and orderly cooperation among faculty, professional staff, students, alumni, the administration, and the Board of Trustees.
4. Through its appropriate search committees, shall make recommendations to the Administration on the selection of administrative personnel at the level of Vice President or higher; shall provide input on performance recommendations of academic administrators of the level of dean and above, and will, upon request, provide input on performance recommendations of other administrators of the level of dean and above.
5. Shall make recommendations to the Board of Trustees on the selection of a new President and performance of a continuing President.
6. Shall have the right to express itself in writing on any matter concerning the academic welfare of the College and its various components and transmit its recommendations to the appropriate College administrators or Board of Trustees.
7. May request the opportunity to discuss with the President, Board of Trustees and other appropriate College administrators all actions taken by the Senate.

ARTICLE III. MEMBERSHIP

Section A. Representation

1. A qualified member is any faculty member who meets the definition of Faculty as defined by the current Faculty Association Negotiated Agreement. For the rest of this document, references to faculty refer to the definition given here.
2. Membership in the ICC Faculty Senate shall consist of the following elected senators:
    - two senators from the Science, Technology, Engineering, Mathematics and Business Division

- two senators from the Fine Arts Division
- two senators from the Humanities and Social Science Division
- two senators from the Career and Technical Education (CTE) Division
- three senators elected at-large by faculty. (At large candidates are determined by nomination of any faculty member.)

Section B. Election(s)

1. All divisions will hold elections for their senators in the Spring Semester of odd years. All three of the at-large senators will be elected in the Spring Semester of all even years.
2. The election results will be forwarded to the President of the Faculty Senate no later than the April meeting.
3. To promote continuity, the new senators are encouraged to attend the April meeting.
4. In the event of a senator's resignation, the President of the Faculty Senate shall organize a special election.

Section C. Terms of Membership

1. Senators shall be elected for a two-year term, which will begin at the first meeting in the Fall Semester after the spring election.

Section D. Responsibilities of Members

1. Members shall act as liaisons between the Faculty Senate and their respective divisions.
2. Members shall attend meetings or arrange for alternate representation and inform the President of the Senate.

ARTICLE IV. OFFICERS

Section A. Terms

1. Officers are elected to one year terms. (See Section F)

Section B. President

1. The President shall be a member of the Faculty Senate serving in at least his or her second year.
2. Duties include presiding at all meetings of the Faculty Senate, calling special meetings, appointing ad-hoc committees. In addition, the President shall serve on the President's Cabinet and attend ICC Board of Trustees' meetings.
3. The President shall be responsible for conducting the election of officers.
4. The President shall provide yearly report evaluating the effectiveness of the Senate to the President of ICC.

Section C. Vice-President

1. The Vice-President shall be a member of the Faculty Senate.
2. Duties include presiding at meetings in the absence of the President, representing the Faculty Senate at the Board of Trustees' meeting in the absence of the President and performing other duties as the President may direct.

Section D. Secretary

1. The Secretary shall be a member of the Faculty Senate.
2. Duties include recording and maintaining minutes of all meetings.
3. The secretary shall coordinate and edit all communications that are distributed under the banner of the Faculty Senate.
4. The Secretary shall distribute minutes of all meetings to the Faculty Senate members and post to the information distribution system.

Section E. Parliamentarian

1. The Parliamentarian, through Roberts' Rules, will assist the Senate President in rules of order and the proper procedures for the conduct of meetings.

Section F. Election of Officers

1. Officers shall be elected for one-year terms by the Faculty Senate at the last meeting in the Spring Semester. Special elections to fill unexpired terms may be held as needed. All newly elected members shall be eligible candidates for the office of Secretary or Vice-President. Only members serving in at least their second year are eligible for the office of President.
2. Members shall not hold more than one office concurrently.

ARTICLE V. MEETINGS

Section A. Regular Meetings

1. The regular meetings of the Faculty Senate shall occur during the Fall and Spring Semesters on the third Monday of each month. [If the meeting cannot be held because of Semester break, holiday, or other conflict, the Faculty Senate may choose not to meet or determine another meeting date.]
2. The President of the Faculty Senate shall invite the President of Independence Community College or designee to all meetings during the Fall and Spring Semesters.
3. The President of the Faculty Senate shall invite the Chair of Independence Community College Board of Trustees or designee to all meetings during the Fall and Spring Semesters.
4. The President of the Faculty Senate shall invite the Vice President of Academic Affairs or designee to all meetings during the Fall and Spring Semesters.
5. Faculty Senate meetings shall be open to employees, students and the public.

Section B. Special Meetings

1. Special meetings may be called as needed by the President of the Senate.
2. The President must call a special meeting within five (5) working days after receiving a written petition signed by at least four members of the Faculty Senate.

Section C. Quorum

A majority of the members of the Faculty Senate shall constitute a quorum.

Section D. Parliamentary Procedure

Basic Roberts Rules of Order (Revised) shall govern the conduct of all Faculty Senate meetings.

ARTICLE VI. THE FIRST YEAR

1. The faculty will nominate and vote for all at-large senators and Divisions will nominate and vote for their senators immediately upon adoption of these by-laws.
2. If the Faculty Senate starts in the Spring Semester of 2018, senators who, according to the by-laws, would have been elected in an Odd Year, will serve a one year term and there will be an election in the Spring Semester of 2019 for those who will then serve as stated in the by-laws. Senators who would normally be elected in even years will serve until they are replaced by the next senators elected at the even year interval as required by the by-laws. Refer to Article II for additional information.
3. The second year of service or more requirements for the President of the Faculty Senate is waived until elections of officers at the first Faculty Senate meeting held in the Fall Semester of 2019.

ARTICLE VII. ADOPTION AND AMENDMENTS

Section A. Adoption

These by-laws shall become effective when adopted by a majority vote of the Faculty and approval by the Independence Community College Board of Trustees.

Section B. Amendments

Amendments to these by-laws shall become effective when adopted by a majority of the members of the Faculty Senate, a majority vote of the faculty, and by following the process of changing standing committees before final approval by the ICC Board of Trustees.

ARTICLE VIII. DISSOLUTION

The Faculty Senate may be dissolved with a majority vote of the ICC Faculty or a majority vote of the ICC Board of Trustees at any time.

JUDICIAL COMMITTEE BY-LAWS

Mission
Develop, conduct and oversee judicial processes relating to student behavior, including academic integrity.

Responsibilities
1. Formulate recommendations for College policies regarding student conduct;
2. Formulate recommendations for revisions to College judicial processes;
3. Conduct disciplinary hearings; and
4. Prepare a one-page summary of the effectiveness of its work for the Council of Chairs.

Committee membership
The College's Director of Student Life or his or her designee will chair the Judicial Committee. The remaining members of the Judicial Committee will consist of one member from the general campus community, one member from the College's Academic Affairs department and one additional member of the general campus community who will serve as a substitute. All members, excluding the Judicial Committee Chairperson, will be appointed by the Vice President of Student Affairs (VPSA) and the Vice President of Academic Affairs (VPAA). Appointments will be made during the fall semester with the normal term being one year.

Disciplinary Hearings
Judicial Committee Role: This committee is responsible for hearing and considering alleged violations of Student Code of Conduct and Residence Life Rules (excluding Title IX situations) and appeals of academic integrity decisions. Cases will be referred to the Judicial Committee by the VPSA, VPAA, Director of Student Life and Residence Life Director.

In cases of alleged violations of the College's Student Code of Conduct and Residence Life Rules, the role of the committee will be to hear cases and appeals and to make disciplinary decisions. Cases involving suspension or expulsion will be referred to the VPSA for final determination.

In cases of alleged violations of the College's Academic Integrity policies, the role of the committee will be to hear appeals from the VPAA and render a final decision on each individual case. Cases involving suspension, expulsion, or withdrawal from a class with XF will be referred to the VPAA for final determination.

Hearing Format
Hearings will be private (limited to Complainant(s), Respondent(s), incident witnesses, hearing advisers, members of the committee and legal representation for the College) and are not open to the public. The only exception to this clause is when the College has been notified by law enforcement officials that criminal charges relevant to the case pending before the Committee have been filed against

Respondent(s). In these instances, Respondent(s) may have an attorney present solely for the purpose of protecting Respondent(s) against self-incrimination in a future court proceeding. The attorney may not serve in any other capacity during the hearing including speaking on behalf of Respondent(s) or questioning/addressing those present. No disciplinary action will be taken unless it is established by a preponderance of evidence upon the record considered as a whole that the accused student has committed the charged offense. This clause in no way limits the right of the College to have legal representation present at any hearing of the Judicial Committee.

The Chairperson of the Committee will file a report to the VPSA, VPAA, or Director of Residence Life of each case heard before the Judicial Committee that pertains to their department. These reports are to include a concise statement of charges, the plea, the decision of the Committee, the evidence considered and the reasons for the final action taken, if any. Findings and an explanation of decisions resulting from hearings will be rendered in writing within four (4) working days. The Judicial Committee may issue sanctions ranging from disciplinary warning to suspension and expulsion.

Student Appeals

An appeal does not provide a second hearing of the case. The review of the appeal will be based on the existing record, new information provided, as well as, information provided by the conduct officer regarding the rationale for the decision. Deviation from the procedures in this code will not invalidate a proceeding or decision or be a basis for appeal except where such deviation has clearly resulted in significant prejudice to an accused student.

A. Grounds of Appeal

- The established procedures were not followed in a significant way and as a result, the factual findings, the sanction, or both, were not correct.
- The severity of the sanction imposed was not appropriate based on the nature of the violation or the circumstances. In cases in which an accused student has accepted responsibility, such appeals are limited to having the severity of the sanction reviewed.
- There is new information that would have been material to the outcome, had the information been presented at the conference or hearing. The new information must be included with the student's request for appeal. Also, the student must show that the new information was not known to the person appealing at the time of the original hearing.

B. Process

If a student files an appeal, she/he will be informed of the outcome when the appeal process has been completed. Students must file their appeals within (4) four working days from the time they receive their decision or sanction letter (unless there is a special circumstance that would prevent this). An appeal will only be considered if it includes both the student's criteria and rationale for the appeal and an attached copy of the sanction letter. It is the student's obligation to provide any and all materials she/he wishes to have considered at the time of appeal submission. Subsequent information and/or revisions to the appeal will not be accepted.

A student will file the appeal by delivering it to the Office of VPSA (in cases involving student and/or residence life conduct) or the Office of VPAA (in cases involving academic integrity). In general, the filing of the appeal will result in a stay of the sanctions imposed on the appealing student, unless the welfare of an individual or the community is threatened. Students are encouraged to consult with all resources available to them prior to submitting the request for an appeal.

Appeals of decisions by the Judicial Committee regarding suspension or expulsion will be heard by the VPSA (in cases involving student and/or residence life conduct) and the VPAA (in cases involving academic integrity). Such appeals from a student must be made in writing within four (4) working days of receipt of the Judicial Committee decision or the opportunity to appeal is considered waived

The VPSA's and/or VPAA's decision will be considered final.

Order of Business for Disciplinary Hearings

Unless otherwise determined by the Chairperson of the Committee, the hearing will generally follow the order described below;

A. Members of the Committee introduce themselves and ask all present to do the same.
B. The Chairperson briefly reviews the hearing procedures as outlined here.
C. The charges are read by the Committee Chairperson.
D. The Complainant(s) will be the first to present testimony. At the conclusion of the Complainant(s)' testimony, the Complainant(s)' incident witnesses will each present testimony, with the Committee and Respondent(s) being permitted to ask questions.
E. After the Complainant(s) have presented evidence to the Committee, the Respondent(s) will be given the opportunity to present personal testimony and the testimony of any incident witnesses' as described above. Following this testimony, the Committee and the Complainant(s) will be permitted to question the Respondent(s) and any incident witnesses appearing on behalf of Respondent(s).
F. Character witnesses are not permitted at any disciplinary hearing.
G. When all parties have presented their evidence, the Committee may ask further questions of any party and/or recall witnesses for further questioning. The Committee may call brief recesses at any time to discuss the proceedings and may ask further questions upon return from any such recesses.
H. The Chairperson may also call witnesses, including expert witnesses from the College staff, to aid the Committee in its consideration of the case.
I. When the Committee's questions have concluded, the Chairperson should inform the Complainant(s) and Respondent(s) that a written decision will be provided to them. The hearing will then be adjourned. The members of the Committee will meet in executive session to deliberate and render a decision.

Basis for Findings: Standard of Evidence

The standard or basis for findings refers to the criterion or measure of proof that is used to assess if a student is responsible for violating College policy.

The basis for findings used during any College judicial proceeding is a preponderance of the evidence. A finding, by a preponderance of the evidence, that a student violated College policy means that the Committee found that the evidence presented led to more than a 50% likelihood that a student is in violation of a regulation or standard. An easier way to think about this may be to consider the question, "Is it more likely than not that, based on the evidence and testimony presented to the Committee, the student violated the regulation or standard?" If the answer is "Yes," the Committee has achieved a preponderance of evidence.

The College uses a preponderance of the evidence as a standard of evidence for student disciplinary hearings because it is the basis for findings that is the most conducive to the academic setting and the educational process found in disciplinary hearings.

PROFESSIONAL DEVELOPMENT COMMITTEE BY-LAWS

Mission
Provide leadership, planning and implementation for individual, unit and College professional development which assures effective College climate for professional growth and development in coordination with other Standing Committee activity.

Membership
Membership of this Committee will be on a volunteer basis. During the annual call for volunteers, interested employees should indicate the willingness to serve on this Committee. Additional "recruitment" of members may be necessary to have representation from all employee groups.

Committee Composition
Chair, Chair-elect and Secretary will be elected in August (see Chairmanship for additional information). The Chair and Vice-chair will serve a minimum of two years on the Committee. All other members may serve a single year.

Chairmanship
The Chair of the group will be elected by the members at the first meeting of the academic year (in August). The Chair will be responsible for all meetings. The Chair will attend the Committee Chairs Meeting with the President. It is further recommended that the Chair of this Committee not be the Chair of any other Standing Committee.

Meeting Time
Once monthly, with date and time to be decided annually by Committee. Chairman will notify group of times and dates. Additional meetings may be called by the Chair as needed.

Additional roles
1. This Committee will recommend a professional development budget for the campus as part of the budget development process.
2. Prepare a one-page summary of the effectiveness of its work for the Council of Chairs.

PROGRAM REVIEW COMMITTEE BY-LAWS

Mission
The Program Review Committee assists programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency and relevancy.

Duties
The Program Review Committee, whose primary focus is the *Comprehensive Program Review,* is an integral part of the Academic Program Review, Planning and Development process. Each year the PRC will assess all *Comprehensive Program Review* submissions and provide constructive, formative feedback to participating programs. Programs may submit a written response to the feedback provided by the PRC as well as provide final edits of their submissions prior to the final deadline. Division representatives to the PRC may also be a resource to programs in *Annual Program Review*.

Membership
The Program Review Committee is composed of the VPAA, one faculty member elected by each academic division, and four staff members appointed by the VPAA. Membership can change annually. The VPAA will be Chair for this committee.

Meeting Time
Once monthly, with date and time to be decided annually by committee. Chairman will notify group of times and dates. Additional meetings may be called by the Chair as needed.

STUDENT SATISFACTION AND STUDENT COMPLAINTS COMMITTEE BY-LAWS

Mission
The Student Satisfaction and Complaints Review Committee assists the College in its review, analysis, interpretation and resolution of student complaints that impact student groups on campus.

Duties
The Student Satisfaction and Complaints Review Committee will meet quarterly to:

1. Review and analyze student complaint trends;
2. Develop and implement solutions to resolve student complaints that affect student groups and/or the student body as a whole;
3. Update and revise student related policies and procedures as needed;
4. Oversee large-scale action projects that address the root causes of student complaints as a means of improving student satisfaction; and
5. Prepare a one-page summary of the effectiveness of its work for the Council of Chairs.

Membership
Membership shall consist of at least one representative from each of the following departments on campus: Academic Affairs, Student Affairs, Tutoring and/or Student Support Services, Business Office and/or Financial Aid, Compliance, Marketing, Enrollment and Retention, Athletics, Information Technology, General Education Faculty, West Campus and/or CTE Faculty, Fine Arts and Residence Life. Membership shall also consist of two to three student participants that are currently involved in leadership positions within ICC's Student Government Association or Phi Theta Kappa or who serve as resident assistants in the College's residence halls.

Chairmanship
The Committee will be chaired by the VP of Student Affairs or designee. The Chair will be responsible for all meetings, with the Compliance Department providing the student complaint data appropriate for Committee review and analysis.
The Vice-chair and secretary positions will be filled by election in October. The Chair and Vice-chair will serve a minimum of two years on the Committee. All other members may serve a single year.

Meeting Time
The Student Satisfaction and Complaints Review Committee will meet on a quarterly basis according to the following schedule, with the exact date and time of each quarterly meeting to be decided upon by the committee on a quarterly basis:

Quarter 1: July – September [Meeting Date: 2nd Week of October]
Quarter 2: October – December [Meeting Date: Fall Semester Finals Week]
Quarter 3: January – March [Meeting Date: First Week of April]
Quarter 4: April – June [Meeting Date: Last Week of June]

STUDENT SUCCESS COMMITTEE BY-LAWS

Mission
The purpose of the Student Success Committee is to improve academic success and retention by developing processes regarding student advisement, career counseling, and psychological counseling.

Membership and Terms

A. Membership shall consist of at least one representative from each academic division, Academic Advising and Counseling, Athletic Department, Student Life, Financial Aid, and Student Support Services.
B. Members are appointed/elected from the various divisions to two-year terms or longer.

Officers

A. Officers will be elected at the end of each school year to take office in the following school term.
B. Terms of office are one year. Officers are limited to two consecutive years in a particular post.
C. There shall be a Chairperson (who also represents the Committee on the Committee of Chairs), a Vice-chairperson, and a Recording Secretary.
D. In case a vacancy should arise, the vacancy will be filled by consensus of the Committee. No position shall remain vacant for more than one month.

Meetings

A. The Committee shall hold a re-organization meeting within the first week after the start of each Fall Semester.
B. The Committee shall meet on a designated day monthly as determined by the Committee membership.
C. Special meetings may be called by the Chairperson at any time.
D. The last meeting of the Spring Semester will be designated as the "election meeting." Officers for the following school year will be elected at this meeting. Candidates may be nominated by individual Committee members. Members may nominate themselves. Officers will be elected on a majority vote. At least half of the membership must be present for an election to be official.
E. The Chairperson shall call for and conduct meetings, and serve as the Committee's representative on the Committee of Chairs. The Chair may also appoint a member to represent the Chair at Committee of Chairs' meetings when he/she cannot attend.
F. The Vice-chairperson will administer the Chairperson's duties when the Chairperson is unavailable, and will assist the Chair at the Chair's discretion.

Procedures
Approval of items by the Committee shall be by majority vote of at least half the membership (half constitutes a quorum).

Additional role
The Committee will prepare a one-page summary of the effectiveness of its work for the Council of Chairs.

Time Sheets
All hourly/non-exempt employees must accurately and truthfully fill out and send to the Business Office a time sheet with their supervisor's signature by 12 noon on the Monday following the end of the pay period. Any overtime must be approved by the employee's immediate supervisor prior to working the overtime for payment. The week begins and ends at 12:00 a.m. Sunday of each week. Full-time, non-exempt employees are employed for up to 40 hours a week. The employee's supervisor and the Human Resources Director must approve any employment by the College for additional duties beyond the scope of the position for which the employee was hired.

Timely Warning
The Independence Community College President or his/her designee is responsible for issuing timely warnings in compliance with the Jeanne Clery Act, 20 U.S.C. § 1092(f) et seq. Anyone with information warranting a timely warning should report the circumstances to the Title IX Coordinator in the Academic Building. In the event that a situation arises that requires issuance of a warning, the proper timely warning procedure should be followed. These warnings are provided in order to keep the campus community informed about safety and security matters on an ongoing basis and in an effort to prevent similar crimes from occurring. The decision to issue a timely warning shall be decided on a case-by-case basis in compliance with the Act and considering all available facts surrounding the campus community, whether the crime is considered a serious or continuing threat to students or employees and the possible risk of compromising law enforcement efforts. The campus community is to be immediately notified upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students, employees, and visitors on or off campus, unless issuing a notification will compromise efforts to contain the emergency. Timely warnings are usually issued for the following classifications: ☐ arson ☐burglary ☐robbery ☐aggravated assault ☐criminal homicide ☐motor vehicle theft ☐ sex offenses ☐any other crimes as deemed necessary.

When a determination has been made that a timely warning should be issued, the college President or his/her designee will inform the campus community by immediately posting the announcement using the TextCaster Emergency Notification System (to registered recipients), campus-wide email, and/or have the announcement posted on the campus website (www.indycc.edu). The warning may include, but is not limited to, the following information: type of crime, location of occurrence, and available suspect information.

Vehicle Use
The fleet of leased College vehicles may be reserved through the ICC Maintenance Department on a first-come, first-served basis, for College business. College business includes student-related activities or events, official Board of Trustee functions, or activities where employees or non-employees are acting on behalf of the College. Personal use of a College vehicle is prohibited, except as specifically designated by the Independence Community College Board of Trustees.

The President, at his or her discretion, may allow local non-political organizations, non-profit civic organizations, or local governmental agencies (outside organizations) to use College vehicles for special events. However, College use takes priority over these kinds of events.
Those who are prohibited from driving College vehicles include: students, prospective students, College visitors, job applicants, or those who do not otherwise qualify by meeting the eligibility below. The College, however, reserves the right to refuse driving privileges to any employee, non-employee acting on the College's behalf, or outside organization.

1. College Employees and non-employees acting on the College's behalf

Eligibility to Drive College Vehicles

- Drivers of College vehicles must be 21 years of age, and must provide proof of a current, valid driver's license specific to the kind of College vehicle they are to drive, and must be insurable by the College's insurance provider.
- Employees whose jobs depend heavily upon driving a College vehicle are at risk of termination of employment should they become uninsurable under the College's insurance plan or otherwise lose their right to operate a motor vehicle.
- An employee's employment status must be regular full-time or permanent part-time. Student employees are not eligible to drive a College vehicle.
- The College retains the right to request Motor Vehicle Records (MVRs) of any employee as a condition of employment based upon driving being a significant function in the employee's job.

Vehicle Acquisition and Return

- Obtain permission from your Cabinet-level manager for the use of a College vehicle.
- Submit an approved Vehicle Request Form to the Director of Maintenance at least seven working days prior to use.
- If the department has a vendor or consultant performing work for which transportation is needed, the department may, with prior approval from the Cabinet-level manager, include the cost of a rental vehicle in compensation paid to the vendor or consultant. These monies will not be differentiated from pay for services rendered or products provided by the vendor or consultant.
- Pick up and return the vehicle and its keys on the day/time designated on the Vehicle Request Form. Employees who return vehicles and their keys late are subject to personal out-of-pocket expenses to cover the intended subsequent use of the vehicle if the Direct of Maintenance is not provided generally acceptable reasons, in a reasonable time prior to the scheduled return of the vehicle.
- Drivers should inspect the vehicle prior to leaving the campus Maintenance facility to ensure the vehicle is full of fuel and is drivable, and note any damage to the vehicle.
- If reasonable, do not fill the vehicle with gasoline immediately prior to returning it to campus, but do make sure it is clean and free of trash, clutter and personal items.
- Drivers are expected to report any maintenance or repair needs upon return.

Vehicle Operation

- Drivers are expected to operate vehicles on safe, public paved roads and to abide by all motor vehicle laws.
- Animals (except those being transported in an official medical function of the Veterinary Technology Program or allowed by law), alcohol, drug or tobacco product use are prohibited in any College vehicle.
- Drivers may not be under the influence of alcohol or drugs when operating a College vehicle.
- Oil changes, tire or battery purchases, repairs or other maintenance should not be performed on College vehicles without prior approval by the Director of Maintenance.
- The use of a College purchase card is acceptable when filling a vehicle with fuel.

- Fines or traffic violations incurred by an employee while operating/parking a College vehicle are solely the responsibility of the violator. Also, any employee or non-employee who is involved in a serious violation (i.e., drunk driving, vehicular homicide, leaving the scene of an accident, etc.) while driving a College vehicle will be held responsible for restitution of any costs, including College legal fees, that are in any way associated with the violation. In addition to these costs, any employee involved in a serious violation also faces discipline up to and including termination of employment.

2. Outside organizations

Eligibility to Drive College Vehicles

- The outside organization must provide proof of insurance greater than or equal to the College's level of insurance.
- The outside organization must provide its own qualified drivers, as defined in item "c" below.
- Drivers of College vehicles must be 21 years of age, and must provide proof of a current, valid driver's license specific to the kind of College vehicle they are to drive, and must be insurable by the College's insurance provider.
- The College retains the right to request Motor Vehicle Records (MVRs) of any driver of a College vehicle.

Vehicle Acquisition and Return

- On behalf of the outside organization, a College employee must obtain permission from the Independence Community College President for the outside organization's use of a College vehicle.
- The employee must submit an approved vehicle request form for the non-employee to the Director of Maintenance at least seven working days prior to use.
- The driver for the outside organization should pick up and return the vehicle and its keys on the day/time designated on the vehicle request form. Outside organizations who return vehicles and their keys late are subject to out-of-pocket expenses to cover the intended subsequent use of the vehicle if the Direct of Maintenance is not provided generally acceptable reasons, in a reasonable time prior to the scheduled return of the vehicle.
- Drivers should inspect the vehicle prior to leaving the campus Maintenance facility to ensure the vehicle is full of fuel and is drivable, and note any damage to the vehicle.
- Outside organization drivers are required to fill the vehicle with gasoline immediately prior to returning it to campus and to ensure it is clean and free of trash, clutter and personal items.
- Drivers are expected to report any maintenance or repair needs upon return.

Vehicle Operation

- Drivers are expected to operate vehicles on safe, public paved roads and to abide by all motor vehicle laws.
- No pets, alcohol, drug or tobacco product use are permitted in any College vehicle.
- Drivers may not be under the influence of alcohol or drugs when operating a College vehicle.
- Oil changes, tire or battery purchases, repairs or other maintenance should not be performed on College vehicles unless getting prior approval by the Director of Maintenance.
- The use of a College purchase card is NOT acceptable when filling a vehicle with fuel for an outside organization.

- Fines or traffic violations incurred by an outside organization driver while operating/parking a College vehicle are solely the responsibility of the violator. Also, any outside organization driver who is involved in a serious violation (i.e., drunk driving, vehicular homicide, leaving the scene of an accident, etc.) while driving a College vehicle will be held responsible for restitution of any costs, including third-party damages and College legal fees, that are in any way associated with the violation. Any future driving privileges to that outside organization may be revoked.
- Outside organizations are responsible for all repair or vehicle replacement costs of any vehicle whereby the driver was deemed "at fault."

Appendix 28

Sample Budget Activity Report

INDEPENDENCE COMMUNITY COLLEGE
Institutional Support
For the Twelve Months Ending Saturday, June 30, 2018

		Published Budget	Operating Budget	Expense	Encumbered	Document Number	Vendor Name	Remaining	Description	
	Fund 11									
	Expenses									
Salary:										
11-6500-530-001										
	9/25/2017			30,632.00		RCT000005985	Lowrance, John P.		Receivings Transaction Entry	Purchases
	9/25/2017			1,494.51		RCT000005987	Lowrance, John P.		Receivings Transaction Entry	Purchases
11-6500-530-001	Total Settlement Payments			32,126.51				(32,126.51)		
Salary:										
11-6500-532-000										
	8/24/2017			850.00		DD002810	PETERSON, BRUCE D.		Payroll Computer Checks	
	8/24/2017			1,000.00		DD002831	TURNER, TONY W.		Payroll Computer Checks	
	8/24/2017			1,000.00		DD002737	CHAPMAN, GAYLE J.		Payroll Computer Checks	
	8/24/2017			2,675.00		DD002743	CORRELL, JAMES E.		Payroll Computer Checks	
	8/24/2017			750.00		DD002756	FLOYD, TAYLOR M.		Payroll Computer Checks	
	8/24/2017			500.00		DD002721	ANDERSON, KAMRI M.		Payroll Computer Checks	
	8/24/2017			2,000.00		DD002779	KENT, LAVON R.		Payroll Computer Checks	
	8/24/2017			1,500.00		DD002745	CRANE, LESLIE		Payroll Computer Checks	
	8/24/2017			1,875.00		DD002771	HAYNES, TIMOTHY D.		Payroll Computer Checks	
	8/24/2017			500.00		DD002749	CYPRIEN, MICHEAL T.		Payroll Computer Checks	
	8/24/2017			1,000.00		DD002833	VASQUEZ, ANTHONY A.		Payroll Computer Checks	
	8/24/2017			(1,000.00)					G. Chapman Merit	
	Period 2 Total			12,650.00						
	9/22/2017			250.00		002238	BOWERS, CHAD		Payroll Computer Checks	
	Period 3 Total			250.00						
	12/14/2017			(1,000.00)		002492	DONERSON, KEITH		Payroll Void Checks	
	12/14/2017			(1,000.00)		002494	HOLMES, PAUL		Payroll Void Checks	
	12/14/2017			(1,000.00)		002495	LATU, MANOA		Payroll Void Checks	
	12/14/2017			(2,000.00)		002496	MARTIN, JASON R.		Payroll Void Checks	
	12/14/2017			(2,500.00)		002497	ORNELAS, JESSE		Payroll Void Checks	
	12/14/2017			(1,500.00)		002498	SMITH, MATTHEW		Payroll Void Checks	
	12/15/2017			2,000.00		002496	MARTIN, JASON R.		Payroll Computer Checks	
	12/15/2017			2,500.00		002497	ORNELAS, JESSE		Payroll Computer Checks	
	12/15/2017			1,000.00		002492	DONERSON, KEITH		Payroll Computer Checks	
	12/15/2017			1,000.00		002494	HOLMES, PAUL		Payroll Computer Checks	
	12/15/2017			1,000.00		002495	LATU, MANOA		Payroll Computer Checks	
	12/15/2017			1,500.00		002498	SMITH, MATTHEW		Payroll Computer Checks	
	12/15/2017			1,000.00		002493	HARRIS, KIYOSHI		Payroll Computer Checks	
	12/15/2017			2,000.00		002505	MARTIN, JASON R.		Payroll Computer Checks	
	12/15/2017			2,500.00		002506	ORNELAS, JESSE		Payroll Computer Checks	
	12/15/2017			1,000.00		002501	DONERSON, KEITH		Payroll Computer Checks	
	12/15/2017			1,000.00		002503	HOLMES, PAUL		Payroll Computer Checks	
	12/15/2017			1,000.00		002504	LATU, MANOA		Payroll Computer Checks	
	12/15/2017			1,500.00		002507	SMITH, MATTHEW		Payroll Computer Checks	
	12/15/2017			1,000.00		002502	HARRIS, KIYOSHI		Payroll Computer Checks	
	12/31/2017			(1,000.00)		002493	HARRIS, KIYOSHI		Payroll Void Checks	
	Period 6 Total			10,000.00						
	1/24/2018			10,000.00		002577	BROWN, JASON M.		Payroll Computer Checks	
	1/24/2018			(10,000.00)		002577	BROWN, JASON M.		Payroll Void Checks	
	1/24/2018			10,000.00		002597	BROWN, JASON M.		Payroll Computer Checks	
	1/24/2018			(10,000.00)		002597	BROWN, JASON M.		Payroll Void Checks	
	1/24/2018			10,000.00		002598	BROWN, JASON M.		Payroll Computer Checks	
	Period 7 Total			10,000.00						
11-6500-532-000	Total Clerical/Staff Salaries: Supplemental Pay			32,900.00				(32,900.00)		
11-510:550	Total Salary			65,026.51				(65,026.51)		

Fringe Benefits:								
11-6500-593-000								
	9/11/2017	18,063.44	482402637	KANSAS EMPLOYMENT SECURITY FD.		KDOL Unemployment Tax	Purchases
	9/11/2017	(18,063.44)	482402637	KANSAS EMPLOYMENT SECURITY FD.		Void Open Trx	Purchases
	9/11/2017	18,063.44	482402637.	KANSAS EMPLOYMENT SECURITY FD.		KDOL Unemployment Tax	Purchases
	Period 3 Total	18,063.44					
	11/17/2017	16,509.51	383546865	KANSAS EMPLOYMENT SECURITY FD.		KDOL Unemployment Tax	Purchases
	11/17/2017	(16,509.51)	383546865	KANSAS EMPLOYMENT SECURITY FD.		Void Open Trx	Purchases
	11/17/2017	16,509.51	383546865.	KANSAS EMPLOYMENT SECURITY FD.		KDOL Unemployment Tax	Purchases
	Period 5 Total	16,509.51					
	2/28/2018	19,430.24	022818	Kansas Employment Security Fd		KDOR - Unemployment	Purchases
	Period 8 Total	19,430.24					
	4/19/2018	2,806.22	MK0419	Kansas Employment Security Fd		SUTA 1st QTR 2018	Purchases
	4/19/2018	2,806.22	MK0419.	Kansas Employment Security Fd		Payables Trx Entry	Purchases
	4/19/2018	(2,806.22)	MK0419	Kansas Employment Security Fd		Void Open Trx	Purchases
	4/19/2018	(61.37)				Unemp/403(b) ICC Fdn July 2017	
	4/19/2018	(61.37)				Unemp/403(b) ICC Fdn Aug 2017	
	4/19/2018	(61.37)				Unemp/403(b) ICC Fdn Sept 2017	
	4/19/2018	(61.37)				Unemp/403(b) ICC Fdn Oct 2017	
	4/19/2018	(61.37)				Unemp/403(b) ICC Fdn Nov 2017	
	4/19/2018	(61.37)				Unemp/403(b) ICC Fdn Dec 2017	
	4/19/2018	(10.53)				Unemp/403(b) ICC Fdn Jan 2018	
	4/19/2018	(10.53)				Unemp/403(b) ICC Fdn Feb 2018	
	4/19/2018	(10.53)				Unemp/403(b) ICC Fdn Mar 2018	
	4/24/2018	(10.53)				Unemployment ICC Fdn	
	Period 10 Total	2,395.88					
	5/1/2018	(2,806.22)	MK0419.	Kansas Employment Security Fd		Void Open Trx	Purchases
	5/17/2018	2,834.28	2018942428	Kansas Employment Security Fd		1st Quarter 2018 Unemployment	Purchases
	5/24/2018	(10.53)				UnEmp Christensen/Shaw	
	Period 11 Total	17.53					
	6/21/2018	(10.53)				Unemployment Christensen/Shaw	
	Period 12 Total	(10.53)					
11-6500-593-000	Total Unemployment Compensation	56,406.07			(56,406.07)		
	Fringe Benefits:						
11-6500-595-001							
	7/18/2017	8,836.00	1	Buddy Bishop		Payables Trx Entry	Purchases
	Period 1 Total	8,836.00					
	1/29/2018	11,590.00				K Oneill Early Retirement	
	Period 7 Total	11,590.00					
	6/6/2018	11,569.00	19199	BAY BRIDGE ADMINISTRATORS		17-18 Retirement Pay for Jadic	Purchases
	6/30/2018	(0.28)	21853	Shultz, Beau Credit Card		CC Refund	Purchases
	Period 12 Total	11,568.72					
11-6500-595-001	Total Fringe Benefits: Retirement	31,994.72			(31,994.72)		
	Fringe Benefits:						
11-6500-595-002							
	7/24/2017	8,048.32				403(b) Employer Match	
	Period 1 Total	8,048.32					

8/24/2017	8,957.09			403(b) Employer Match
Period 2 Total	8,957.09			
9/22/2017	8,816.53			403(b) Employer Match
Period 3 Total	8,816.53			
10/24/2017	81.25			403(b) Employer Match
10/24/2017	8,623.85			403(b) Employer Match
Period 4 Total	8,705.10			
11/17/2017	131.50	DD003179	EUBANKS, JOHN R.	Payroll Computer Checks
11/17/2017	8,397.59			403(b) Employer Match
Period 5 Total	8,529.09			
12/15/2017	131.50	DD003293	EUBANKS, JOHN R.	Payroll Computer Checks
12/15/2017	8,576.60			403(b) Employer Match
Period 6 Total	8,708.10			
1/24/2018	131.50	DD003471	EUBANKS, JOHN R.	Payroll Computer Checks
Period 7 Total	131.50			
2/23/2018	84.72	DD003672	ROYSE, MEGAN N.	Payroll Computer Checks
2/23/2018	149.75	DD003675	SALEH, MONA	Payroll Computer Checks
2/23/2018	105.00	DD003681	SHAW, LORI A.	Payroll Computer Checks
2/23/2018	50.00	DD003586	CONLEY, SONJA L.	Payroll Computer Checks
2/23/2018	208.00	DD003608	GELDENHUYS, TAMMIE L.	Payroll Computer Checks
2/23/2018	86.70	DD003666	PETERSON, BRUCE D.	Payroll Computer Checks
2/23/2018	139.75	DD003638	LAL, ARCHANA	Payroll Computer Checks
2/23/2018	114.75	DD003690	TURNER, TONY W.	Payroll Computer Checks
2/23/2018	94.86	DD003632	KIMZEY, ELAINE K.	Payroll Computer Checks
2/23/2018	131.50	DD003602	EUBANKS, JOHN R.	Payroll Computer Checks
2/23/2018	114.37	DD003615	HARRIS, BEVERLY J.	Payroll Computer Checks
2/23/2018	139.00	DD003617	HARRIS, MARK D.	Payroll Computer Checks
2/23/2018	134.00	DD003606	FOREMAN, BRIAN C.	Payroll Computer Checks
2/23/2018	154.50	DD003655	NULL, JANELLE A.	Payroll Computer Checks
2/23/2018	100.00	DD003693	VESTAL, TERESA L.	Payroll Computer Checks
2/23/2018	148.50	DD003647	MCCAFFERY, ISAIAS J.	Payroll Computer Checks
2/23/2018	127.00	DD003574	BLAES, TAMARA D.	Payroll Computer Checks
2/23/2018	118.25	DD003565	ASHFORD, MELISSA A.	Payroll Computer Checks
2/23/2018	95.93	DD003630	JONES, JAY	Payroll Computer Checks
2/23/2018	86.52	DD003587	CORLE, MADISON	Payroll Computer Checks
2/23/2018	132.60	DD003588	CORRELL, JAMES E.	Payroll Computer Checks
2/23/2018	131.50	DD003676	SANCHEZ, BRENDA J.	Payroll Computer Checks
2/23/2018	90.25	DD003566	BAILEY, CHELSEA	Payroll Computer Checks
2/23/2018	112.50	DD003584	CHAPPUIE, ANITA	Payroll Computer Checks
2/23/2018	124.50	DD003680	SEEL, BENJAMEN J.	Payroll Computer Checks
2/23/2018	133.75	DD003684	SOUTHWORTH, BRIAN	Payroll Computer Checks
2/23/2018	75.00	DD003605	FLOYD, TAYLOR M.	Payroll Computer Checks
2/23/2018	81.60	DD003677	SCHAID, LAURA L.	Payroll Computer Checks
2/23/2018	163.20	DD003628	ISLE, WENDY K.	Payroll Computer Checks
2/23/2018	112.25	DD003589	COY, JORETTA L.	Payroll Computer Checks
2/23/2018	138.00	DD003601	DUTTON, ANN M.	Payroll Computer Checks
2/23/2018	111.00	DD003640	LAWRENCE, TONDA R.	Payroll Computer Checks
2/23/2018	87.36	DD003610	GILLUM, JAICEY L.	Payroll Computer Checks
2/23/2018	134.25	DD003673	RUTHERFORD, JOHN E.	Payroll Computer Checks
2/23/2018	103.00	DD003570	BENNING, LINDA L.	Payroll Computer Checks
2/23/2018	117.75	DD003674	RUTHERFORD, MICHELLE A.	Payroll Computer Checks
2/23/2018	129.74	DD003688	THORNTON, BRITTANY A.	Payroll Computer Checks
2/23/2018	317.50	DD003569	BARWICK, DANIEL W.	Payroll Computer Checks
2/23/2018	72.25	DD003660	PACKARD, DILLON	Payroll Computer Checks
2/23/2018	107.10	DD003573	BLACKERT, HARTY	Payroll Computer Checks
2/23/2018	125.50	DD003653	MYDOSH, HEATHER D.	Payroll Computer Checks
2/23/2018	82.94	DD003685	STOCKTON, CHERIE L.	Payroll Computer Checks
2/23/2018	189.80	DD003691	TUSCHMAN, KELI D.	Payroll Computer Checks
2/23/2018	106.60	DD003561	ALLISON, LAURA	Payroll Computer Checks
2/23/2018	112.50	DD003634	KIPPENBERGER, KRIS	Payroll Computer Checks
2/23/2018	97.68	DD003635	KLEIBER, MICHELLE L.	Payroll Computer Checks

2/23/2018		93.08	DD003567	BARBERA, TERRI K.	Payroll Computer Checks
2/23/2018		112.20	DD003659	OWEN, SARAH	Payroll Computer Checks
2/23/2018		100.00	002627	MONTGOMERY, ERIC I.	Payroll Computer Checks
2/23/2018		50.00	DD003629	JONES, BREEZE	Payroll Computer Checks
2/23/2018		87.50	DD003701	WULF, ROBIN	Payroll Computer Checks
2/23/2018		114.75	DD003591	CRANE, LESLIE	Payroll Computer Checks
2/23/2018		93.60	DD003619	HAYNES, TIMOTHY D.	Payroll Computer Checks
2/23/2018		86.74	DD003572	BETANCOURT, FERNANDO J.	Payroll Computer Checks
2/23/2018		100.00	DD003609	GILCRIST, BRETT	Payroll Computer Checks
2/23/2018		79.50	DD003689	THORNTON, LEVI	Payroll Computer Checks
2/23/2018		89.75	DD003662	PEITZ, REBEKAH S.	Payroll Computer Checks
2/23/2018		117.75	DD003656	ORI, KONYE O.	Payroll Computer Checks
2/23/2018		127.50	DD003592	CRAWSHAW, TAYLOR C.	Payroll Computer Checks
2/23/2018		70.38	DD003661	PATEL, UPESH B.	Payroll Computer Checks
2/23/2018		69.00	DD003699	WOOD, MICHAEL L.	Payroll Computer Checks
2/23/2018		187.50	DD003697	WHEELER, KARA L.	Payroll Computer Checks
2/23/2018		145.35	DD003622	HENDERSON, BRADLEY	Payroll Computer Checks
2/23/2018		106.00	DD003682	SHOCKLEY, ALLEN M.	Payroll Computer Checks
2/23/2018		111.54	DD003695	WESTERHOLD, CODY W.	Payroll Computer Checks
2/23/2018		114.00	DD003696	WHEELER, JARED	Payroll Computer Checks
2/23/2018		104.30	DD003646	MARTIN, RAECHAL M.	Payroll Computer Checks
2/23/2018		89.75	DD003595	CYPRIEN, MICHEAL T.	Payroll Computer Checks
2/23/2018		63.75	DD003692	VASQUEZ, ANTHONY A.	Payroll Computer Checks
2/23/2018		95.87	DD003686	STROUD, ANGELA	Payroll Computer Checks
2/23/2018		150.00	DD003597	DEGEORGE, PATTY	Payroll Computer Checks
2/23/2018		130.75	DD003593	CROMPTON, NYSSA	Payroll Computer Checks
2/23/2018		114.00	DD003641	LIU, SHUFANG	Payroll Computer Checks
2/23/2018		117.75	DD003664	PERALTA, CAMILO	Payroll Computer Checks
2/23/2018		25.58	DD003611	GREENLEE, KAREN R.	Payroll Computer Checks
2/23/2018		81.12	DD003626	HOUCK, MIKE J.	Payroll Computer Checks
Period 8 Total		8,602.23			
3/16/2018		67.78	DD003703	ROYSE, MEGAN N.	Payroll Computer Checks
3/16/2018		149.75	DD003704	SALEH, MONA	Payroll Computer Checks
3/16/2018		105.00	DD003705	SHAW, LORI A.	Payroll Computer Checks
3/16/2018		50.00	DD003706	CONLEY, SONJA L.	Payroll Computer Checks
3/16/2018		208.00	DD003707	GELDENHUYS, TAMMIE L.	Payroll Computer Checks
3/16/2018		86.70	DD003708	PETERSON, BRUCE D.	Payroll Computer Checks
3/16/2018		139.75	DD003709	LAL, ARCHANA	Payroll Computer Checks
3/16/2018		114.75	DD003711	TURNER, TONY W.	Payroll Computer Checks
3/16/2018		75.89	DD003712	KIMZEY, ELAINE K.	Payroll Computer Checks
3/16/2018		131.50	DD003714	EUBANKS, JOHN R.	Payroll Computer Checks
3/16/2018		114.37	DD003715	HARRIS, BEVERLY J.	Payroll Computer Checks
3/16/2018		139.00	DD003717	HARRIS, MARK D.	Payroll Computer Checks
3/16/2018		134.00	DD003718	FOREMAN, BRIAN C.	Payroll Computer Checks
3/16/2018		154.50	DD003719	NULL, JANELLE A.	Payroll Computer Checks
3/16/2018		100.00	DD003720	VESTAL, TERESA L.	Payroll Computer Checks
3/16/2018		148.50	DD003722	MCCAFFERY, ISAIAS J.	Payroll Computer Checks
3/16/2018		127.00	DD003723	BLAES, TAMARA D.	Payroll Computer Checks
3/16/2018		118.25	DD003724	ASHFORD, MELISSA A.	Payroll Computer Checks
3/16/2018		95.93	DD003725	JONES, JAY	Payroll Computer Checks
3/16/2018		69.22	DD003729	CORLE, MADISON	Payroll Computer Checks
3/16/2018		132.60	DD003732	CORRELL, JAMES E.	Payroll Computer Checks
3/16/2018		131.50	DD003736	SANCHEZ, BRENDA J.	Payroll Computer Checks
3/16/2018		90.25	DD003737	BAILEY, CHELSEA	Payroll Computer Checks
3/16/2018		112.50	DD003738	CHAPPUIE, ANITA	Payroll Computer Checks
3/16/2018		124.50	DD003739	SEEL, BENJAMEN J.	Payroll Computer Checks
3/16/2018		133.75	DD003743	SOUTHWORTH, BRIAN	Payroll Computer Checks
3/16/2018		75.00	DD003745	FLOYD, TAYLOR M.	Payroll Computer Checks
3/16/2018		81.60	DD003746	SCHAID, LAURA L.	Payroll Computer Checks
3/16/2018		163.20	DD003747	ISLE, WENDY K.	Payroll Computer Checks
3/16/2018		112.25	DD003748	COY, JORETTA L.	Payroll Computer Checks
3/16/2018		138.00	DD003749	DUTTON, ANN M.	Payroll Computer Checks
3/16/2018		111.00	DD003751	LAWRENCE, TONDA R.	Payroll Computer Checks
3/16/2018		69.89	DD003752	GILLUM, JAICEY L.	Payroll Computer Checks
3/16/2018		134.25	DD003754	RUTHERFORD, JOHN E.	Payroll Computer Checks
3/16/2018		103.00	DD003755	BENNING, LINDA L.	Payroll Computer Checks
3/16/2018		117.75	DD003756	RUTHERFORD, MICHELLE A.	Payroll Computer Checks
3/16/2018		129.74	DD003757	THORNTON, BRITTANY A.	Payroll Computer Checks
3/16/2018		317.50	DD003759	BARWICK, DANIEL W.	Payroll Computer Checks
3/16/2018		72.25	DD003760	PACKARD, DILLON	Payroll Computer Checks
3/16/2018		107.10	DD003762	BLACKERT, HARTY	Payroll Computer Checks

3/16/2018		125.50	DD003763	MYDOSH, HEATHER D.	Payroll Computer Checks
3/16/2018		82.94	DD003764	STOCKTON, CHERIE L.	Payroll Computer Checks
3/16/2018		189.80	DD003765	TUSCHMAN, KELI D.	Payroll Computer Checks
3/16/2018		106.60	DD003766	ALLISON, LAURA	Payroll Computer Checks
3/16/2018		112.50	DD003768	KIPPENBERGER, KRIS	Payroll Computer Checks
3/16/2018		78.14	DD003769	KLEIBER, MICHELLE L.	Payroll Computer Checks
3/16/2018		93.08	DD003771	BARBERA, TERRI K.	Payroll Computer Checks
3/16/2018		112.20	DD003773	OWEN, SARAH	Payroll Computer Checks
3/16/2018		100.00	002671	MONTGOMERY, ERIC I.	Payroll Computer Checks
3/16/2018		50.00	DD003779	JONES, BREEZE	Payroll Computer Checks
3/16/2018		87.50	DD003780	WULF, ROBIN	Payroll Computer Checks
3/16/2018		114.75	DD003784	CRANE, LESLIE	Payroll Computer Checks
3/16/2018		93.60	DD003785	HAYNES, TIMOTHY D.	Payroll Computer Checks
3/16/2018		73.54	DD003786	BETANCOURT, FERNANDO J.	Payroll Computer Checks
3/16/2018		100.00	DD003788	GILCRIST, BRETT	Payroll Computer Checks
3/16/2018		63.60	DD003789	THORNTON, LEVI	Payroll Computer Checks
3/16/2018		89.75	DD003792	PEITZ, REBEKAH S.	Payroll Computer Checks
3/16/2018		117.75	DD003793	ORI, KONYE O.	Payroll Computer Checks
3/16/2018		127.50	DD003794	CRAWSHAW, TAYLOR C.	Payroll Computer Checks
3/16/2018		56.30	DD003796	PATEL, UPESH B.	Payroll Computer Checks
3/16/2018		55.20	DD003799	WOOD, MICHAEL L.	Payroll Computer Checks
3/16/2018		187.50	DD003801	WHEELER, KARA L.	Payroll Computer Checks
3/16/2018		145.35	DD003804	HENDERSON, BRADLEY	Payroll Computer Checks
3/16/2018		106.00	DD003805	SHOCKLEY, ALLEN M.	Payroll Computer Checks
3/16/2018		111.54	DD003807	WESTERHOLD, CODY W.	Payroll Computer Checks
3/16/2018		114.00	DD003811	WHEELER, JARED	Payroll Computer Checks
3/16/2018		104.30	DD003814	MARTIN, RAECHAL M.	Payroll Computer Checks
3/16/2018		89.75	DD003815	CYPRIEN, MICHEAL T.	Payroll Computer Checks
3/16/2018		63.75	DD003816	VASQUEZ, ANTHONY A.	Payroll Computer Checks
3/16/2018		95.87	DD003820	STROUD, ANGELA	Payroll Computer Checks
3/16/2018		150.00	DD003823	DEGEORGE, PATTY	Payroll Computer Checks
3/16/2018		130.75	DD003827	CROMPTON, NYSSA	Payroll Computer Checks
3/16/2018		114.00	DD003839	LIU, SHUFANG	Payroll Computer Checks
3/16/2018		117.75	DD003840	PERALTA, CAMILO	Payroll Computer Checks
3/16/2018		62.40	DD003850	HOUCK, MIKE J.	Payroll Computer Checks
Period 9 Total		8,410.73			
4/19/2018		(105.00)			Unemp/403(b) ICC Fdn July 2017
4/19/2018		(105.00)			Unemp/403(b) ICC Fdn Aug 2017
4/19/2018		(105.00)			Unemp/403(b) ICC Fdn Sept 2017
4/19/2018		(105.00)			Unemp/403(b) ICC Fdn Oct 2017
4/19/2018		(105.00)			Unemp/403(b) ICC Fdn Nov 2017
4/19/2018		(105.00)			Unemp/403(b) ICC Fdn Dec 2017
4/19/2018		(105.00)			Unemp/403(b) ICC Fdn Jan 2018
4/19/2018		(105.00)			Unemp/403(b) ICC Fdn Feb 2018
4/19/2018		(105.00)			Unemp/403(b) ICC Fdn Mar 2018
4/24/2018		68.20	DD003965	ROYSE, MEGAN N.	Payroll Computer Checks
4/24/2018		149.75	DD003968	SALEH, MONA	Payroll Computer Checks
4/24/2018		50.00	DD003881	CONLEY, SONJA L.	Payroll Computer Checks
4/24/2018		208.00	DD003903	GELDENHUYS, TAMMIE L.	Payroll Computer Checks
4/24/2018		86.70	DD003960	PETERSON, BRUCE D.	Payroll Computer Checks
4/24/2018		139.75	DD003931	LAL, ARCHANA	Payroll Computer Checks
4/24/2018		114.75	DD003983	TURNER, TONY W.	Payroll Computer Checks
4/24/2018		75.89	DD003926	KIMZEY, ELAINE K.	Payroll Computer Checks
4/24/2018		131.50	DD003896	EUBANKS, JOHN R.	Payroll Computer Checks
4/24/2018		114.37	DD003909	HARRIS, BEVERLY J.	Payroll Computer Checks
4/24/2018		139.00	DD003911	HARRIS, MARK D.	Payroll Computer Checks
4/24/2018		134.00	DD003900	FOREMAN, BRIAN C.	Payroll Computer Checks
4/24/2018		154.50	DD003950	NULL, JANELLE A.	Payroll Computer Checks
4/24/2018		100.00	DD003987	VESTAL, TERESA L.	Payroll Computer Checks
4/24/2018		148.50	DD003940	MCCAFFERY, ISAIAS J.	Payroll Computer Checks
4/24/2018		127.00	DD003868	BLAES, TAMARA D.	Payroll Computer Checks
4/24/2018		118.25	DD003860	ASHFORD, MELISSA A.	Payroll Computer Checks
4/24/2018		95.93	DD003924	JONES, JAY	Payroll Computer Checks
4/24/2018		69.22	DD003882	CORLE, MADISON	Payroll Computer Checks
4/24/2018		132.60	DD003883	CORRELL, JAMES E.	Payroll Computer Checks
4/24/2018		131.50	DD003969	SANCHEZ, BRENDA J.	Payroll Computer Checks
4/24/2018		90.25	DD003861	BAILEY, CHELSEA	Payroll Computer Checks
4/24/2018		112.50	DD003878	CHAPPUIE, ANITA	Payroll Computer Checks
4/24/2018		124.50	DD003973	SEEL, BENJAMEN J.	Payroll Computer Checks
4/24/2018		133.75	DD003977	SOUTHWORTH, BRIAN	Payroll Computer Checks
4/24/2018		75.00	DD003899	FLOYD, TAYLOR M.	Payroll Computer Checks

4/24/2018	81.60	DD003970	SCHAID, LAURA L.	Payroll Computer Checks
4/24/2018	163.20	DD003922	ISLE, WENDY K.	Payroll Computer Checks
4/24/2018	112.25	DD003884	COY, JORETTA L.	Payroll Computer Checks
4/24/2018	138.00	DD003895	DUTTON, ANN M.	Payroll Computer Checks
4/24/2018	111.00	DD003933	LAWRENCE, TONDA R.	Payroll Computer Checks
4/24/2018	69.89	DD003905	GILLUM, JAICEY L.	Payroll Computer Checks
4/24/2018	134.25	DD003966	RUTHERFORD, JOHN E.	Payroll Computer Checks
4/24/2018	103.00	DD003865	BENNING, LINDA L.	Payroll Computer Checks
4/24/2018	117.75	DD003967	RUTHERFORD, MICHELLE A.	Payroll Computer Checks
4/24/2018	129.74	DD003981	THORNTON, BRITTANY A.	Payroll Computer Checks
4/24/2018	317.50	DD003864	BARWICK, DANIEL W.	Payroll Computer Checks
4/24/2018	72.25	DD003954	PACKARD, DILLON	Payroll Computer Checks
4/24/2018	107.10	DD003867	BLACKERT, HARTY	Payroll Computer Checks
4/24/2018	125.50	DD003948	MYDOSH, HEATHER D.	Payroll Computer Checks
4/24/2018	82.94	DD003978	STOCKTON, CHERIE L.	Payroll Computer Checks
4/24/2018	189.80	DD003984	TUSCHMAN, KELI D.	Payroll Computer Checks
4/24/2018	106.60	DD003857	ALLISON, LAURA	Payroll Computer Checks
4/24/2018	112.50	DD003927	KIPPENBERGER, KRIS	Payroll Computer Checks
4/24/2018	78.14	DD003928	KLEIBER, MICHELLE L.	Payroll Computer Checks
4/24/2018	93.08	DD003862	BARBERA, TERRI K.	Payroll Computer Checks
4/24/2018	112.20	DD003953	OWEN, SARAH	Payroll Computer Checks
4/24/2018	100.00	002756	MONTGOMERY, ERIC I.	Payroll Computer Checks
4/24/2018	50.00	DD003923	JONES, BREEZE	Payroll Computer Checks
4/24/2018	87.50	DD003997	WULF, ROBIN	Payroll Computer Checks
4/24/2018	114.75	DD003886	CRANE, LESLIE	Payroll Computer Checks
4/24/2018	93.60	DD003913	HAYNES, TIMOTHY D.	Payroll Computer Checks
4/24/2018	69.22	DD003956	PATIN BETANCOURT, FERNANDO J.	Payroll Computer Checks
4/24/2018	100.00	DD003904	GILCRIST, BRETT	Payroll Computer Checks
4/24/2018	64.40	DD003982	THORNTON, LEVI	Payroll Computer Checks
4/24/2018	89.75	DD003957	PEITZ, REBEKAH S.	Payroll Computer Checks
4/24/2018	117.75	DD003951	ORI, KONYE O.	Payroll Computer Checks
4/24/2018	127.50	DD003887	CRAWSHAW, TAYLOR C.	Payroll Computer Checks
4/24/2018	56.30	DD003955	PATEL, UPESH B.	Payroll Computer Checks
4/24/2018	55.20	DD003995	WOOD, MICHAEL L.	Payroll Computer Checks
4/24/2018	187.50	DD003992	WHEELER, KARA L.	Payroll Computer Checks
4/24/2018	145.35	DD003916	HENDERSON, BRADLEY	Payroll Computer Checks
4/24/2018	106.00	DD003975	SHOCKLEY, ALLEN M.	Payroll Computer Checks
4/24/2018	111.54	DD003990	WESTERHOLD, CODY W.	Payroll Computer Checks
4/24/2018	114.00	DD003991	WHEELER, JARED	Payroll Computer Checks
4/24/2018	104.30	DD003939	MARTIN, RAECHAL M.	Payroll Computer Checks
4/24/2018	89.75	DD003890	CYPRIEN, MICHEAL T.	Payroll Computer Checks
4/24/2018	63.75	DD003986	VASQUEZ, ANTHONY A.	Payroll Computer Checks
4/24/2018	95.87	DD003979	STROUD, ANGELA	Payroll Computer Checks
4/24/2018	150.00	DD003892	DEGEORGE, PATTY	Payroll Computer Checks
4/24/2018	130.75	DD003888	CROMPTON, NYSSA	Payroll Computer Checks
4/24/2018	114.00	DD003934	LIU, SHUFANG	Payroll Computer Checks
4/24/2018	117.75	DD003959	PERALTA, CAMILO	Payroll Computer Checks
4/24/2018	65.72	DD003920	HOUCK, MIKE J.	Payroll Computer Checks
Period 10 Total	7,360.95			
5/24/2018	67.78	DD004102	ROYSE, MEGAN N.	Payroll Computer Checks
5/24/2018	149.75	DD004105	SALEH, MONA	Payroll Computer Checks
5/24/2018	50.00	DD004023	CONLEY, SONJA L.	Payroll Computer Checks
5/24/2018	208.00	DD004045	GELDENHUYS, TAMMIE L.	Payroll Computer Checks
5/24/2018	86.70	DD004097	PETERSON, BRUCE D.	Payroll Computer Checks
5/24/2018	139.75	DD004072	LAL, ARCHANA	Payroll Computer Checks
5/24/2018	114.75	DD004120	TURNER, TONY W.	Payroll Computer Checks
5/24/2018	75.89	DD004067	KIMZEY, ELAINE K.	Payroll Computer Checks
5/24/2018	131.50	DD004038	EUBANKS, JOHN R.	Payroll Computer Checks
5/24/2018	114.37	DD004051	HARRIS, BEVERLY J.	Payroll Computer Checks
5/24/2018	139.00	DD004053	HARRIS, MARK D.	Payroll Computer Checks
5/24/2018	134.00	DD004042	FOREMAN, BRIAN C.	Payroll Computer Checks
5/24/2018	154.50	DD004087	NULL, JANELLE A.	Payroll Computer Checks
5/24/2018	100.00	DD004124	VESTAL, TERESA L.	Payroll Computer Checks
5/24/2018	148.50	DD004079	MCCAFFERY, ISAIAS J.	Payroll Computer Checks
5/24/2018	127.00	DD004010	BLAES, TAMARA D.	Payroll Computer Checks
5/24/2018	118.25	DD004002	ASHFORD, MELISSA A.	Payroll Computer Checks
5/24/2018	95.93	DD004065	JONES, JAY	Payroll Computer Checks
5/24/2018	69.22	DD004024	CORLE, MADISON	Payroll Computer Checks
5/24/2018	132.60	DD004025	CORRELL, JAMES E.	Payroll Computer Checks
5/24/2018	131.50	DD004106	SANCHEZ, BRENDA J.	Payroll Computer Checks
5/24/2018	90.25	DD004003	BAILEY, CHELSEA	Payroll Computer Checks

5/24/2018		112.50	DD004020	CHAPPUIE, ANITA	Payroll Computer Checks
5/24/2018		124.50	DD004110	SEEL, BENJAMEN J.	Payroll Computer Checks
5/24/2018		133.75	DD004114	SOUTHWORTH, BRIAN	Payroll Computer Checks
5/24/2018		75.00	DD004041	FLOYD, TAYLOR M.	Payroll Computer Checks
5/24/2018		81.60	DD004107	SCHAID, LAURA L.	Payroll Computer Checks
5/24/2018		163.20	DD004063	ISLE, WENDY K.	Payroll Computer Checks
5/24/2018		112.25	DD004026	COY, JORETTA L.	Payroll Computer Checks
5/24/2018		138.00	DD004037	DUTTON, ANN M.	Payroll Computer Checks
5/24/2018		111.00	DD004073	LAWRENCE, TONDA R.	Payroll Computer Checks
5/24/2018		69.89	DD004047	GILLUM, JAICEY L.	Payroll Computer Checks
5/24/2018		134.25	DD004103	RUTHERFORD, JOHN E.	Payroll Computer Checks
5/24/2018		103.00	DD004007	BENNING, LINDA L.	Payroll Computer Checks
5/24/2018		117.75	DD004104	RUTHERFORD, MICHELLE A.	Payroll Computer Checks
5/24/2018		129.74	DD004118	THORNTON, BRITTANY A.	Payroll Computer Checks
5/24/2018		317.50	DD004006	BARWICK, DANIEL W.	Payroll Computer Checks
5/24/2018		72.25	DD004091	PACKARD, DILLON	Payroll Computer Checks
5/24/2018		107.10	DD004009	BLACKERT, HARTY	Payroll Computer Checks
5/24/2018		125.50	DD004085	MYDOSH, HEATHER D.	Payroll Computer Checks
5/24/2018		82.94	DD004115	STOCKTON, CHERIE L.	Payroll Computer Checks
5/24/2018		189.80	DD004121	TUSCHMAN, KELI D.	Payroll Computer Checks
5/24/2018		106.60	DD004000	ALLISON, LAURA	Payroll Computer Checks
5/24/2018		112.50	DD004068	KIPPENBERGER, KRIS	Payroll Computer Checks
5/24/2018		78.14	DD004069	KLEIBER, MICHELLE L.	Payroll Computer Checks
5/24/2018		93.08	DD004004	BARBERA, TERRI K.	Payroll Computer Checks
5/24/2018		112.20	DD004090	OWEN, SARAH	Payroll Computer Checks
5/24/2018		100.00	002823	MONTGOMERY, ERIC I.	Payroll Computer Checks
5/24/2018		50.00	DD004064	JONES, BREEZE	Payroll Computer Checks
5/24/2018		87.50	DD004133	WULF, ROBIN	Payroll Computer Checks
5/24/2018		114.75	DD004028	CRANE, LESLIE	Payroll Computer Checks
5/24/2018		93.60	DD004054	HAYNES, TIMOTHY D.	Payroll Computer Checks
5/24/2018		69.22	DD004093	PATIN BETANCOURT, FERNANDO J.	Payroll Computer Checks
5/24/2018		100.00	DD004046	GILCRIST, BRETT	Payroll Computer Checks
5/24/2018		64.40	DD004119	THORNTON, LEVI	Payroll Computer Checks
5/24/2018		89.75	DD004094	PEITZ, REBEKAH S.	Payroll Computer Checks
5/24/2018		117.75	DD004088	ORI, KONYE O.	Payroll Computer Checks
5/24/2018		127.50	DD004029	CRAWSHAW, TAYLOR C.	Payroll Computer Checks
5/24/2018		56.30	DD004092	PATEL, UPESH B.	Payroll Computer Checks
5/24/2018		55.20	DD004132	WOOD, MICHAEL L.	Payroll Computer Checks
5/24/2018		187.50	DD004129	WHEELER, KARA L.	Payroll Computer Checks
5/24/2018		145.35	DD004057	HENDERSON, BRADLEY	Payroll Computer Checks
5/24/2018		106.00	DD004112	SHOCKLEY, ALLEN M.	Payroll Computer Checks
5/24/2018		111.54	DD004127	WESTERHOLD, CODY W.	Payroll Computer Checks
5/24/2018		114.00	DD004128	WHEELER, JARED	Payroll Computer Checks
5/24/2018		104.30	DD004078	MARTIN, RAECHAL M.	Payroll Computer Checks
5/24/2018		89.75	DD004032	CYPRIEN, MICHEAL T.	Payroll Computer Checks
5/24/2018		63.75	DD004123	VASQUEZ, ANTHONY A.	Payroll Computer Checks
5/24/2018		95.87	DD004116	STROUD, ANGELA	Payroll Computer Checks
5/24/2018		150.00	DD004034	DEGEORGE, PATTY	Payroll Computer Checks
5/24/2018		130.75	DD004030	CROMPTON, NYSSA	Payroll Computer Checks
5/24/2018		114.00	DD004074	LIU, SHUFANG	Payroll Computer Checks
5/24/2018		117.75	DD004096	PERALTA, CAMILO	Payroll Computer Checks
5/24/2018		62.40	DD004061	HOUCK, MIKE J.	Payroll Computer Checks
5/24/2018		118.25	002835	ASHFORD, MELISSA A.	Payroll Computer Checks
5/24/2018		118.25	002836	ASHFORD, MELISSA A.	Payroll Computer Checks
5/24/2018		150.00	002837	DEGEORGE, PATTY	Payroll Computer Checks
5/24/2018		150.00	002838	DEGEORGE, PATTY	Payroll Computer Checks
5/24/2018		139.00	002839	HARRIS, MARK D.	Payroll Computer Checks
5/24/2018		139.00	002840	HARRIS, MARK D.	Payroll Computer Checks
5/24/2018		139.75	002841	LAL, ARCHANA	Payroll Computer Checks
5/24/2018		139.75	002842	LAL, ARCHANA	Payroll Computer Checks
5/24/2018		154.50	002843	NULL, JANELLE A.	Payroll Computer Checks
5/24/2018		154.50	002844	NULL, JANELLE A.	Payroll Computer Checks
5/24/2018		133.75	002845	SOUTHWORTH, BRIAN	Payroll Computer Checks
5/24/2018		133.75	002846	SOUTHWORTH, BRIAN	Payroll Computer Checks
5/24/2018		(118.25)	002836	ASHFORD, MELISSA A.	Payroll Void Checks
5/24/2018		118.25	002849	ASHFORD, MELISSA A.	Payroll Computer Checks
Period 11 Total		9,972.71			
6/21/2018		72.01	DD004233	ROYSE, MEGAN N.	Payroll Computer Checks
6/21/2018		149.75	DD004236	SALEH, MONA	Payroll Computer Checks
6/21/2018		50.00	DD004159	CONLEY, SONJA L.	Payroll Computer Checks
6/21/2018		208.00	DD004179	GELDENHUYS, TAMMIE L.	Payroll Computer Checks

	6/21/2018		86.70	DD004228	PETERSON, BRUCE D.		Payroll Computer Checks
	6/21/2018		114.75	DD004253	TURNER, TONY W.		Payroll Computer Checks
	6/21/2018		75.89	DD004200	KIMZEY, ELAINE K.		Payroll Computer Checks
	6/21/2018		131.50	DD004173	EUBANKS, JOHN R.		Payroll Computer Checks
	6/21/2018		114.37	DD004184	HARRIS, BEVERLY J.		Payroll Computer Checks
	6/21/2018		134.00	DD004177	FOREMAN, BRIAN C.		Payroll Computer Checks
	6/21/2018		100.00	DD004256	VESTAL, TERESA L.		Payroll Computer Checks
	6/21/2018		148.50	DD004213	MCCAFFERY, ISAIAS J.		Payroll Computer Checks
	6/21/2018		127.00	DD004145	BLAES, TAMARA D.		Payroll Computer Checks
	6/21/2018		95.93	DD004198	JONES, JAY		Payroll Computer Checks
	6/21/2018		73.54	DD004160	CORLE, MADISON		Payroll Computer Checks
	6/21/2018		132.60	DD004161	CORRELL, JAMES E.		Payroll Computer Checks
	6/21/2018		131.50	DD004237	SANCHEZ, BRENDA J.		Payroll Computer Checks
	6/21/2018		90.25	DD004138	BAILEY, CHELSEA		Payroll Computer Checks
	6/21/2018		112.50	DD004155	CHAPPUIE, ANITA		Payroll Computer Checks
	6/21/2018		124.50	DD004242	SEEL, BENJAMEN J.		Payroll Computer Checks
	6/21/2018		75.00	DD004176	FLOYD, TAYLOR M.		Payroll Computer Checks
	6/21/2018		81.60	DD004238	SCHAID, LAURA L.		Payroll Computer Checks
	6/21/2018		163.20	DD004195	ISLE, WENDY K.		Payroll Computer Checks
	6/21/2018		112.25	DD004162	COY, JORETTA L.		Payroll Computer Checks
	6/21/2018		138.00	DD004172	DUTTON, ANN M.		Payroll Computer Checks
	6/21/2018		111.00	DD004207	LAWRENCE, TONDA R.		Payroll Computer Checks
	6/21/2018		69.89	DD004181	GILLUM, JAICEY L.		Payroll Computer Checks
	6/21/2018		134.25	DD004234	RUTHERFORD, JOHN E.		Payroll Computer Checks
	6/21/2018		103.00	DD004142	BENNING, LINDA L.		Payroll Computer Checks
	6/21/2018		117.75	DD004235	RUTHERFORD, MICHELLE A.		Payroll Computer Checks
	6/21/2018		129.74	DD004250	THORNTON, BRITTANY A.		Payroll Computer Checks
	6/21/2018		317.50	DD004141	BARWICK, DANIEL W.		Payroll Computer Checks
	6/21/2018		72.25	DD004222	PACKARD, DILLON		Payroll Computer Checks
	6/21/2018		107.10	DD004144	BLACKERT, HARTY		Payroll Computer Checks
	6/21/2018		125.50	DD004218	MYDOSH, HEATHER D.		Payroll Computer Checks
	6/21/2018		82.94	DD004247	STOCKTON, CHERIE L.		Payroll Computer Checks
	6/21/2018		189.80	DD004254	TUSCHMAN, KELI D.		Payroll Computer Checks
	6/21/2018		106.60	DD004136	ALLISON, LAURA		Payroll Computer Checks
	6/21/2018		112.50	DD004201	KIPPENBERGER, KRIS		Payroll Computer Checks
	6/21/2018		78.14	DD004202	KLEIBER, MICHELLE L.		Payroll Computer Checks
	6/21/2018		93.08	DD004139	BARBERA, TERRI K.		Payroll Computer Checks
	6/21/2018		112.20	DD004221	OWEN, SARAH		Payroll Computer Checks
	6/21/2018		100.00	002872	MONTGOMERY, ERIC I.		Payroll Computer Checks
	6/21/2018		50.00	DD004197	JONES, BREEZE		Payroll Computer Checks
	6/21/2018		87.50	DD004265	WULF, ROBIN		Payroll Computer Checks
	6/21/2018		114.62	DD004163	CRANE, LESLIE		Payroll Computer Checks
	6/21/2018		93.60	DD004188	HAYNES, TIMOTHY D.		Payroll Computer Checks
	6/21/2018		16.11	DD004224	PATIN BETANCOURT, FERNANDO J.		Payroll Computer Checks
	6/21/2018		100.00	DD004180	GILCRIST, BRETT		Payroll Computer Checks
	6/21/2018		64.40	DD004251	THORNTON, LEVI		Payroll Computer Checks
	6/21/2018		89.75	DD004225	PEITZ, REBEKAH S.		Payroll Computer Checks
	6/21/2018		117.75	DD004220	ORI, KONYE O.		Payroll Computer Checks
	6/21/2018		127.50	DD004165	CRAWSHAW, TAYLOR C.		Payroll Computer Checks
	6/21/2018		56.30	DD004223	PATEL, UPESH B.		Payroll Computer Checks
	6/21/2018		55.20	DD004264	WOOD, MICHAEL L.		Payroll Computer Checks
	6/21/2018		187.50	DD004262	WHEELER, KARA L.		Payroll Computer Checks
	6/21/2018		145.35	DD004191	HENDERSON, BRADLEY		Payroll Computer Checks
	6/21/2018		106.00	DD004244	SHOCKLEY, ALLEN M.		Payroll Computer Checks
	6/21/2018		111.54	DD004260	WESTERHOLD, CODY W.		Payroll Computer Checks
	6/21/2018		114.00	DD004261	WHEELER, JARED		Payroll Computer Checks
	6/21/2018		104.30	DD004212	MARTIN, RAECHAL M.		Payroll Computer Checks
	6/21/2018		89.75	DD004168	CYPRIEN, MICHEAL T.		Payroll Computer Checks
	6/21/2018		63.75	DD004255	VASQUEZ, ANTHONY A.		Payroll Computer Checks
	6/21/2018		95.87	DD004248	STROUD, ANGELA		Payroll Computer Checks
	6/21/2018		130.75	DD004166	CROMPTON, NYSSA		Payroll Computer Checks
	6/21/2018		114.00	DD004208	LIU, SHUFANG		Payroll Computer Checks
	6/21/2018		117.75	DD004227	PERALTA, CAMILO		Payroll Computer Checks
	6/21/2018		62.40	DD004193	HOUCK, MIKE J.		Payroll Computer Checks
	Period 12 Total		7,422.27				
11-6500-595-002	Total Fringe Benefits: 403(b)Match		93,664.62			(93,664.62)	
	Fringe Benefits:						
11-6500-595-003							
	4/18/2018		(22,824.41)	58291	KPERS	Void Open Trx	Purchases

	4/18/2018	42.53	522015	KPERS		Void Open Trx	Purchases
11-6500-595-003	Total KPERS working after retirement (WAR)	(22,781.88)			22,781.88		
11-591:596	Total Fringe Benefits	159,283.53			(159,283.53)		
Travel:							
11-6500-601-000							
	1/2/2018	102.60	RCT000007493	Morgan-Tate, Jessica Credit Card		Receivings Transaction Entry	Purchases
11-6500-601-000	Total Travel: Lodging, Airfare, Mileage	102.60			(102.60)		
11-601:601	Total Travel	102.60			(102.60)		
Food and Meals:							
11-6500-602-000							
	1/2/2018	5.00	RCT000007488	Morgan-Tate, Jessica Credit Card		Receivings Transaction Entry	Purchases
	1/2/2018	6.54	RCT000007490	Morgan-Tate, Jessica Credit Card		Receivings Transaction Entry	Purchases
	1/2/2018	7.82	RCT000007491	Morgan-Tate, Jessica Credit Card		Receivings Transaction Entry	Purchases
	1/2/2018	12.09	RCT000007492	Morgan-Tate, Jessica Credit Card		Receivings Transaction Entry	Purchases
11-6500-602-000	Total Food and Meals	31.45			(31.45)		
11-602:602	Total Food and Meals	31.45			(31.45)		
Postage:							
11-6500-611-000							
	7/24/2017	20.21	RCT000004846	Fedex		Receivings Transaction Entry	Purchases
	Period 1 Total	20.21					
	8/1/2017	517.81	RCT000004940	Fedex		Receivings Transaction Entry	Purchases
	8/7/2017	112.95	RCT000005098	United Parcel Service		Receivings Transaction Entry	Purchases
	8/23/2017	162.10	RCT000005317	Fedex		Receivings Transaction Entry	Purchases
	8/28/2017	129.00	RCT000005401	United Parcel Service		Receivings Transaction Entry	Purchases
	8/30/2017	99.63	RCT000005325	Commerce Bank Visa		Receivings Transaction Entry	Purchases
	Period 2 Total	1,021.49					
	9/19/2017	312.73	RCT000005905	Fedex		Receivings Transaction Entry	Purchases
	9/21/2017	250.00	BR155001-0917	United States Postal Service		USPS Postal Prepayment on Acct	Purchases
	9/21/2017	225.00	11/12/17	United States Postal Service		USPS Marketing Mail Fee	Purchases
	9/25/2017	104.46	RCT000005983	Fedex		Receivings Transaction Entry	Purchases
	9/25/2017	228.76	RCT000005984	United Parcel Service		Receivings Transaction Entry	Purchases
	Period 3 Total	1,120.95					
	10/30/2017	152.25	RCT000006603	United Parcel Service		Receivings Transaction Entry	Purchases
	Period 4 Total	152.25					
	11/14/2017	2,000.00	10827289-11/17	Pitney Bowes		Postage	Purchases
	11/27/2017	37.48	RCT000007036	Fedex		Receivings Transaction Entry	Purchases
	11/29/2017	103.20	RCT000007112	United Parcel Service		Receivings Transaction Entry	Purchases
	11/29/2017	100.75	RCT000007113	Fedex		Receivings Transaction Entry	Purchases
	Period 5 Total	2,241.43					
	1/8/2018	103.20	RCT000007570	United Parcel Service		Receivings Transaction Entry	Purchases
	1/25/2018	268.01	RCT000007745	Fedex		Receivings Transaction Entry	Purchases
	Period 7 Total	371.21					
	2/6/2018	220.72	RCT000008114	United Parcel Service		Receivings Transaction Entry	Purchases
	2/15/2018	690.00	1944220608	United States Postal Service		BRM Annual Maintenance Fee	Purchases
	2/15/2018	2,000.00	020718	Purchase Power		Postage Charges	Purchases
	2/15/2018	(690.00)	1944220608	United States Postal Service		Void Open Trx	Purchases
	2/22/2018	225.00	1944220608.	United States Postal Service		BRM Maintenance Fee	Purchases
	2/27/2018	133.68	RCT000008542	Fedex		Receivings Transaction Entry	Purchases

	Period 8 Total		2,579.40					
	3/14/2018		108.00	RCT000008923	United Parcel Service		Receivings Transaction Entry	Purchases
	Period 9 Total		108.00					
	4/4/2018		108.00	RCT000009113	United Parcel Service		Receivings Transaction Entry	Purchases
	4/4/2018		89.21	RCT000009114	Fedex		Receivings Transaction Entry	Purchases
	4/10/2018		144.92	RCT000009397	Hugo's Industrial Supply, Inc		Receivings Transaction Entry	Purchases
	4/30/2018		135.00	RCT000009772	United Parcel Service		Receivings Transaction Entry	Purchases
	Period 10 Total		477.13					
	5/1/2018		24.70	RCT000009477	Isle, Wendy Credit Card		Receivings Transaction Entry	Purchases
	5/21/2018		32.50	RCT000009989	Fedex		Receivings Transaction Entry	Purchases
	Period 11 Total		57.20					
	6/7/2018		108.00	RCT000010426	United Parcel Service		Receivings Transaction Entry	Purchases
	6/19/2018		2,000.00	19686	Pitney Bowes		postage for meter 16894370	Purchases
	6/26/2018		(123.44)	EFT000000000949	United Parcel Service		Payment Entry	Cash
	6/26/2018		123.44	EFT000000000949	United Parcel Service		Void Open Trx	Cash
	6/26/2018		123.44	00000A008F248	United Parcel Service		UPS June Payment	Purchases
	Period 12 Total		2,231.44					
11-6500-611-000	Total Postage & Shipping		10,380.71			(10,380.71)		
11-608:611	Total Postage		10,380.71			(10,380.71)		
Insurance:								
11-6500-622-000								
	7/18/2017		3,005.00	1105471	IMA Insurance, Inc		INSURANCE17-18	Purchases
	7/25/2017		6,000.00	1*1310256	IMA Insurance, Inc		IMA-Risk Management Fees	Purchases
	7/25/2017		4,039.40	1*1316575	IMA Insurance, Inc		IMA- Commercial Automotive	Purchases
	7/25/2017		413.00	1*1316584	IMA Insurance, Inc		IMA- Comm. Umbrella Excess	Purchases
	7/25/2017		19,083.00	1*1315431	IMA Insurance, Inc		IMA- Commercial Property	Purchases
	7/25/2017		9,027.00	1*1312262	IMA Insurance, Inc		IMA- Workers Compensation	Purchases
	7/25/2017		1,340.20	1*1316566	IMA Insurance, Inc		IMA- Commercial Package	Purchases
	7/25/2017		919.80	1*1316553	IMA Insurance, Inc		IMA-Educators Legal Liability	Purchases
	7/31/2017		459.91	1*1316554	IMA Insurance, Inc		Payables Trx Entry	Purchases
	7/31/2017		670.11	1*1316567	IMA Insurance, Inc		Payables Trx Entry	Purchases
	7/31/2017		2,019.71	1*1316576	IMA Insurance, Inc		Payables Trx Entry	Purchases
	7/31/2017		206.51	1*1316585	IMA Insurance, Inc		Payables Trx Entry	Purchases
	Period 1 Total		47,183.64					
	8/10/2017		2,019.71	1110476	IMA Insurance, Inc		Commercial Automobile - 08/17	Purchases
	8/10/2017		670.11	1110475	IMA Insurance, Inc		Commercial Package - 08/17	Purchases
	8/10/2017		459.91	1110474	IMA Insurance, Inc		Educators Legal Liab. -08/17	Purchases
	8/10/2017		3,005.00	1110473	IMA Insurance, Inc		Workers Comp. - 08/17	Purchases
	8/10/2017		206.51	1110477	IMA Insurance, Inc		Comm. Umbrella Excess - 08/17	Purchases
	Period 2 Total		6,361.24					
	9/14/2017		459.91	1*1316556	IMA Insurance, Inc		Educators Legal Liab Insurance	Purchases
	9/14/2017		3,005.00	1*1312265	IMA Insurance, Inc		Workers Comp Insurance	Purchases
	9/14/2017		670.11	1*1316569	IMA Insurance, Inc		Commercial Package Insurance	Purchases
	9/14/2017		2,019.71	1*1316578	IMA Insurance, Inc		Commercial Auto Insurance	Purchases
	9/14/2017		206.51	1*1316587	IMA Insurance, Inc		Comm. Umbrella Insurance	Purchases
	Period 3 Total		6,361.24					
	10/9/2017		6,285.80	1*1318371	IMA Insurance, Inc		Cyber Liability Policy 17/18	Purchases
	10/12/2017		3,005.00	1*1312266	IMA Insurance, Inc		Property & Casualty Ins 10/17	Purchases
	10/12/2017		459.91	1*1316557	IMA Insurance, Inc		Educators Legal Liab. 10/17	Purchases
	10/12/2017		670.11	1*1316570	IMA Insurance, Inc		Comercial Package Ins 10/17	Purchases
	10/12/2017		2,019.71	1*1316579	IMA Insurance, Inc		Comercial Auto Ins. 10/17	Purchases
	10/12/2017		206.51	1*1316588	IMA Insurance, Inc		Comm. Umbrella Ins 10/17	Purchases
	10/12/2017		1,750.00	1*1330629	IMA Insurance, Inc		Accident Death Ins 10/17	Purchases

	Period 4 Total		14,397.04					
	11/13/2017		3,005.00	1*1312267	IMA Insurance, Inc		Workers Compensation	Purchases
	11/13/2017		459.91	1*1316558	IMA Insurance, Inc		Educators Legal Liability	Purchases
	11/13/2017		670.11	1*1316571	IMA Insurance, Inc		Comercial Package	Purchases
	11/13/2017		2,019.71	1*1316580	IMA Insurance, Inc		Commercial Automotive	Purchases
	11/13/2017		206.51	1*1316589	IMA Insurance, Inc		Comm. Umbrella Excess	Purchases
	Period 5 Total		6,361.24					
	12/11/2017		580.00	1*1339650	IMA Insurance, Inc		Commercial Auto	Purchases
	12/11/2017		910.00	1*1339651	IMA Insurance, Inc		Commercial Auto	Purchases
	12/11/2017		38.00	1*1339517	IMA Insurance, Inc		Commercial Auto	Purchases
	Period 6 Total		1,528.00					
	1/2/2018		3,005.00	1128690	IMA Insurance, Inc		Workers Compensation Ins.	Purchases
	1/2/2018		459.91	1128691	IMA Insurance, Inc		Educators Legal Liab. Ins.	Purchases
	1/2/2018		670.11	1128692	IMA Insurance, Inc		Comercial Pkg. Ins.	Purchases
	1/2/2018		2,019.71	1128693	IMA Insurance, Inc		Commercial Auto Ins.	Purchases
	1/2/2018		206.51	1128694	IMA Insurance, Inc		Comm. Umbrella Excess Ins.	Purchases
	1/17/2018		2,019.71	1132686	IMA Insurance, Inc		Commercial Auto Ins	Purchases
	1/17/2018		670.11	1132685	IMA Insurance, Inc		Commercial Package Ins	Purchases
	1/17/2018		206.51	1132687	IMA Insurance, Inc		Comm. Umbrella Ins	Purchases
	1/17/2018		3,005.00	1132683	IMA Insurance, Inc		Workers Comp Ins	Purchases
	1/17/2018		459.91	1132684	IMA Insurance, Inc		Educator Legal Liab Ins	Purchases
	Period 7 Total		12,722.48					
	2/8/2018		3,005.00	1137180	IMA Insurance, Inc		Workers Compensation 8 of 9	Purchases
	2/8/2018		459.83	1137181	IMA Insurance, Inc		Educators Legal Liability 8of8	Purchases
	2/8/2018		670.03	1137182	IMA Insurance, Inc		Commercial Package 8of8	Purchases
	2/8/2018		2,019.63	1137183	IMA Insurance, Inc		Commercial Auto 8of8	Purchases
	2/8/2018		206.43	1137184	IMA Insurance, Inc		Comm. Umbrella 8of8	Purchases
	2/12/2018		83.00	1137660	IMA Insurance, Inc		Commercial Auto Policy Change	Purchases
	2/16/2018		1,061.00	1138039	IMA Insurance, Inc		Workers Compensation Audit	Purchases
	Period 8 Total		7,504.92					
	3/28/2018		3,005.00	1140990	IMA Insurance, Inc		Workers Comp. (9of9)	Purchases
	Period 9 Total		3,005.00					
	6/26/2018		42.00	1158630	IMA Insurance, Inc		Adding 2018 Camry #4780	Purchases
	Period 12 Total		42.00					
11-6500-622-000	Total Insurance		105,466.80			(105,466.80)		
11-622	Total Insurance		105,466.80			(105,466.80)		
Conferences:								
11-6500-626-000								
	1/2/2018		175.00	RCT000007494	Morgan-Tate, Jessica Credit Card		Receivings Transaction Entry	Purchases
11-6500-626-000	Total Conference fees/registration		175.00			(175.00)		
11-624:626	Total Conferences		175.00			(175.00)		
Telephone:								
11-6500-631-000								
	7/18/2017		551.27	6781656302	AT&T		Payables Trx Entry	Purchases
	7/24/2017		1,272.28	ATT-JUL17-3245	AT&T		ATT-JUL17-3245	Purchases
	Period 1 Total		1,823.55					
	8/11/2017		17.99	TOUCHTONE 07/17	TouchTone Communications		TouchTone 07/17	Purchases
	8/18/2017		1,775.75	AUG17-0747	AT&T		AUG17-0747	Purchases
	8/28/2017		1,288.71	AUG17-3245	AT&T		AUG17-3245	Purchases

	Period 2 Total		3,082.45					
	9/13/2017		133.57	6203314100-083117	TouchTone Communications		Telephone Payment 083117	Purchases
	9/18/2017		1,778.59	1717961260747-0917	AT&T		Phone Services 0917	Purchases
	9/25/2017		1,286.27	316A4306763245-0917	AT&T		AT&T Phone Service 0917	Purchases
	Period 3 Total		3,198.43					
	10/11/2017		113.27	6203314100-10/17	TouchTone Communications		Phone Services	Purchases
	10/20/2017		1,782.91	1717961260747 -10/17	AT&T		Phone Service Main - 10/17	Purchases
	10/23/2017		1,287.95	316A4306763245-10/17	AT&T		Phone Service 10/17	Purchases
	Period 4 Total		3,184.13					
	11/10/2017		113.32	6203314100-11/17	TouchTone Communications		Telephone Services 11/17	Purchases
	11/27/2017		1,289.90	3425-11/17	AT&T		Phone Services	Purchases
	11/27/2017		1,782.91	747-11/17	AT&T		Phone Services	Purchases
	Period 5 Total		3,186.13					
	12/11/2017		111.63	6203314100-12/17	TouchTone Communications		Phone Services	Purchases
	Period 6 Total		111.63					
	1/2/2018		1,328.68	316A4306763245-12/17	AT&T		At&T Phone Services	Purchases
	1/2/2018		1,782.91	1717961260747-12/17	AT&T		AT&T Internet Services	Purchases
	1/17/2018		108.64	6203314100-01/18	TouchTone Communications		Phone Services	Purchases
	1/23/2018		1,806.99	1717961260747-01/18	AT&T		Internet Main Campus	Purchases
	1/25/2018		1,329.32	316A4306763245-01/18	AT&T		Main Campus Phone Services	Purchases
	Period 7 Total		6,356.54					
	2/16/2018		106.02	6203314100-02/18	TouchTone Communications		Telephone Services	Purchases
	2/23/2018		1,804.45	1717961260747-02/18	AT&T		Internet service - Main Campus	Purchases
	2/26/2018		1,451.62	316A4306763245-02/18	AT&T		Phone Services	Purchases
	Period 8 Total		3,362.09					
	3/13/2018		89.99	6203314100-03/18	TouchTone Communications		Phone Services	Purchases
	3/19/2018		1,810.98	1717961260747-03/18	AT&T		INTERNET SERVICE	Purchases
	3/26/2018		90.87	316A4306763245-03/18	AT&T		Phone Services	Purchases
	Period 9 Total		1,991.84					
	4/10/2018		113.54	6203314100-04/18	TouchTone Communications		Telephone Services	Purchases
	4/23/2018		1,807.63	1717961260747-04/18	AT&T		Internet- ICC Main	Purchases
	4/24/2018		1,418.44	316A4306763245-04/18	AT&T		Phone Services	Purchases
	Period 10 Total		3,339.61					
	5/14/2018		113.82	135115	TouchTone Communications		Phone Bill 0518	Purchases
	5/24/2018		3,061.98	5739061406	AT&T		Phone Bill	Purchases
	5/30/2018		1,418.79	19126	AT&T		Phone Bill acct 316A43-0676324	Purchases
	Period 11 Total		4,594.59					
	6/12/2018		111.66	161938	TouchTone Communications		June phone bill	Purchases
	6/26/2018		1,721.32	6661351402	AT&T		Phone Service	Purchases
	6/26/2018		1,418.79	20256	AT&T		Phone Service	Purchases
	Period 12 Total		3,251.77					
11-6500-631-000	Total Telephone		37,482.76			(37,482.76)		
11-627:631	Total Telephone		37,482.76			(37,482.76)		
	Water/Sewer:							
11-6500-632-000								
	8/3/2017		730.36	MAIN CAMPUS - 0717	City Of Independence		Water Main Campus -0717	Purchases
	8/3/2017		55.87	CESSNA - 0717	City Of Independence		Water Cessna - 0717	Purchases
	8/3/2017		10.79	FIELD - 0717	City Of Independence		Water Practice Field - 0717	Purchases

8/3/2017		51.13	MAIN - 0717	City Of Independence	Water Main - 0717	Purchases
8/3/2017		10.78	FIELD2 - 0717	City Of Independence	Water Practice Field - 0717	Purchases
8/3/2017		246.64	WEST - 0717	City Of Independence	Water ICC West - 0717	Purchases
8/10/2017		67.88	SEWER CESSNA - 07/17	Montgomery County Sewer District #2	Sewer Cessna - 07/17	Purchases
8/10/2017		173.85	SEWER MAIN - 07/17	Montgomery County Sewer District #2	Sewer Main - 07/17	Purchases
8/10/2017		2,137.19	SEWER CAF -07/17	Montgomery County Sewer District #2	Sewer Cafeteria - 07/17	Purchases
Period 2 Total		3,484.49				
9/8/2017		978.07	21060000-0817	City Of Independence	Main Campus Water Bill	Purchases
9/8/2017		52.28	21062100-0817	City Of Independence	Cessna Bldg. Water Bill	Purchases
9/8/2017		43.77	21095000-0817	City Of Independence	Admin Bldg. Water Bill	Purchases
9/8/2017		40.62	21095110-0817	City Of Independence	Practice Field Water Bill	Purchases
9/8/2017		10.78	21095201-0817	City Of Independence	Practice Field Water Bill	Purchases
9/8/2017		237.86	22056004-0817	City Of Independence	ICC West Water Bill	Purchases
9/11/2017		2,888.15	210600-091117	Montgomery County Sewer District #2	Sewer Payment - Cafeteria	Purchases
9/11/2017		145.36	210950-091117	Montgomery County Sewer District #2	Sewer Payment - Main	Purchases
9/11/2017		61.92	210621-091117	Montgomery County Sewer District #2	Sewer Payment - Cessna	Purchases
Period 3 Total		4,458.81				
10/9/2017		10.79	21095110-1017	City Of Independence	Water Bill Practice Field	Purchases
10/9/2017		39.05	21095000-1017	City Of Independence	Water Bill Admin Bldg.	Purchases
10/9/2017		1,225.79	21060000-1017	City Of Independence	Water Bill Main Campus	Purchases
10/9/2017		51.56	21062100-1017	City Of Independence	Water Bill Cessna Bldg.	Purchases
10/9/2017		10.78	21095201-1017	City Of Independence	Water Bill Practice Field 2	Purchases
10/9/2017		296.77	22056004-1017	City Of Independence	Water Bill ICC West	Purchases
10/13/2017		3,639.11	210600-10/17	Montgomery County Sewer District #2	Sewer Caftereria 10/17	Purchases
10/13/2017		128.31	210950-10/17	Montgomery County Sewer District #2	Sewer Main 10/17	Purchases
10/13/2017		60.73	210621-10/17	Montgomery County Sewer District #2	Sewer Cessna 10/17	Purchases
Period 4 Total		5,462.89				
11/6/2017		299.45	22056004-11/17	City Of Independence	ICC West Water Payment	Purchases
11/6/2017		812.93	21060000-11/17	City Of Independence	Main Campus Water Payment	Purchases
11/6/2017		55.16	21062100-11/17	City Of Independence	Cessna Bldg. Water Payment	Purchases
11/6/2017		47.89	21095000-11/17	City Of Independence	Admin. Bldg. Water Payment	Purchases
11/6/2017		10.79	21095110-11/17	City Of Independence	Practice Field Water Payment	Purchases
11/6/2017		10.78	21095201-11/17	City Of Independence	Practice Field Water Payment	Purchases
11/10/2017		66.69	210621-11/17	Montgomery County Sewer District #2	Sewer Payment Cessna 11/17	Purchases
11/10/2017		161.33	210950-11/17	Montgomery County Sewer District #2	Sewer Main Campus 11/17	Purchases
11/10/2017		2,387.51	210600-11/17	Montgomery County Sewer District #2	Sewer Cafeteria 11/17	Purchases
Period 5 Total		3,852.53				
12/6/2017		310.14	22056004-12/17	City Of Independence	ICC West	Purchases
12/6/2017		691.04	21060000-12/17	City Of Independence	ICC Main Campus	Purchases
12/6/2017		59.47	21062100-12/17	City Of Independence	Cessna Bldg	Purchases
12/6/2017		73.88	21095000-12/17	City Of Independence	Admin Bldg	Purchases
12/6/2017		10.78	21095110-12/17	City Of Independence	Practice Field	Purchases
12/6/2017		10.78	21095201-12/17	City Of Independence	Practice Field	Purchases
12/8/2017		262.05	210950-12/17	Montgomery County Sewer District #2	Sewer Main Campus	Purchases
12/8/2017		73.84	210621-12/17	Montgomery County Sewer District #2	Sewer Cessna Bldg.	Purchases
12/8/2017		2,017.99	210600-12/17	Montgomery County Sewer District #2	Sewer Cafeteria	Purchases
Period 6 Total		3,509.97				
1/8/2018		228.47	21095000-01/18	City Of Independence	Water- Admissions Bldg.	Purchases
1/8/2018		21.54	21095110-01/18	City Of Independence	Water - Practice Field	Purchases
1/8/2018		21.54	21095201-01/18	City Of Independence	Water - Practice Field	Purchases
1/8/2018		583.44	22056004-01/18	City Of Independence	Water/Sewer/Trash - ICC West	Purchases
1/8/2018		114.95	21062100-01/18	City Of Independence	Water - Cessna Bldg.	Purchases
1/8/2018		1,058.89	21060000-01/18	City Of Independence	Water - Main Campus	Purchases
1/9/2018		1,571.46	210600-1/18	Montgomery County Sewer District #2	Sewer Cafeteria	Purchases
1/9/2018		61.84	210621-01/18	Montgomery County Sewer District #2	Sewer Cessna	Purchases
1/9/2018		422.24	210950-01/18	Montgomery County Sewer District #2	Sewer Main Campus	Purchases
1/30/2018		71.52	21060000-LF	City Of Independence	Water Services Main Campus	Purchases
Period 7 Total		4,155.89				
2/6/2018		18.83	21062100-02/18	City Of Independence	Water- Cessna Bldg	Purchases
2/6/2018		187.60	21095000-02/18	City Of Independence	Water - Admin Bldg.	Purchases
2/6/2018		22.62	21095110-02/18	City Of Independence	Water - Practice Field	Purchases

	2/6/2018	22.62	21095201-02/18	City Of Independence		Water - Practice Field 2	Purchases
	2/6/2018	37.61	22056004-02/18	City Of Independence		Water/Sewer - ICC West	Purchases
	2/6/2018	1,488.77	21060000-02/18	City Of Independence		Water - ICC Main Campus	Purchases
	2/14/2018	327.38	21950-02/18	Montgomery County Sewer District #2		Sewer - ICC Main Campus	Purchases
	2/14/2018	2,101.43	210600-02/18	Montgomery County Sewer District #2		Sewer - Cafeteria	Purchases
	2/14/2018	39.27	210621-02/18	Montgomery County Sewer District #2		Sewer Cessna Bldg.	Purchases
	Period 8 Total	4,246.13					
	3/12/2018	344.54	21950-03/18	Montgomery County Sewer District #2		Sewer - ICC Main Campus	Purchases
	3/12/2018	1,362.39	210600-03/18	Montgomery County Sewer District #2		Sewer - Cafeteria	Purchases
	3/12/2018	59.53	210621-03/18	Montgomery County Sewer District #2		Sewer - Cessna Bldg.	Purchases
	3/12/2018	867.59	21060000-03/18	City Of Independence		Water - ICC Main	Purchases
	3/12/2018	348.72	22056004-03/18	City Of Independence		Water, Sewer, Trash - ICC West	Purchases
	3/12/2018	189.45	21095000-03/18	City Of Independence		Water - Administration Bldg.	Purchases
	3/12/2018	72.86	2106210000-03/18	City Of Independence		Water - Cessna Bldg	Purchases
	3/12/2018	21.54	21095110-03/18	City Of Independence		Water - Practice Field 1	Purchases
	3/12/2018	21.54	21095201-03/18	City Of Independence		Water - Practice Field 2	Purchases
	Period 9 Total	3,288.16					
	4/6/2018	84.04	21062100-04/18	City Of Independence		Water - Cessna Bldg.	Purchases
	4/6/2018	228.87	21095000-04/18	City Of Independence		Water - Admin Bldg.	Purchases
	4/6/2018	21.54	21095110-04/18	City Of Independence		Water - Practice Field	Purchases
	4/6/2018	21.54	21095201-04/18	City Of Independence		Water - Practice Field2	Purchases
	4/6/2018	1,147.33	21060000-04/18	City Of Independence		Water - Main Campus	Purchases
	4/6/2018	355.04	22056004-04/18	City Of Independence		Water, Sewer, Trash - ICC West	Purchases
	Period 10 Total	1,858.36					
	5/7/2018	341.75	22056004-05/18	City Of Independence		Water, Sewer, Trash @ ICC West	Purchases
	5/7/2018	1,802.61	21060000-05/18	City Of Independence		Water @ ICC Main	Purchases
	5/7/2018	75.58	21062100-05/18	City Of Independence		Water @ Cessna Bldg.	Purchases
	5/7/2018	340.66	21095000-05/18	City Of Independence		Water @ Admin Bldg.	Purchases
	5/7/2018	21.55	21095110-05/18	City Of Independence		Water @ Practice Field	Purchases
	5/7/2018	21.54	21095201-05/18	City Of Independence		Water @ Practice Field	Purchases
	Period 11 Total	2,603.69					
	6/5/2018	356.42	19167	City Of Independence		ICC West	Purchases
	6/5/2018	1,576.13	19168	City Of Independence		Main Campus	Purchases
	6/5/2018	78.04	19169	City Of Independence		Cessna Bldg	Purchases
	6/5/2018	287.17	19170	City Of Independence		Admin Bldg	Purchases
	6/5/2018	21.56	19171	City Of Independence		Practice Field	Purchases
	6/5/2018	21.54	19172	City Of Independence		Practice Field 2	Purchases
	Period 12 Total	2,340.86					
11-6500-632-000	Total Water/Sewer	39,261.78			(39,261.78)		
11-632	Total Water/Sewer	39,261.78			(39,261.78)		
Gas:							
11-6500-633-000							
	7/24/2017	46.77	ATMOS-JUL17-3044	Atmos Energy		ATMOS-JUL17-3044	Purchases
	7/24/2017	46.77	ATMOS-JUL17-2250	Atmos Energy		ATMOS-JUL17-2250	Purchases
	7/24/2017	611.58	ATMOS-JUL17-1797	Atmos Energy		ATMOS-JUL17-1797	Purchases
	7/31/2017	450.95	ATMOS-JUL17-1993	Atmos Energy		ATMOS-JUL17-1993	Purchases
	Period 1 Total	1,156.07					
	8/21/2017	45.23	AUG17-2250	Atmos Energy		AUG17-2250	Purchases
	8/21/2017	736.59	AUG17-1797	Atmos Energy		AUG17-1797	Purchases
	8/21/2017	45.88	AUG17-3044	Atmos Energy		AUG17-3044	Purchases
	8/28/2017	118.37	AUG17-1993	Atmos Energy		AUG17-1993	Purchases
	Period 2 Total	946.07					
	9/25/2017	1,324.91	3019321797-092017	Atmos Energy		Atmos Energy Main Campus 0917	Purchases
	9/25/2017	45.88	3019322250-092017	Atmos Energy		Atmos Energy Cessna Bldg. 0917	Purchases
	9/25/2017	45.88	3019323044-092017	Atmos Energy		Atmos Energy Maintenance 0917	Purchases

9/28/2017	196.21	3019321993-092517	Atmos Energy		Atmos Energy ICC West - 0917	Purchases
Period 3 Total	1,612.88					
10/23/2017	46.61	3019322250-10/17	Atmos Energy		Atmos Cessna Bldg. 10/17	Purchases
10/23/2017	47.28	3019323044-10/17	Atmos Energy		Atmos Maint Bldg.10/17	Purchases
10/23/2017	1,317.91	3019321797-10/17	Atmos Energy		Atmos Main Campus - 10/17	Purchases
10/30/2017	193.44	3019321993-10/17	Atmos Energy		Atmos ICC West 10/17	Purchases
Period 4 Total	1,605.24					
11/27/2017	82.37	3019323044-11/17	Atmos Energy		Maint Bldg	Purchases
11/27/2017	117.53	3019322250-11/17	Atmos Energy		Cessna Bldg	Purchases
11/27/2017	3,393.04	3019321797-11/17	Atmos Energy		Main Campus	Purchases
11/27/2017	24.41	4024524610-11/17	Atmos Energy		Field House	Purchases
11/30/2017	30.64	4024467807-11/17.	Atmos Energy		Fine Arts Bldg.	Purchases
11/30/2017	423.38	3019321993-11/17	Atmos Energy		ICC West	Purchases
Period 5 Total	4,071.37					
1/2/2018	1,099.35	4024661918-12/17	Atmos Energy		Atmos - Student Union	Purchases
1/2/2018	588.15	3019321797-12/17	Atmos Energy		Atmos- Admissions Bldg.	Purchases
1/2/2018	83.98	3019323044-12/17	Atmos Energy		Atmos- Maintenance Bldg.	Purchases
1/2/2018	1,307.63	4024524610-12/17	Atmos Energy		Atmos -Field House	Purchases
1/2/2018	1,687.55	4024540156-12/17	Atmos Energy		Atmos- Academic Bldg	Purchases
1/2/2018	719.34	3019321993-12/17	Atmos Energy		Atmos - ICC West	Purchases
1/2/2018	205.39	3019322250-12/17	Atmos Energy		Atmos - Cessna Bldg.	Purchases
1/23/2018	2,787.69	4024540156-01/18	Atmos Energy		Gas - Academic Bldg./Library	Purchases
1/23/2018	466.45	3019322250-01/18	Atmos Energy		Gas- Cessna Bldg.	Purchases
1/23/2018	1,416.88	4024661918-01/18	Atmos Energy		Gas - Student Union	Purchases
1/23/2018	2,544.35	4024524610-01/18	Atmos Energy		Gas - Field House Bldg.	Purchases
1/23/2018	142.44	3019323044-01/18	Atmos Energy		Gas - Maintenance Shop	Purchases
1/26/2018	568.30	3019321797-01/18	Atmos Energy		Gas - Admissions Bldg.	Purchases
1/30/2018	1,587.27	3019321993-01/18	Atmos Energy		Gas Service - ICC West	Purchases
1/30/2018	3,812.34	4024467807-01/18	Atmos Energy		Gas Service - Fine Arts	Purchases
Period 7 Total	19,017.11					
2/20/2018	139.65	3019323044-02/18	Atmos Energy		Gas - Maintenance Shop	Purchases
2/20/2018	1,630.80	4024467807-02/18	Atmos Energy		Gas - Fine Arts Bldg.	Purchases
2/20/2018	1,320.65	4024661998-02/18	Atmos Energy		Gas - Student Union Bldg.	Purchases
2/20/2018	2,080.38	4024524610-02/18	Atmos Energy		Gas- GYM	Purchases
2/20/2018	2,626.56	4024540156-02/18	Atmos Energy		Gas- Academic Bldg.	Purchases
2/23/2018	344.64	3019322250-02/18	Atmos Energy		Gas - Cessna Bldg.	Purchases
2/23/2018	416.25	3019321797-20/18	Atmos Energy		Gas - Admissions Bldg.	Purchases
2/26/2018	1,245.60	3019321993-02/18	Atmos Energy		Gas - ICC West	Purchases
Period 8 Total	9,804.53					
3/26/2018	837.01	3019321993-03/18	Atmos Energy		Gas - ICC West	Purchases
3/26/2018	1,263.86	4024540156-03/18	Atmos Energy		Gas- Library / Academic Bldg	Purchases
3/26/2018	252.41	3019322250-03/18	Atmos Energy		Gas - Cessna Bldg	Purchases
3/26/2018	321.87	3019321797-03/18	Atmos Energy		Gas - Admissions Bldg	Purchases
3/26/2018	1,526.60	4024254610-03/18	Atmos Energy		Gas - Field House/ Gym	Purchases
3/26/2018	116.19	3019323044-03/18	Atmos Energy		Gas - Maint Bldg	Purchases
3/26/2018	1,275.15	4024467807-03/18	Atmos Energy		Gas- Fine Arts Bldg	Purchases
3/26/2018	1,047.72	4024661918-03/18	Atmos Energy		Gas - Student Union	Purchases
Period 9 Total	6,640.81					
4/24/2018	1,314.40	4024524610-04/18	Atmos Energy		Gas - Field House	Purchases
4/24/2018	1,563.32	4024467807-04/18	Atmos Energy		Gas - Fine Arts Bldg.	Purchases
4/24/2018	1,081.61	4024661918-04/18	Atmos Energy		Gas - Student Union	Purchases
4/24/2018	108.98	3019323044-04/18	Atmos Energy		Gas - Maintenance Bldg.	Purchases
4/24/2018	207.68	3019322250-04/18	Atmos Energy		Gas - Cessna Bldg.	Purchases
4/24/2018	1,167.50	4024540156-04/18	Atmos Energy		Gas - Academic Bldg.	Purchases
4/24/2018	321.73	3019321797-04/18	Atmos Energy		Gas - Admin Bldg.	Purchases
4/27/2018	766.11	301931993-04/18	Atmos Energy		Gas - ICC West	Purchases
Period 10 Total	6,531.33					
5/22/2018	414.21	18683	Atmos Energy		Gas Bill Academic Building	Purchases
5/22/2018	587.22	18684	Atmos Energy		Gas Bill Fine Arts Building	Purchases

	5/22/2018		305.40	18685	Atmos Energy		Gas Bill Field House Building	Purchases
	5/22/2018		51.04	18686	Atmos Energy		Gas Bill Maintenance Building	Purchases
	5/24/2018		112.72	19104	Atmos Energy		Gas Bill Admissions Building	Purchases
	5/24/2018		59.55	19105	Atmos Energy		Gas Bill Cessna Learning Bldg	Purchases
	5/24/2018		756.45	19106	Atmos Energy		Gas Bill Student Union Bldg	Purchases
	5/30/2018		193.99	19124	Atmos Energy		Gas Bill ICC West	Purchases
	Period 11 Total		2,480.58					
	6/26/2018		131.01	20247	Atmos Energy		Gas bill/ Field House	Purchases
	6/26/2018		43.90	20248	Atmos Energy		Gas Bill/ Maintenance Building	Purchases
	6/26/2018		44.60	20249	Atmos Energy		Gas Bill/ Cessna bldg	Purchases
	6/26/2018		181.14	20250	Atmos Energy		Gas Bill/ Academic Bldg	Purchases
	6/26/2018		916.82	20251	Atmos Energy		Gas Bill/ Student union bldg	Purchases
	6/26/2018		48.04	20252	Atmos Energy		Gas Bill/ admissions bldg	Purchases
	6/26/2018		62.47	20253	Atmos Energy		Gas Bill/ Fine arts bldg	Purchases
	Period 12 Total		1,427.98					
11-6500-633-000	Total Gas		55,293.97			(55,293.97)		
11-633	Total Gas		55,293.97			(55,293.97)		
Electricity:								
11-6500-635-000								
	7/18/2017		20,529.18	JUL17-7713685214	Westar Energy		JUL17-7713685214	Purchases
	Period 1 Total		20,529.18					
	8/2/2017		80.69	JUL17-0861	Westar Energy		JUL17-0861	Purchases
	8/2/2017		2,992.74	JUL17-6883	Westar Energy		JUL17-6883	Purchases
	8/14/2017		24,435.94	WESTAR 5214 -07/17	Westar Energy		Westar 5214 -07/17	Purchases
	Period 2 Total		27,509.37					
	9/8/2017		1,047.30	6444357524-090617	Westar Energy		Westar Cessna Bldg	Purchases
	9/8/2017		67.25	3221260861-082817	Westar Energy		Westar ICC West Sign	Purchases
	9/8/2017		2,694.37	5496166883-082817	Westar Energy		Westar ICC West	Purchases
	Period 3 Total		3,808.92					
	10/4/2017		24,216.10				Moved Electric Charges	
	10/4/2017		0.78				Moved Electric Charges	
	10/4/2017		226.48				Moved Electric Charges	
	10/11/2017		68.17				Move Electric Charges	
	10/11/2017		1,140.91				Move Electric Charges	
	10/11/2017		24,892.35				Move Electric Charges	
	Period 4 Total		50,544.79					
	6/11/2018		1,021.23	19211	Westar Energy		Elecric Cessna Bldg	Purchases
	6/11/2018		66.08	19212	Westar Energy		Electric Pond/Fountn/4000 rd	Purchases
	6/11/2018		13,237.66	19214	Westar Energy		Electricty Main Campus	Purchases
	Period 12 Total		14,324.97					
11-6500-635-000	Total Electricity		116,717.23			(116,717.23)		
11-634:635	Total Electricity		116,717.23			(116,717.23)		
Cable/Internet:								
11-6500-636-000								
	7/24/2017		2,250.00	CABLE-JUL17-9222	Cable One, Inc.		CABLE-JUL17-9222	Purchases
	7/24/2017		902.06	CABLE-JUL17-9378	Cable One, Inc.		CABLE-JUL17-9378	Purchases
	Period 1 Total		3,152.06					
	8/14/2017		196.82	WEST - 08/17	Cable One, Inc.		West - 08/17	Purchases
	8/21/2017		2,250.00	AUG17-9222	Cable One, Inc.		AUG17-9222	Purchases

8/21/2017		900.00	AUG17-9378	Cable One, Inc.		AUG17-9378	Purchases
Period 2 Total		3,346.82					
9/11/2017		188.06	110674793-091117	Cable One, Inc.		Cable One - ICC West	Purchases
9/19/2017		2,248.00	110679222-0917	Cable One, Inc.		Internet ICC Main Campus	Purchases
9/19/2017		898.00	117969378-0917	Cable One, Inc.		Internet ICC West	Purchases
Period 3 Total		3,334.06					
10/11/2017		186.05	110674793-10/17	Cable One, Inc.		ICC West Cable Service	Purchases
10/20/2017		2,250.00	110679222 - 10/17	Cable One, Inc.		Internet Service Main - 10/17	Purchases
10/20/2017		900.00	117969378 - 10/17	Cable One, Inc.		Internet Service West - 10/17	Purchases
Period 4 Total		3,336.05					
11/13/2017		188.05	110674793-11/17	Cable One, Inc.		Cable Services ICC West	Purchases
11/27/2017		146.56	121446165-11/17	Cable One, Inc.		ICC Student Union	Purchases
11/27/2017		900.00	117969378-11/17	Cable One, Inc.		ICC West	Purchases
11/27/2017		2,250.00	110679222-11/17	Cable One, Inc.		ICC Main Campus	Purchases
Period 5 Total		3,484.61					
1/2/2018		130.63	121446165-12/17	Cable One, Inc.		CableOne Student Union	Purchases
1/2/2018		188.05	110674793-12/17	Cable One, Inc.		ICC West Cable	Purchases
1/2/2018		908.24	117969378-12/17	Cable One, Inc.		ICC West Fiber	Purchases
1/2/2018		2,258.52	110679222-12/17	Cable One, Inc.		Main Campus Internet	Purchases
1/17/2018		196.81	110674793-01/18	Cable One, Inc.		TV Services - ICC West	Purchases
1/19/2018		2,260.65	110679222-01/18	Cable One, Inc.		Internet Services Main Campus	Purchases
1/19/2018		910.30	117969378-01/18	Cable One, Inc.		Internet Services ICC Main	Purchases
1/26/2018		124.24	121446165	Cable One, Inc.		Cable Service - Student Union	Purchases
Period 7 Total		6,977.44					
2/14/2018		200.39	110674793-02/18	Cable One, Inc.		Cable TV @ ICC West	Purchases
2/20/2018		900.00	117969378-02/18	Cable One, Inc.		Internet ICC West	Purchases
2/20/2018		2,250.00	110679222-02/18	Cable One, Inc.		Internet - ICC Main	Purchases
2/26/2018		135.87	121446165-02/18	Cable One, Inc.		Cable TV - Student Union	Purchases
Period 8 Total		3,486.26					
3/12/2018		200.39	110674793-03/18	Cable One, Inc.		Cable TV @ ICC West	Purchases
3/19/2018		900.00	117969378-03/18	Cable One, Inc.		CC WEST FIBER	Purchases
3/19/2018		2,250.00	110679222-03/18	Cable One, Inc.		INTERNET SERVICE	Purchases
Period 9 Total		3,350.39					
4/4/2018		135.87	121446165-04/18	Cable One, Inc.		Cable @ Student Union	Purchases
4/11/2018		200.39	110674793-04/18	Cable One, Inc.		Cable TV - ICC West	Purchases
4/20/2018		2,500.00	110679222-04/18	Cable One, Inc.		Internet - ICC Main	Purchases
4/20/2018		900.00	117969378-04/18	Cable One, Inc.		Internet - ICC West	Purchases
4/27/2018		135.87	121446165-04/18.	Cable One, Inc.		Cable TV - Student Union	Purchases
Period 10 Total		3,872.13					
5/14/2018		200.39	110674793-0518	Cable One, Inc.		Cable One- ICC West	Purchases
5/22/2018		2,000.00	18677	Cable One, Inc.		Internet Bill Main Campus	Purchases
5/22/2018		900.00	18678	Cable One, Inc.		Internet Bill ICC West	Purchases
5/30/2018		135.87	19125	Cable One, Inc.		Student Union Dual	Purchases
Period 11 Total		3,236.26					
6/12/2018		200.39	19614	Cable One, Inc.		Internet Service- ICC West	Purchases
6/20/2018		2,250.00	20002	Cable One, Inc.		Internet Main Campus	Purchases
6/20/2018		900.00	20003	Cable One, Inc.		Internet ICC West	Purchases
Period 12 Total		3,350.39					
11-6500-636-000	Total Cable TV/Internet	40,926.47			(40,926.47)		
11-636	Total Cable/Internet	40,926.47			(40,926.47)		

Service Agreements:
11-6500-646-000

7/18/2017	45.30	520089	Vendor Services Group		VENDOR SERVICES GROUP	Purchases
7/18/2017	2,000.00	JUL17-7289	Pitney Bowes		JUL17-7289	Purchases
7/31/2017	1,805.75	2209	Indy Print Services		Indy Print Services	Purchases
Period 1 Total	3,851.05					
8/1/2017	212.89	090050621	Xerox Corporation		A2M-646473-JUL17	Purchases
8/1/2017	187.24	090050619	Xerox Corporation		A2M-629707-JUL17	Purchases
8/1/2017	179.71	090050620	Xerox Corporation		A2M-646423-JUL17	Purchases
8/1/2017	1,013.91	090050625	Xerox Corporation		XNE-008637-JUL17	Purchases
8/1/2017	35.42	090050613	Xerox Corporation		VMA-649733-JUL17	Purchases
8/1/2017	219.61	090050626	Xerox Corporation		EX9-305852-JUL17	Purchases
8/1/2017	222.61	090050624	Xerox Corporation		EX9-307645-JUL17	Purchases
8/1/2017	187.06	090050623	Xerox Corporation		A2M-649144-JUL17	Purchases
8/3/2017	150.00	80959	Studebaker Refrigeration, Inc		Montly Ice Machine Rent	Purchases
8/10/2017	1,340.10	3304137448	Pitney Bowes		Leasing Charges	Purchases
8/14/2017	905.99	526361	Vendor Services Group		Rental Patment - 09/17	Purchases
8/14/2017	106.33	FIN CHARGES 08/17	Pitney Bowes		Finance Charges - 08/17	Purchases
Period 2 Total	4,760.87					
9/5/2017	3,333.76	2273	Indy Print Services		XEROX PAGE PACK BASE (29)	Purchases
9/5/2017	150.00	81060	Studebaker Refrigeration, Inc		Monthly Ice Machine Rent	Purchases
9/5/2017	32.45	090404643	Xerox Corporation		Maintenance Plan	Purchases
9/5/2017	287.84	090404651	Xerox Corporation		Base Charge	Purchases
9/5/2017	209.49	09404650	Xerox Corporation		Base Charge 5945	Purchases
9/5/2017	1,080.41	090404655	Xerox Corporation		Base Charge CLRQUBE	Purchases
9/5/2017	231.23	090404649	Xerox Corporation		Base Charge 5955	Purchases
9/5/2017	241.52	090404654	Xerox Corporation		Base Charge 5875APT	Purchases
9/5/2017	265.60	09404656	Xerox Corporation		Base Charge 5865APT	Purchases
9/5/2017	235.02	090404652	Xerox Corporation		Base Charge 5945	Purchases
9/5/2017	240.86	090404653	Xerox Corporation		Base Charge 5945	Purchases
9/13/2017	32.20	707233193	Xerox Corporation		Past Due Xerox Invoice 060117	Purchases
9/14/2017	905.99	532864	Vendor Services Group		Rental Payment 10/01-10/31	Purchases
9/20/2017	4,038.48	10827289-0917	Pitney Bowes		Purchase Power Account Balance	Purchases
9/29/2017	3,020.79	2323	Indy Print Services		Xerox Page Pack Base 0825-0924	Purchases
Period 3 Total	14,305.64					
10/2/2017	150.00	81161	Studebaker Refrigeration, Inc		Ice Machine Rental 09/30/17	Purchases
10/3/2017	236.09	090741098	Xerox Corporation		Xerox Workcentre 5945	Purchases
10/3/2017	35.42	090741088	Xerox Corporation		Xerox Workcentre 3550	Purchases
10/3/2017	223.99	090741095	Xerox Corporation		Xerox Workcentre 5945	Purchases
10/3/2017	286.56	090741099	Xerox Corporation		Xerox 5875APT	Purchases
10/3/2017	223.95	090741097	Xerox Corporation		Xerox Workcentre 5945	Purchases
10/3/2017	242.31	090741094	Xerox Corporation		Xerox Workcentre 5955	Purchases
10/3/2017	314.86	090741096	Xerox Corporation		Xerox Workcentre 5945	Purchases
10/3/2017	1,138.82	090741100	Xerox Corporation		Xerox CLRQUBE	Purchases
10/3/2017	332.71	090741101	Xerox Corporation		Xerox 5865APT	Purchases
10/16/2017	216.13	090050622.	Xerox Corporation		Workcentre 5945	Purchases
10/16/2017	171.47	10827289-10/17	Pitney Bowes		Payment for October 2017	Purchases
10/17/2017	905.99	539498	Vendor Services Group		Rental Payment 10/12/17	Purchases
10/30/2017	3,472.55	2373	Indy Print Services		Xerox Page Pack Base 10/17	Purchases
Period 4 Total	7,950.85					
11/3/2017	223.09	091089905	Xerox Corporation		Xerox Workcentre 5945	Purchases
11/3/2017	286.11	091089909	Xerox Corporation		Xerox 5875A	Purchases
11/3/2017	229.60	091089908	Xerox Corporation		Xerox Workcentre 5945	Purchases
11/3/2017	812.92	091089910	Xerox Corporation		Xerox CLRQUBE 9302	Purchases
11/3/2017	217.58	091089904	Xerox Corporation		Xerox Workcentre 5955	Purchases
11/3/2017	189.91	091089907	Xerox Corporation		Xerox Workcentre 5945	Purchases
11/3/2017	35.42	091089898	Xerox Corporation		Xerox Workcentre 3550	Purchases
11/3/2017	278.76	091089911	Xerox Corporation		Xerox 5865APT	Purchases
11/3/2017	310.71	091089906	Xerox Corporation		Xerox Workcentre 5945	Purchases
11/3/2017	150.00	81263	Studebaker Refrigeration, Inc		Ice Machine Rent	Purchases
11/6/2017	1,340.10	3304758899	Pitney Bowes		Lease Invoice 11/17	Purchases
11/6/2017	131.00	MT834976	Xerox Corporation		Staples for Xerox Copier	Purchases
11/13/2017	905.99	546493	Vendor Services Group		Rental Payment	Purchases
11/27/2017	135.00	151594648	Xerox Corporation		Xerox Stapples	Purchases

11/27/2017		644.00	151594650	Xerox Corporation		Xerox Service Charge	Purchases
11/29/2017		2,899.61	2435	Indy Print Services		Xerox Page Pack Base	Purchases
Period 5 Total		8,789.80					
12/5/2017		150.00	81367	Studebaker Refrigeration, Inc		Monthly Ice machine rent	Purchases
12/5/2017		319.39	0191417470	Xerox Corporation		Workcentre 5955	Purchases
12/5/2017		254.64	091417478	Xerox Corporation		5865APT	Purchases
12/5/2017		212.78	091417473	Xerox Corporation		Workcentre 5945	Purchases
12/5/2017		217.75	091417471	Xerox Corporation		Workcentre 5945	Purchases
12/5/2017		35.42	091417465	Xerox Corporation		Workcentre 3550	Purchases
12/5/2017		244.01	091417474	Xerox Corporation		Workcentre 5945	Purchases
12/5/2017		264.14	091417472	Xerox Corporation		Workcentre 5945	Purchases
12/5/2017		312.08	091417475	Xerox Corporation		5875APT	Purchases
12/5/2017		564.22	091417476	Xerox Corporation		CLRQUBE 9302	Purchases
12/5/2017		493.91	091417477	Xerox Corporation		CLRQUBE 9302	Purchases
12/11/2017		905.99	553602	Vendor Services Group		Rental Payment	Purchases
Period 6 Total		3,974.33					
1/2/2018		150.00	81470	Studebaker Refrigeration, Inc		Ice Machine Rent	Purchases
1/2/2018		2,141.04	2493	Indy Print Services		Xerox Page Pack Base	Purchases
1/8/2018		201.03	091751168	Xerox Corporation		Xerox Lease A2M-646501	Purchases
1/8/2018		277.96	091751170	Xerox Corporation		Xerox Lease EX9-307645	Purchases
1/8/2018		35.42	091751158	Xerox Corporation		Xerox Lease VMA-649733	Purchases
1/8/2018		211.63	091751166	Xerox Corporation		Xerox Lease A2M-646423	Purchases
1/8/2018		175.27	091751169	Xerox Corporation		Xerox Lease A2M-649144	Purchases
1/8/2018		248.86	091751167	Xerox Corporation		Xerox Lease A2M-646473	Purchases
1/8/2018		192.43	091751165	Xerox Corporation		Xerox Lease A2M-629707	Purchases
1/8/2018		243.68	091751171	Xerox Corporation		Xerox Lease EX9-305852	Purchases
1/8/2018		854.28	091864666	Xerox Corporation		Xerox Lease XNE-008637	Purchases
1/17/2018		905.99	560724-1	Vendor Services Group		Rental Equipment	Purchases
1/17/2018		45.30	560724-2	Vendor Services Group		Late Charges	Purchases
1/30/2018		2,600.56	2547	Indy Print Services		Xerox Page Pack Base	Purchases
Period 7 Total		8,283.45					
2/6/2018		150.00	81574	Studebaker Refrigeration, Inc		Ice Machine Rent	Purchases
2/6/2018		189.54	092084954	Xerox Corporation		Base Charge #A2M-646423	Purchases
2/6/2018		257.86	092084960	Xerox Corporation		Base Payment #EX9-305852	Purchases
2/6/2018		180.06	092084956	Xerox Corporation		Base Payment #A2M-646501	Purchases
2/6/2018		211.85	092084955	Xerox Corporation		Base Charge # A2M-646473	Purchases
2/6/2018		158.32	092084957	Xerox Corporation		Base Charge #A2M-649144	Purchases
2/6/2018		206.07	092084953	Xerox Corporation		Base Charge # A2M-629707	Purchases
2/6/2018		35.42	092084947	Xerox Corporation		Base Charge # VMA-649733	Purchases
2/6/2018		825.85	092084959	Xerox Corporation		Base Charge # XNE-008637	Purchases
2/6/2018		253.68	092084958	Xerox Corporation		Base Charge # EX9-307645	Purchases
2/12/2018		1,340.10	33053789500	Pitney Bowes		Lease Charges	Purchases
2/14/2018		905.99	568040	Vendor Services Group		Rental Payment	Purchases
2/22/2018		115.99	RCT000008380	Indy Print Services		Receivings Transaction Entry	Purchases
2/28/2018		3,187.87	2606	Indy Print Services		Xerox Page Pack Base	Purchases
Period 8 Total		8,018.60					
3/5/2018		150.00	81674	Studebaker Refrigeration, Inc		Ice machine rental	Purchases
3/6/2018		222.54	0924003226	Xerox Corporation		Base Charge A2M-646501	Purchases
3/6/2018		245.90	092403225	Xerox Corporation		Base Charge A2M-646473	Purchases
3/6/2018		351.64	092403223	Xerox Corporation		Base Charge A2M-629707	Purchases
3/6/2018		166.02	092403227	Xerox Corporation		Base Charge A2M-649144	Purchases
3/6/2018		35.42	092403218	Xerox Corporation		Base Charge VMA-649733	Purchases
3/6/2018		278.14	092403230	Xerox Corporation		Base Charge EX9-305852	Purchases
3/6/2018		247.13	092403224	Xerox Corporation		Base Charge A2M-646423	Purchases
3/6/2018		330.04	092403228	Xerox Corporation		Base Charge EX9-307645	Purchases
3/6/2018		786.35	092403229	Xerox Corporation		Base Charge XNE-008637	Purchases
3/12/2018		905.99	575576	Vendor Services Group		Rental Payment	Purchases
3/15/2018		185.99	RCT000008939	Indy Print Services		Receivings Transaction Entry	Purchases
Period 9 Total		3,905.16					
4/4/2018		3,166.89	2672	Indy Print Services		Xerox Page Pack Base	Purchases
4/4/2018		150.00	81775	Studebaker Refrigeration, Inc		Rent Ice Machine	Purchases
4/4/2018		254.53	092743326	Xerox Corporation		Xerox 5865APT	Purchases
4/4/2018		189.39	092743319	Xerox Corporation		Xerox 5955APTD	Purchases

		4/4/2018	864.59	092743325	Xerox Corporation		Xerox 3CQ9302	Purchases
		4/4/2018	235.60	092743321	Xerox Corporation		Xerox 5945APT	Purchases
		4/4/2018	168.59	092743323	Xerox Corporation		Xerox 5945APT	Purchases
		4/4/2018	194.41	092743322	Xerox Corporation		Xerox 5945APT	Purchases
		4/4/2018	201.68	092743320	Xerox Corporation		Xerox 5945APT	Purchases
		4/4/2018	35.42	092743311	Xerox Corporation		Xerox WC3550X	Purchases
		4/4/2018	287.68	092743324	Xerox Corporation		Xerox 5875APT	Purchases
		4/13/2018	905.99	583103	Vendor Services Group		Rental Payment 04/18	Purchases
		4/16/2018	2,000.00	10827989-04/18	Pitney Bowes		Postage	Purchases
		4/30/2018	3,546.94	2734	Indy Print Services		Xerox Page Pack Base	Purchases
	Period 10 Total		12,201.71					
		5/1/2018	951.04	093057870	Xerox Corporation		XEROX #XNE-008637	Purchases
		5/1/2018	251.94	093057871	Xerox Corporation		XEROX #EX9-305852	Purchases
		5/1/2018	213.51	093057866	Xerox Corporation		XEROX #A2M-646473	Purchases
		5/1/2018	225.69	093057865	Xerox Corporation		XEROX #A2M-646423	Purchases
		5/1/2018	283.12	093057869	Xerox Corporation		XEROX #EX9-307645	Purchases
		5/1/2018	190.32	093057867	Xerox Corporation		XEROX #A2M-646501	Purchases
		5/1/2018	219.34	093057864	Xerox Corporation		XEROX #A2M-629707	Purchases
		5/1/2018	35.42	093057859	Xerox Corporation		XEROX #VMA-649733	Purchases
		5/1/2018	197.87	093057868	Xerox Corporation		XEROX #A2M-649144	Purchases
		5/7/2018	150.00	81882	Studebaker Refrigeration, Inc		Ice Machine Rent	Purchases
		5/7/2018	1,340.10	3306044452	Pitney Bowes		Lease Payment	Purchases
		5/21/2018	905.99	590673	Vendor Services Group		Rental Payment June	Purchases
	Period 11 Total		4,964.34					
		6/5/2018	219.49	093375437	Xerox Corporation		Workcentre 5945	Purchases
		6/5/2018	266.90	093375442	Xerox Corporation		EX9-305852	Purchases
		6/5/2018	269.90	093375440	Xerox Corporation		EX9-307645	Purchases
		6/5/2018	181.34	093375439	Xerox Corporation		A2M-649144	Purchases
		6/5/2018	211.92	093375438	Xerox Corporation		A2M-646501	Purchases
		6/5/2018	208.35	093375436	Xerox Corporation		A2M-646423	Purchases
		6/5/2018	35.42	093375431	Xerox Corporation		VMA-649733	Purchases
		6/5/2018	210.94	093375435	Xerox Corporation		A2M-629707	Purchases
		6/5/2018	966.18	093375441	Xerox Corporation		XNE-008637	Purchases
		6/12/2018	905.99	598361	Vendor Services Group		Rental Payment	Purchases
		6/12/2018	75.00	81987-1	Studebaker Refrigeration, Inc		Ice Machine N. end Gym	Purchases
		6/12/2018	75.00	81987-2	Studebaker Refrigeration, Inc		Ice machine S end gym	Purchases
		6/19/2018	79.50	RCT000010644	Indy Print Services		Receivings Transaction Entry	Purchases
		6/19/2018	2,387.48	2777	Indy Print Services		Base, Black and Color Clicks	Purchases
		6/19/2018	266.70	2800	Indy Print Services		Toner	Purchases
		6/19/2018	855.00	154951930	Xerox Corporation		staples	Purchases
		6/19/2018	270.00	154904434	Xerox Corporation		staple refill	Purchases
	Period 12 Total		7,485.11					
11-6500-646-000	Total Service Agreements: Equipment/Services		88,490.91				(88,490.91)	
11-644:646	Total Service Agreements		88,490.91				(88,490.91)	
Trash Service:								
11-6500-679-000								
		8/7/2017	344.95	0376-000386020	Republic Services #376		REPUBLIC-0717	Purchases
	Period 2 Total		344.95					
		9/5/2017	2,020.48	0376-000386780	Republic Services #376		Trash Collection 08/17	Purchases
	Period 3 Total		2,020.48					
		10/2/2017	1,199.47	0376-000387801	Republic Services #376		Trash Collection 09/25/17	Purchases
	Period 4 Total		1,199.47					
		11/3/2017	1,139.03	0376-000388373	Republic Services #376		Trash Collection Services	Purchases
	Period 5 Total		1,139.03					
		12/5/2017	1,181.58	0376-000389067	Republic Services #376		Trash Collection Services	Purchases

	Period 6 Total	1,181.58						
	1/2/2018	1,755.24	0376-00390054	Republic Services #376		Trash Collection Services	Purchases	
	Period 7 Total	1,755.24						
	2/6/2018	1,285.92	0376-000390654	Republic Services #376		Trash Collection Services	Purchases	
	Period 8 Total	1,285.92						
	3/6/2018	1,177.13	0376-000391343	Republic Services #376		Trash Collection Services	Purchases	
	Period 9 Total	1,177.13						
	4/4/2018	1,600.88	0376-000392327	Republic Services #376		Trash Collection Services	Purchases	
	Period 10 Total	1,600.88						
	5/7/2018	2,197.02	0376-000392929	Republic Services #376		Trash Collection Services	Purchases	
	Period 11 Total	2,197.02						
	6/5/2018	431.25	0376-000393529	Republic Services #376		June Trash Main Campus	Purchases	
	6/5/2018	323.45	0376-000393529-1	Republic Services #376		June Trash CLC	Purchases	
	6/5/2018	215.65	0376-00393529-2	Republic Services #376		June Trash South Of Maint.	Purchases	
	6/5/2018	107.80	0376-000393529-4	Republic Services #376		June Trash Fine Arts Bldg	Purchases	
	6/6/2018	(431.25)	0376-000393529	Republic Services #376		Void Open Trx	Purchases	
	6/6/2018	682.41	0376-000393529-6	Republic Services #376		Admin Fee/ Total Recovery Fee	Purchases	
	Period 12 Total	1,329.31						
11-6500-679-000	Total Trash Hauling	15,231.01			(15,231.01)			
11-664:679	Total Trash Service	15,231.01			(15,231.01)			
	Membership Dues/Fees:							
11-6500-681-000								
	8/25/2017	(1,448.00)				Move NASFAA Fees		
11-6500-681-000	Total Dues/Memberships/Fees	(1,448.00)			1,448.00			
11-680:681	Total Membership Dues/Fees	(1,448.00)			1,448.00			
	Misc.:							
11-6500-696-000								
	7/27/2017	25.00	WDL000000876	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry	
	7/31/2017	25.00	WDL000000877	First Oak Bank		Cash Management Fee	Bank Transaction Entry	
	Period 1 Total	50.00						
	8/31/2017	25.00	WDL000000882	First Oak Bank		Cash Management Fee	Bank Transaction Entry	
	Period 2 Total	25.00						
	9/6/2017	5.00	WDL000000892	First Oak Bank		Returned Item Handling Fee	Bank Transaction Entry	
	9/29/2017	25.00	WDL000000893	First Oak Bank		Cash Management Fee	Bank Transaction Entry	
	Period 3 Total	30.00						
	10/10/2017	25.00	WDL000000899	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry	
	10/23/2017	25.00	WDL000000900	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry	
	10/31/2017	25.00	WDL000000901	First Oak Bank		Cash Management Fee	Bank Transaction Entry	
	Period 4 Total	75.00						
	11/3/2017	25.00	WDL000000904	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry	
	11/30/2017	25.00	WDL000000905	First Oak Bank		Cash Management Fee	Bank Transaction Entry	
	Period 5 Total	50.00						

	12/8/2017	25.00	WDL000000909	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry
	12/29/2017	25.00	WDL000000910	First Oak Bank		Cash Management Fee	Bank Transaction Entry
	Period 6 Total	50.00					
	1/31/2018	25.00	WDL000000913	First Oak Bank		Cash Management Fee	Bank Transaction Entry
	1/31/2018	2.00	SVC000000971	Reconciliation Adjustment		Reconcile Adjustments Entry	Cash Account Offset
	Period 7 Total	27.00					
	2/28/2018	25.00	WDL000000966	First Oak Bank		Cash Management Fee	Bank Transaction Entry
	2/28/2018	2.00	SVC000000972	Reconciliation Adjustment		Reconcile Adjustments Entry	Cash Account Offset
	Period 8 Total	27.00					
	3/6/2018	25.00	WDL000001022	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry
	3/12/2018	25.00	WDL000001023	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry
	3/30/2018	2.00	SVC000000973	Reconciliation Adjustment		Reconcile Adjustments Entry	Cash Account Offset
	3/30/2018	25.00	WDL000001024	First Oak Bank		Cash Management Fee	Bank Transaction Entry
	Period 9 Total	77.00					
	4/17/2018	25.00	WDL000001069	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry
	4/30/2018	25.00	WDL000001084	First Oak Bank		Cash Management Fee	Bank Transaction Entry
	Period 10 Total	50.00					
	5/3/2018	6.00	WDL000001149	First Oak Bank		Overdraft Charge	Bank Transaction Entry
	5/4/2018	6.00	WDL000001150	First Oak Bank		Overdraft Charge	Bank Transaction Entry
	5/7/2018	6.00	WDL000001151	First Oak Bank		Overdraft Charge	Bank Transaction Entry
	5/8/2018	6.00	WDL000001152	First Oak Bank		Overdraft Charge	Bank Transaction Entry
	5/15/2018	25.00	WDL000001157	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry
	5/15/2018	(25.00)	WDL000001157	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry
	5/24/2018	25.00	WDL000001158	First Oak Bank		Stop/Hold Fee	Bank Transaction Entry
	5/31/2018	25.00	0006169	First Oak Bank		Cash Management Fee	Bank Transaction Entry
	5/31/2018	(25.00)	0006169	First Oak Bank		Cash Management Fee	Bank Transaction Entry
	5/31/2018	25.00	WDL000001162	First Oak Bank		Cash Management Fee	Bank Transaction Entry
	Period 11 Total	74.00					
	6/29/2018	25.00	WDL000001239	First Oak Bank		Cash Management Fee	Bank Transaction Entry
	6/30/2018	(1.95)	OIN000001366	Reconciliation Adjustment		Reconcile Adjustments Entry	Cash Account Offset
	Period 12 Total	23.05					
11-6500-696-000	Total Bank Fees	558.05			(558.05)		
11-690:692 + 11-696:697 + 683:690	Total Misc.	558.05			(558.05)		

Credit Card Fees:

11-6500-695-000

	7/5/2017	56.85	WDL000000692	Merchant BnkCD		Monthly Fee	Bank Transaction Entry
	7/5/2017	59.95	00000000000000000103	PayPal Inc		Montly Fee	Bank Transaction Entry
	7/5/2017	(59.95)	00000000000000000103	PayPal Inc		Montly Fee	Bank Transaction Entry
	7/5/2017	59.95	WDL000000694	PayPal Inc.		Monthly Fee	Bank Transaction Entry
	7/6/2017	100.96	WDL000000874	WorldPay		Monthly Charges	Bank Transaction Entry
	7/6/2017	134.27	WDL000000875	WorldPay		Monthly Charges	Bank Transaction Entry
	7/10/2017	82.32	WDL000000695	Integrity		Monthly Fees	Bank Transaction Entry
	7/12/2017	4.25	WDL000000696	NelNet		Credit Card Fees	Bank Transaction Entry
	7/17/2017	0.64	WDL000000697	NelNet		Credit Card Fees	Bank Transaction Entry
	7/21/2017	38.70	WDL000000700	NelNet		Credit Card Fees	Bank Transaction Entry
	7/24/2017	106.57	DAJ000000565	PayPal Fees		07242017 Fees	Bank Transaction Entry
	7/24/2017	90.06	DAJ000000569	PayPal Fees		072420170001 Fees	Bank Transaction Entry
	7/24/2017	144.75	DAJ000000570	Paypal Fees		072420170002 Fees	Bank Transaction Entry
	7/24/2017	1.62	DAJ000000571	PayPal Fees		072420170003 Fees	Bank Transaction Entry
	7/24/2017	15.26	DAJ000000572	PayPal Fees		072420170004 Fees	Bank Transaction Entry
	7/24/2017	(144.75)	DAJ000000570	Paypal Fees		072420170002 Fees	Bank Transaction Entry
	7/24/2017	144.75	DAJ000000689	PayPal Fees		07242017 PayPal Fees	Bank Transaction Entry
	7/24/2017	164.07	DAJ000000690	PayPal Fees		07242017 PayPal Fees	Bank Transaction Entry
	7/24/2017	176.52	DAJ000000691	PayPal Fees		07242017 PayPal	Bank Transaction Entry

7/24/2017		0.14	WDL000000701	NelNet	Credit Card Fee	Bank Transaction Entry
7/25/2017		60.94	WDL000000339	PayPal	CC Fees	Bank Transaction Entry
7/26/2017		13.23	WDL000000702	NelNet	Credit Card Fee	Bank Transaction Entry
7/27/2017		40.15	WDL000000703	NelNet	Credit Card Fee	Bank Transaction Entry
7/28/2017		67.82	WDL000000704	NelNet	Credit Card Fees	Bank Transaction Entry
7/31/2017		5.88	WDL000000705	NelNet	Credit Card Fee	Bank Transaction Entry
Period 1 Total		1,364.95				
8/1/2017		174.32	WDL000000338	PayPal	CC Fees	Bank Transaction Entry
8/1/2017		0.52	WDL000000728	Nelnet	Credit Card Fee	Bank Transaction Entry
8/3/2017		163.11	WDL000000340	PayPal	CC Fees	Bank Transaction Entry
8/3/2017		56.85	WDL000000725	Merchant	Monthly Fee	Bank Transaction Entry
8/3/2017		59.95	WDL000000726	PayPal	Monthly Fee	Bank Transaction Entry
8/3/2017		9.41	WDL000000729	Nelnet	Credit Card Fee	Bank Transaction Entry
8/4/2017		5.46	WDL000000730	Nelnet	Credit Card Fee	Bank Transaction Entry
8/7/2017		779.90	NI0050329	Nelnet	Nelnet - 07/17	Purchases
8/7/2017		253.20	WDL000000341	PayPal	CC Fees	Bank Transaction Entry
8/7/2017		79.28	WDL000000727	Integrity	Monthly Fee	Bank Transaction Entry
8/7/2017		9.11	WDL000000731	Nelnet	Credit Card Fee	Bank Transaction Entry
8/7/2017		134.27	WDL000000880	WorldPay	Monthly Charges	Bank Transaction Entry
8/7/2017		151.02	WDL000000881	WorldPay	Monthly Charges	Bank Transaction Entry
8/8/2017		80.26	WDL000000732	Nelnet	Credit Card Fee	Bank Transaction Entry
8/10/2017		38.55			PayPal CC Fees	
8/10/2017		158.08			PayPal CC Fee	
8/11/2017		120.64			PayPal CC fee	
8/11/2017		1.28	WDL000000733	Nelnet	Credit Card Fee	Bank Transaction Entry
8/14/2017		275.17			PayPal CC Fee	
8/14/2017		82.55	WDL000000734	Nelnet	Credit Card Fee	Bank Transaction Entry
8/15/2017		322.33	DAJ000000712	PayPal	08152017 Fees	Bank Transaction Entry
8/16/2017		114.73	DAJ000000707	PayPal Fees	08162017 Fees	Bank Transaction Entry
8/16/2017		9.09	WDL000000735	Nelnet	Credit Card Fee	Bank Transaction Entry
8/17/2017		310.13	DAJ000000706	PayPal Fees	08172017	Bank Transaction Entry
8/17/2017		0.68	WDL000000736	Nelnet	Credit Card Fee	Bank Transaction Entry
8/18/2017		92.16	DAJ000000708	PayPal Fees	08182017 Fees	Bank Transaction Entry
8/18/2017		102.75	WDL000000737	Nelnet	Credit Card Fee	Bank Transaction Entry
8/21/2017		50.22			PayPal CC Fee	
8/21/2017		7.07	WDL000000738	Nelnet	Credit Card Fee	Bank Transaction Entry
8/22/2017		39.09	DAJ000000709	PayPal Fees	08222017 PayPal	Bank Transaction Entry
8/22/2017		104.33	DAJ000000710	PayPal Fees	08222017 PayPal	Bank Transaction Entry
8/22/2017		18.43	WDL000000739	Nelnet	Credit Card Fee	Bank Transaction Entry
8/23/2017		20.82	DAJ000000711	PayPal	08232017 Paypal fees	Bank Transaction Entry
8/24/2017		86.90	DAJ000000713	PayPal Fees	083020170007	Bank Transaction Entry
8/24/2017		1.22	WDL000000740	Nelnet	Credit Card Fee	Bank Transaction Entry
8/25/2017		89.67	WDL000000741	Nelnet	Credit Card Fee	Bank Transaction Entry
8/28/2017		115.19	DAJ000000715	PayPal	08282017 PayPal	Bank Transaction Entry
8/28/2017		8.66	WDL000000742	Nelnet	Credit Card Fee	Bank Transaction Entry
8/29/2017		3.37	WDL000000743	Nelnet	Credit Card Fee	Bank Transaction Entry
8/30/2017		24.79	DAJ000000716	PayPal	08302017 Fees	Bank Transaction Entry
8/30/2017		47.59	WDL000000744	Nelnet	Credit Card Fee	Bank Transaction Entry
Period 2 Total		4,202.15				
9/1/2017		59.09	00000000000000000100	PayPal	PayPal Fees 09/01/17	Bank Transaction Entry
9/1/2017		55.97	DAJ000000747	PayPal Fees	09012017 Fees	Bank Transaction Entry
9/1/2017		1.79	WDL000000764	Nelnet	Credit Card Fee	Bank Transaction Entry
9/5/2017		155.85	WDL000000756	Merchant	Monthly Charges	Bank Transaction Entry
9/5/2017		32.64	WDL000000765	Nelnet	Credit Card Fee	Bank Transaction Entry
9/6/2017		13.23	DAJ000000748	PayPal Fees	09062017 Fees	Bank Transaction Entry
9/6/2017		59.95	WDL000000757	PayPal Inc.	Monthly Charges	Bank Transaction Entry
9/6/2017		134.27	WDL000000888	WorldPay	Monthly Charges	Bank Transaction Entry
9/6/2017		341.98	WDL000000889	WorldPay	Monthly Charges	Bank Transaction Entry
9/8/2017		17.02	WDL000000342	PayPal	09062017CCFee	Bank Transaction Entry
9/8/2017		22.97	WDL000000766	Nelnet	Credit Card Fee	Bank Transaction Entry
9/11/2017		784.80	NI0051002	Nelnet	Hosting and Maintenance	Purchases
9/11/2017		27.05	DAJ000000746	PayPal Fees	09112017 Fees	Bank Transaction Entry
9/11/2017		79.28	WDL000000758	Integrity	Monthly Charges	Bank Transaction Entry
9/11/2017		69.42	WDL000000767	Nelnet	Credit Card Fee	Bank Transaction Entry
9/12/2017		3.71	WDL000000768	Nelnet	Credit Card Fee	Bank Transaction Entry
9/13/2017		41.09	DAJ000000749	PayPal Fees	09122017 Fees	Bank Transaction Entry
9/13/2017		11.65	WDL000000769	Nelnet	Credit Card Fee	Bank Transaction Entry
9/14/2017		19.05	DAJ000000750	PayPal Fees	09142017 Fees	Bank Transaction Entry
9/14/2017		21.04	WDL000000770	Nelnet	Credit Card Fee	Bank Transaction Entry

9/15/2017		14.17	WDL000000771	Nelnet	Credit Card Fee	Bank Transaction Entry
9/18/2017		34.76	DAJ000000751	PayPal Fees	09182017 Fees	Bank Transaction Entry
9/19/2017		0.61	WDL000000772	Nelnet	Credit Card Fee	Bank Transaction Entry
9/20/2017		10.48	DAJ000000752	PayPal Fees	09212017 Fees	Bank Transaction Entry
9/20/2017		12.83	DAJ000000753	PayPal Fees	09192017 Fees	Bank Transaction Entry
9/20/2017		1.13	WDL000000773	Nelnet	Credit Card Fee	Bank Transaction Entry
9/21/2017		77.47	DAJ000000366	PayPal Fees 09212017	092220170003	Bank Transaction Entry
9/22/2017		31.98	DAJ000000365	PayPal Fees 09222017	PayPal Fees 092220170002	Bank Transaction Entry
9/22/2017		38.19	00000000000000000101	PayPal Fees 09222017	092220170004	Bank Transaction Entry
9/22/2017		13.50	WDL000000774	Nelnet	Credit Card Fee	Bank Transaction Entry
9/26/2017		31.79	DAJ000000358	PayPal Fees 09262017	PayPal Fees 09262017	Bank Transaction Entry
9/26/2017		1.33	DAJ000000378	PayPal Fees	MC0926201705	Bank Transaction Entry
9/26/2017		108.40	WDL000000775	Nelnet	Credit Card Fee	Bank Transaction Entry
9/28/2017		3.71	WDL000000776	Nelnet	Credit Card Fee	Bank Transaction Entry
9/29/2017		37.49	DAJ000000359	PayPal 09292017 Fees	092920170005	Bank Transaction Entry
Period 3 Total		2,369.69				
10/2/2017		14.86	WDL000000786	Nelnet	Credit Card Fee	Bank Transaction Entry
10/3/2017		56.85	WDL000000783	Merchant	Monthly Charges	Bank Transaction Entry
10/3/2017		59.95	WDL000000784	PayPal Inc.	Monthly Charges	Bank Transaction Entry
10/3/2017		5.72	WDL000000787	Nelnet	Credit Card Fee	Bank Transaction Entry
10/3/2017		0.24	WDL000000798	Vendini Inc.	Disbursement Inge Center	Bank Transaction Entry
10/3/2017		(0.24)			Mv Inge Center CC Fees	
10/4/2017		107.88	DAJ000000363	Pay Paly Fees 10042017	Pay Pal Fees 10042017	Bank Transaction Entry
10/4/2017		0.81	WDL000000788	Nelnet	Credit Card Fee	Bank Transaction Entry
10/4/2017		134.27	WDL000000897	WorldPay	Monthly Charges	Bank Transaction Entry
10/4/2017		246.60	WDL000000898	WorldPay	Monthly Charges	Bank Transaction Entry
10/5/2017		30.17	DAJ000000364	PayPal Fees 100520170002	PayPal Fees 10520170002	Bank Transaction Entry
10/5/2017		6.81	DAJ000000392	PayPal Fees 10052017	103120170003	Bank Transaction Entry
10/6/2017		2.20	WDL000000789	Nelnet	Credit Card Fee	Bank Transaction Entry
10/10/2017		83.71	WDL000000785	Integrity	Monthly Processing Fees	Bank Transaction Entry
10/10/2017		1.09	WDL000000790	Nelnet	Credit Card Fee	Bank Transaction Entry
10/11/2017		39.44	WDL000000791	Nelnet	Credit Card Fee	Bank Transaction Entry
10/12/2017		4.26	DAJ000000379	Paypal Feesd	101220170004	Bank Transaction Entry
10/13/2017		7.26	DAJ000000393	PayPayFees	10132017 PayPal Fees	Bank Transaction Entry
10/16/2017		37.52	DAJ000000380	PayPal Fees	10102017PP	Bank Transaction Entry
10/16/2017		785.40	NI0052051	Nelnet	Hosting and Maint Fee - 09/17	Purchases
10/16/2017		3.31	WDL000000792	Nelnet	Credit Card Fee	Bank Transaction Entry
10/20/2017		8.86	WDL000000793	Nelnet	Credit Card Fee	Bank Transaction Entry
10/23/2017		20.00	WDL000000411	Paypal	Fees for Deposit Reversal	Bank Transaction Entry
10/25/2017		4.40	WDL000000794	Nelnet	Credit Card Fee	Bank Transaction Entry
10/26/2017		110.80	WDL000000795	Nelnet	Credit Card Fee	Bank Transaction Entry
10/30/2017		0.52	WDL000000796	Nelnet	Credit Card Fee	Bank Transaction Entry
10/31/2017		175.91	DAJ000000394	PayPal Fees	10312017PP	Bank Transaction Entry
10/31/2017		4.44	WDL000000797	Nelnet	Credit Card Fee	Bank Transaction Entry
Period 4 Total		1,953.04				
11/2/2017		5.30	WDL000000809	Vendini Inc.	Disbursement Inge Center	Bank Transaction Entry
11/2/2017		(5.30)			Mv Inge Center Credit Card Fee	
11/3/2017		33.06	DAJ000000434	PayPal Fees	11032017 PayPal	Bank Transaction Entry
11/3/2017		61.96	DAJ000000435	PayPal Fees	11022017 PayPal	Bank Transaction Entry
11/3/2017		56.85	WDL000000806	Merchant	Monthly Charges	Bank Transaction Entry
11/3/2017		59.95	WDL000000807	PayPal Inc.	Monthly Charges	Bank Transaction Entry
11/3/2017		0.76	WDL000000810	Nelnet	Credit Card Fee	Bank Transaction Entry
11/3/2017		4.54	WDL000000811	Nelnet	Credit Card Fee	Bank Transaction Entry
11/6/2017		8.03	WDL000000812	Nelnet	Credit Card Fee	Bank Transaction Entry
11/6/2017		138.02	WDL000000902	WorldPay	Monthly Charges	Bank Transaction Entry
11/6/2017		229.84	WDL000000903	WorldPay	Monthly Charges	Bank Transaction Entry
11/7/2017		29.84	DAJ000000438	PayPal	11072017 PayPall Fees	Bank Transaction Entry
11/8/2017		29.85	DAJ000000436	PayPal	11072017 Paypal fees	Bank Transaction Entry
11/8/2017		2,340.05			Move Nelnet Fees	
11/8/2017		82.95	WDL000000808	Integrity	Monthly Processing Fees	Bank Transaction Entry
11/8/2017		1.04	WDL000000813	Nelnet	Credit Card Fee	Bank Transaction Entry
11/9/2017		9.52	DAJ000000437	PayPal Fees	11092017 PayPal	Bank Transaction Entry
11/10/2017		46.22	WDL000000814	Nelnet	Credit Card Fee	Bank Transaction Entry
11/13/2017		22.96	WDL000000815	Nelnet	Credit Card Fee	Bank Transaction Entry
11/14/2017		4.69	WDL000000816	Nelnet	Credit Card Fee	Bank Transaction Entry
11/15/2017		12.50	DAJ000000440	PayPal Fees 111520170001	111520170001	Bank Transaction Entry
11/15/2017		8.91	00000000000000000102	PayPal Fees 111520170002	111520170002	Bank Transaction Entry
11/15/2017		129.42	DAJ000000441	PayPal Fees 111520170006	111520170006	Bank Transaction Entry
11/15/2017		1.13	WDL000000817	Nelnet	Credit Card Fee	Bank Transaction Entry

11/16/2017		3.59	WDL000000818	Nelnet	Credit Card Fee	Bank Transaction Entry
11/17/2017		6.55	WDL000000819	Nelnet	Credit Card Fee	Bank Transaction Entry
11/20/2017		1.24	WDL000000820	Nelnet	Credit Card Fee	Bank Transaction Entry
11/21/2017		0.24	WDL000000821	Nelnet	Credit Card Fee	Bank Transaction Entry
11/22/2017		35.19	WDL000000822	Nelnet	Credit Card Fee	Bank Transaction Entry
11/24/2017		198.53	WDL000000823	Nelnet	Credit Card Fee	Bank Transaction Entry
11/27/2017		201.62	DAJ000000446	PayPal Fees	11272017PP	Bank Transaction Entry
11/28/2017		82.48	DAJ000000444	PayPal Fees	11282017 PayPal	Bank Transaction Entry
11/28/2017		18.30	DAJ000000445	PayPal	11282017 PP	Bank Transaction Entry
11/30/2017		4.26	DAJ000000443	Paypal Fees	11302017 PayPal Fees	Bank Transaction Entry
11/30/2017		0.93	WDL000000824	Nelnet	Credit Card Fee	Bank Transaction Entry
Period 5 Total		3,865.02				
12/1/2017		1.13	00000000000000000104	Nelnet	Credit Card Fee	Bank Transaction Entry
12/1/2017		(1.13)	00000000000000000104	Nelnet	Credit Card Fee	Bank Transaction Entry
12/1/2017		1.13	WDL000000833	Nelnet	Credit Card Fee	Bank Transaction Entry
12/4/2017		50.00	DAJ000000442	12042017 PayPal	12042017 PayPal	Bank Transaction Entry
12/4/2017		0.85	00000000000000000105	Nelnet	Credit Card Fee	Bank Transaction Entry
12/4/2017		1.13	00000000000000000106	Nelnet	Credit Card Fee	Bank Transaction Entry
12/4/2017		(0.85)	00000000000000000105	Nelnet	Credit Card Fee	Bank Transaction Entry
12/4/2017		(1.13)	00000000000000000106	Nelnet	Credit Card Fee	Bank Transaction Entry
12/4/2017		0.85	WDL000000834	Nelnet	Credit Card Fee	Bank Transaction Entry
12/4/2017		1.13	WDL000000835	Nelnet	Credit Card Fee	Bank Transaction Entry
12/5/2017		783.05	NI0053541	Nelnet	Monthly Hosting and Maint	Purchases
12/5/2017		56.85	WDL000000829	Merchant	Monthly Fees	Bank Transaction Entry
12/5/2017		59.95	WDL000000830	Paypal Inc.	Monthly Charges	Bank Transaction Entry
12/5/2017		1.86	00000000000000000107	Nelnet	Credit Card Fee	Bank Transaction Entry
12/5/2017		(1.86)	00000000000000000107	Nelnet	Credit Card Fee	Bank Transaction Entry
12/5/2017		1.86	WDL000000836	Nelnet	Credit Card Fee	Bank Transaction Entry
12/5/2017		134.27	WDL000000907	WorldPay	Monthly Charges	Bank Transaction Entry
12/5/2017		156.33	WDL000000908	WorldPay	Monthly Chages	Bank Transaction Entry
12/6/2017		7.76	00000000000000000108	Nelnet	Credit Card Fee	Bank Transaction Entry
12/6/2017		(7.76)	00000000000000000108	Nelnet	Credit Card Fee	Bank Transaction Entry
12/6/2017		7.76	WDL000000837	Nelnet	Credit Card Fee	Bank Transaction Entry
12/7/2017		168.99	DAJ000000447	PayPla Fees	12072017 Palpal	Bank Transaction Entry
12/8/2017		83.44	WDL000000831	Integrity	Monthly Processing Fees	Bank Transaction Entry
12/8/2017		3.53	00000000000000000109	Nelnet	Credit Card Fee	Bank Transaction Entry
12/8/2017		(3.53)	00000000000000000109	Nelnet	Credit Card Fee	Bank Transaction Entry
12/8/2017		3.53	WDL000000838	Nelnet	Credit Card Fee	Bank Transaction Entry
12/11/2017		63.07	00000000000000000110	Nelnet	Credit Card Fee	Bank Transaction Entry
12/11/2017		(63.07)	00000000000000000110	Nelnet	Credit Card Fee	Bank Transaction Entry
12/11/2017		63.07	WDL000000839	Nelnet	Credit Card Fee	Bank Transaction Entry
12/12/2017		36.48	DAJ000000448	PayPal Fees	121220170002 Fees	Bank Transaction Entry
12/12/2017		17.44	DAJ000000449	PayPal Fees	121320170009 PayPal	Bank Transaction Entry
12/13/2017		50.88	DAJ000000450	PayPal Fees	121320170010 PayPal	Bank Transaction Entry
12/14/2017		3.71	00000000000000000111	Nelnet	Credit Card Fee	Bank Transaction Entry
12/14/2017		(3.71)	00000000000000000111	Nelnet	Credit Card Fee	Bank Transaction Entry
12/14/2017		3.71	WDL000000840	Nelnet	Credit Card Fee	Bank Transaction Entry
12/15/2017		80.53	DAJ000000452	PayPal Fees	12152017PP	Bank Transaction Entry
12/19/2017		123.08	DAJ000000465	PayPal Fees	12192017 PayPal	Bank Transaction Entry
12/19/2017		3.71	00000000000000000112	Nelnet	Credit Card Fee	Bank Transaction Entry
12/19/2017		(3.71)	00000000000000000112	Nelnet	Credit Card Fee	Bank Transaction Entry
12/19/2017		3.71	WDL000000841	Nelnet	Credit Card Fee	Bank Transaction Entry
12/20/2017		18.54	00000000000000000113	Nelnet	Credit Card Fee	Bank Transaction Entry
12/20/2017		(18.54)	00000000000000000113	Nelnet	Credit Card Fee	Bank Transaction Entry
12/20/2017		18.54	WDL000000842	Nelnet	Credit Card Fee	Bank Transaction Entry
12/21/2017		1.69	00000000000000000114	Nelnet	Credit Card Fee	Bank Transaction Entry
12/21/2017		7.07	00000000000000000115	Nelnet	Credit Card Fee	Bank Transaction Entry
12/21/2017		(1.69)	00000000000000000114	Nelnet	Credit Card Fee	Bank Transaction Entry
12/21/2017		(7.07)	00000000000000000115	Nelnet	Credit Card Fee	Bank Transaction Entry
12/21/2017		1.69	WDL000000843	Nelnet	Credit Card Fee	Bank Transaction Entry
12/21/2017		7.07	WDL000000844	Nelnet	Credit Card Fee	Bank Transaction Entry
12/22/2017		11.26	00000000000000000116	Nelnet	Credit Card Fee	Bank Transaction Entry
12/22/2017		(11.26)	00000000000000000116	Nelnet	Credit Card Fee	Bank Transaction Entry
12/22/2017		11.26	WDL000000845	Nelnet	Credit Card Fee	Bank Transaction Entry
12/26/2017		177.89	WDL000000846	Nelnet	Credit Card Fee	Bank Transaction Entry
12/28/2017		0.93	WDL000000847	Nelnet	Credit Card Fee	Bank Transaction Entry
Period 6 Total		2,105.42				
1/2/2018		83.09	DAJ000000487	paypalfees	010220180005	Bank Transaction Entry
1/3/2018		17.79	DAJ000000488	paypal fees	010420180004	Bank Transaction Entry

1/3/2018	56.85	WDL000000852	Merchant	Monthly Charges	Bank Transaction Entry
1/3/2018	59.95	WDL000000853	PayPal Inc.	Monthly Charges	Bank Transaction Entry
1/3/2018	0.57	WDL000000857	Nelnet	Credit Card Fee	Bank Transaction Entry
1/4/2018	142.56	DAJ000000483	Paypal Fees	Paypal 010520180003	Bank Transaction Entry
1/4/2018	100.10	DAJ000000489	paypal	010420180006	Bank Transaction Entry
1/4/2018	7.43	WDL000000858	Nelnet	Credit Card Fee	Bank Transaction Entry
1/5/2018	86.93	DAJ000000490	PayPal Fees	01052018 PayPal	Bank Transaction Entry
1/5/2018	1.69	WDL000000859	Nelnet	Credit Card Fee	Bank Transaction Entry
1/5/2018	3.71	WDL000000860	Nelnet	Credit Card Fee	Bank Transaction Entry
1/5/2018	184.38	WDL000000911	WorldPay	Monthly Charges	Bank Transaction Entry
1/5/2018	314.26	WDL000000912	WorldPay	Monthly Charges	Bank Transaction Entry
1/8/2018	80.48	WDL000000854	Integrity	Monthly Processing Fees	Bank Transaction Entry
1/8/2018	783.05			Nelnet Monthly Host Fee	
1/9/2018	23.83	WDL000000861	Nelnet	Credit Card Fee	Bank Transaction Entry
1/10/2018	71.81	DAJ000000501	PayPal Fees	01102018 Fees	Bank Transaction Entry
1/10/2018	19.78	WDL000000862	Nelnet	Credit Card Fee	Bank Transaction Entry
1/11/2018	118.00	DAJ000000502	PayPal Fees	01112018 PayPal Fees	Bank Transaction Entry
1/11/2018	2.04	WDL000000863	Nelnet	Credit Card Fee	Bank Transaction Entry
1/12/2018	49.53	WDL000000864	Nelnet	Credit Card Fee	Bank Transaction Entry
1/13/2018	34.32	DAJ000000499	PayPal Fees	011720180006	Bank Transaction Entry
1/16/2018	5.63	WDL000000865	Nelnet	Credit Card Fee	Bank Transaction Entry
1/16/2018	50.46	WDL000000866	Nelnet	Credit Card Fee	Bank Transaction Entry
1/17/2018	156.38	DAJ000000500	PayPal Fees	01082018 PayPal Fees	Bank Transaction Entry
1/17/2018	118.30	DAJ000000503	PayPal Fees	01/17/18 PayPal Fees	Bank Transaction Entry
1/17/2018	17.90	WDL000000867	Nelnet	Credit Card Fee	Bank Transaction Entry
1/18/2018	16.09	WDL000000868	Nelnet	Credit Card Fee	Bank Transaction Entry
1/19/2018	48.39	DAJ000000504	PayPal Fees	01/19/2018 PayPal Fees	Bank Transaction Entry
1/22/2018	24.03	DAJ000000505	PayPal Fees	1/22/18 PayPal Fees	Bank Transaction Entry
1/22/2018	55.85	DAJ000000507	PayPal Fees	1/22/18 PayPal fees	Bank Transaction Entry
1/22/2018	41.18	WDL000000869	Nelnet	Credit Card Fee	Bank Transaction Entry
1/24/2018	7.88	DAJ000000508	PayPal Fees	1/24/18 PayPal Fees	Bank Transaction Entry
1/26/2018	35.74	DAJ000000509	PayPal Fees	1/26/18 PayPal Fees	Bank Transaction Entry
1/26/2018	25.28	WDL000000870	Nelnet	Credit Card Fee	Bank Transaction Entry
1/29/2018	98.40	DAJ000000511	PayPal Fees	1/29/18 PayPal Fees	Bank Transaction Entry
1/29/2018	11.92	WDL000000871	Nelnet	Credit Card Fee	Bank Transaction Entry
1/30/2018	8.96	DAJ000000510	PayPal Fees	01/26/2018 PayPal Fees	Bank Transaction Entry
1/30/2018	35.48	DAJ000000564	PayPal Fees	1/30/18 PayPal Fees	Bank Transaction Entry
1/30/2018	97.14	WDL000000872	Nelnet	Credit Card Fee	Bank Transaction Entry
Period 7 Total	3,097.16				
2/1/2018	28.11	WDL000000944	Nelnet	Credit Card Fee	Bank Transaction Entry
2/2/2018	140.78	DAJ000000621	PayPal Fees	2/2/18 PayPal Fees	Bank Transaction Entry
2/2/2018	40.50	WDL000000945	Nelnet	Credit Card Fee	Bank Transaction Entry
2/5/2018	24.38	DAJ000000669	PayPal Fees	2/5/18 PayPal Fees	Bank Transaction Entry
2/5/2018	56.85	WDL000000941	Merchant	Monthly Fees	Bank Transaction Entry
2/5/2018	60.25	WDL000000942	PayPal, Inc.	Monthly Fees	Bank Transaction Entry
2/5/2018	12.91	WDL000000946	Nelnet	Credit Card Fee	Bank Transaction Entry
2/6/2018	134.05	WDL000000964	WorldPay	Monthly Charges	Bank Transaction Entry
2/6/2018	134.27	WDL000000965	WorldPay	Monthly Charges	Bank Transaction Entry
2/7/2018	16.59	DAJ000000687	PayPal Fees	2/7/18 PayPal Fees	Bank Transaction Entry
2/7/2018	9.63	DAJ000000688	PayPal Fees	2/7/18 PayPal Fees	Bank Transaction Entry
2/7/2018	1.04	WDL000000947	Nelnet	Credit Card Fee	Bank Transaction Entry
2/8/2018	81.38	WDL000000943	Integrity	Monthly Processing Fees	Bank Transaction Entry
2/9/2018	14.32	WDL000000948	Nelnet	Credit Card Fee	Bank Transaction Entry
2/12/2018	112.38	DAJ000000714	PayPal Fees	2/12/18 PayPal Fees	Bank Transaction Entry
2/12/2018	1,886.55	86494618	Commerce Bank Visa	Late Charges	Purchases
2/12/2018	787.25			Nelnet Monthly Host Fee	
2/12/2018	3.71	WDL000000949	Nelnet	Credit Card Fee	Bank Transaction Entry
2/13/2018	0.60	WDL000000950	Nelnet	Credit Card Fee	Bank Transaction Entry
2/13/2018	1.13	WDL000000951	Nelnet	Credit Card Fee	Bank Transaction Entry
2/14/2018	131.39	DAJ000000745	PayPal Fees	2/14/18 PayPal Fees	Bank Transaction Entry
2/14/2018	27.48	DAJ000000754	PayPal Fees	2/14/18 PayPal Fees	Bank Transaction Entry
2/15/2018	100.46	DAJ000000777	PayPal Fees	2/15/18 PayPal Fees	Bank Transaction Entry
2/16/2018	3.94	WDL000000952	Nelnet	Credit Card Fee	Bank Transaction Entry
2/16/2018	114.81	WDL000000953	Nelnet	Credit Card Fee	Bank Transaction Entry
2/19/2018	102.49	DAJ000000832	PayPal Fees	2/19/18 PayPal Fees	Bank Transaction Entry
2/20/2018	21.22	WDL000000954	Nelnet	Credit Card Fee	Bank Transaction Entry
2/21/2018	14.69	DAJ000000855	PayPal Fees	2/21/18 PayPal Fees	Bank Transaction Entry
2/21/2018	35.45	DAJ000000873	PayPal Fees	2/21/18 PayPal fees	Bank Transaction Entry
2/22/2018	24.56	DAJ000000878	PayPal Fees	2/22/18 PayPal Fees	Bank Transaction Entry
2/22/2018	8.33	WDL000000955	Nelnet	Credit Card Fee	Bank Transaction Entry
2/23/2018	4.59	WDL000000956	Nelnet	Credit Card Fee	Bank Transaction Entry

2/26/2018	38.23	DAJ000000879	PayPal Fees	2/26/18 PayPal Fees	Bank Transaction Entry
2/26/2018	88.38	WDL000000957	Nelnet	Credit Card Fee	Bank Transaction Entry
2/28/2018	50.39	DAJ000000883	PayPal Fees	2/28/18 PayPal Fees	Bank Transaction Entry
2/28/2018	39.68	DAJ000000884	PayPal Fees	2/28/18 PayPal Fees	Bank Transaction Entry
2/28/2018	12.78	WDL000000958	Nelnet	Credit Card Fee	Bank Transaction Entry
Period 8 Total	4,365.55				
3/1/2018	14.57	DAJ000000894	PayPal Fees	3/1/18 PayPal Fees	Bank Transaction Entry
3/1/2018	4.58	WDL000001003	Nelnet	Credit Card Fee	Bank Transaction Entry
3/2/2018	34.93	DAJ000000896	PayPal Fees	3/2/18 PayPal Fees	Bank Transaction Entry
3/2/2018	32.78	WDL000001004	Nelnet	Credit Card Fee	Bank Transaction Entry
3/5/2018	56.85	WDL000001000	Merchant	Monthly Charges	Bank Transaction Entry
3/5/2018	62.35	WDL000001001	PayPal Inc.	Monthly Charges	Bank Transaction Entry
3/5/2018	19.35	WDL000001005	Nelnet	Credit Card Fee	Bank Transaction Entry
3/6/2018	17.01	DAJ000000906	PayPal Fees	3/6/18 PayPal Fees	Bank Transaction Entry
3/7/2018	134.27	WDL000001020	WorldPay	Monthly Charges	Bank Transaction Entry
3/7/2018	211.34	WDL000001021	WorldPay	Monthly Charges	Bank Transaction Entry
3/8/2018	82.85	WDL000001002	Integrity	Monthly Processing Fees	Bank Transaction Entry
3/8/2018	4.23	WDL000001006	Nelnet	Credit Card Fee	Bank Transaction Entry
3/9/2018	70.26	WDL000001007	Nelnet	Credit Card Fee	Bank Transaction Entry
3/12/2018	162.22	DAJ000000917	PayPal Fees	3/12/18 PayPal Fees	Bank Transaction Entry
3/13/2018	31.85	DAJ000000940	PayPal Fees	3/13/18 PayPal Fees	Bank Transaction Entry
3/13/2018	22.50	WDL000001008	Nelnet	Credit Card Fee	Bank Transaction Entry
3/14/2018	0.56	WDL000001009	Nelnet	Credit Card Fee	Bank Transaction Entry
3/15/2018	70.54	DAJ000000961	PayPal Fees	3/15/18 PayPal Fees	Bank Transaction Entry
3/15/2018	3.71	WDL000001010	Nelnet	Credit Card Fee	Bank Transaction Entry
3/16/2018	50.09	WDL000001011	Nelnet	Credit Card Fee	Bank Transaction Entry
3/19/2018	67.65	DAJ000000962	PayPal Fees	3/19/18 PayPal Fees	Bank Transaction Entry
3/19/2018	14.07	WDL000001012	Nelnet	Credit Card Fee	Bank Transaction Entry
3/20/2018	11.25	WDL000001013	Nelnet	Credit Card Fee	Bank Transaction Entry
3/21/2018	36.83	WDL000001014	Nelnet	Credit Card Fee	Bank Transaction Entry
3/22/2018	41.18	WDL000001015	Nelnet	Credit Card Fee	Bank Transaction Entry
3/23/2018	17.58	WDL000001016	Nelnet	Credit Card Fee	Bank Transaction Entry
3/26/2018	86.62	WDL000001017	Nelnet	Credit Card Fee	Bank Transaction Entry
3/27/2018	92.73	DAJ000000967	PayPal Fees	3/27/18 PayPal Fees	Bank Transaction Entry
3/29/2018	93.58	DAJ000000968	PayPal Fees	3/29/18 PayPal Fees	Bank Transaction Entry
3/30/2018	1.52	WDL000001018	Nelnet	Credit Card Fee	Bank Transaction Entry
Period 9 Total	1,549.85				
4/3/2018	56.85	WDL000001066	Merchant	Monthly Fees	Bank Transaction Entry
4/3/2018	60.55	WDL000001067	PayPal Inc.	Monthly Fees	Bank Transaction Entry
4/4/2018	57.68	DAJ000001025	PayPal Fees	PayPal Fees 4/4/18	Bank Transaction Entry
4/5/2018	20.31	DAJ000001026	PayPal Fees	4/5/18 PayPal Fees	Bank Transaction Entry
4/5/2018	(20.31)	DAJ000001026	PayPal Fees	4/5/18 PayPal Fees	Bank Transaction Entry
4/5/2018	20.31	DAJ000001056	PayPal Fees	4/5/18 PayPal Fees	Bank Transaction Entry
4/5/2018	139.22	WDL000001082	WorldPay	Monthly Fees	Bank Transaction Entry
4/5/2018	141.75	WDL000001083	WorldPay	Monthly Charges	Bank Transaction Entry
4/6/2018	8.64	WDL000001070	Nelnet	Credit Card Fee	Bank Transaction Entry
4/9/2018	83.14	WDL000001068	Integrity	Monthly Processing Fees	Bank Transaction Entry
4/9/2018	0.17	WDL000001071	Nelnet	Credit Card Fee	Bank Transaction Entry
4/11/2018	46.77	WDL000001072	Nelnet	Credit Card Fee	Bank Transaction Entry
4/12/2018	48.50	DAJ000001027	PayPal Fees	4/12/18 PayPal Fees	Bank Transaction Entry
4/13/2018	781.30	NI0055456	Nelnet	Montly Hosting and Maintenance	Purchases
4/13/2018	16.77	WDL000001073	Nelnet	Credit Card Fee	Bank Transaction Entry
4/16/2018	784.45	NI0054676	Nelnet	Monthly Hosting & Maint.	Purchases
4/16/2018	41.51	DAJ000001028	PayPal Fees	4/16/18 PayPal Fees	Bank Transaction Entry
4/16/2018	62.13	WDL000001074	Nelnet	Credit Card Fee	Bank Transaction Entry
4/17/2018	21.09	WDL000001075	Nelnet	Credit Card Fee	Bank Transaction Entry
4/18/2018	62.04	DAJ000001029	PayPal Fees	4/18/18 PayPal Fees	Bank Transaction Entry
4/18/2018	5.39	DAJ000001030	PayPal fees	4/18/18 PayPal Fees	Bank Transaction Entry
4/18/2018	20.29	WDL000001076	Nelnet	Credit Card Fee	Bank Transaction Entry
4/19/2018	39.24	WDL000001077	Nelnet	Credit Card Fee	Bank Transaction Entry
4/23/2018	164.43	DAJ000001031	PayPal Fees	4/23/18 PayPal Fees	Bank Transaction Entry
4/23/2018	20.18	DAJ000001032	PayPal Fees	4/23/18 PayPal Fees	Bank Transaction Entry
4/24/2018	23.29	DAJ000001033	PayPal fees	PayPal Fees 4/24/18	Bank Transaction Entry
4/26/2018	82.18	WDL000001078	Nelnet	Credit Card Fee	Bank Transaction Entry
4/30/2018	98.48	DAJ000001034	PayPal Fees	4/30/18 PayPal Fees	Bank Transaction Entry
Period 10 Total	2,886.35				
5/1/2018	55.25	DAJ000001035	PayPal Fees	5/1/18 PayPal Fees	Bank Transaction Entry

	5/2/2018		2.22	DAJ000001036	PayPal Fees		5/2/18 PayPal Fees	Bank Transaction Entry
	5/2/2018		21.08	WDL000001121	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/3/2018		59.95	WDL000001119	PayPal, Inc.		Monthly Fee	Bank Transaction Entry
	5/4/2018		15.24	DAJ000001037	PayPal Fees		5/4/18 PayPal Fees	Bank Transaction Entry
	5/4/2018		4.02	DAJ000001057	PayPal Fees		PayPal Fees 5/4/18	Bank Transaction Entry
	5/4/2018		45.27	WDL000001122	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/4/2018		139.22	WDL000001155	WorldPay		Monthly Charges	Bank Transaction Entry
	5/4/2018		186.88	WDL000001156	WorldPay		Monthly Charges	Bank Transaction Entry
	5/7/2018		778.85	NI0055988	Nelnet		Nelnet Maint. Fees	Purchases
	5/7/2018		13.22	DAJ000001038	PayPal Fees		5/7/18 PayPal Fees	Bank Transaction Entry
	5/7/2018		4.87	DAJ000001058	PayPal Fees		5/7/18 PayPal Fees	Bank Transaction Entry
	5/8/2018		83.51	WDL000001120	Integrity		Monthly Processing Fees	Bank Transaction Entry
	5/8/2018		32.04	WDL000001123	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/9/2018		20.02	DAJ000001059	PayPal Fees		5/9/18 PayPal Fees	Bank Transaction Entry
	5/10/2018		12.99	DAJ000001060	PayPal Fees		PayPal Fees 5/10/18	Bank Transaction Entry
	5/11/2018		31.76	DAJ000001063	PayPal Fees		05112018 Fees	Bank Transaction Entry
	5/11/2018		23.09	WDL000001124	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/14/2018		18.31	WDL000001125	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/14/2018		172.03	DAJ000001134	paypal fees		05142018	Bank Transaction Entry
	5/15/2018		49.23	DAJ000001062	PayPal Fees		051520180005	Bank Transaction Entry
	5/15/2018		0.37	WDL000001126	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/16/2018		72.77	DAJ000001061	PayPal Fees		051620180004	Bank Transaction Entry
	5/16/2018		3.71	WDL000001127	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/17/2018		6.77	WDL000001128	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/18/2018		0.45	WDL000001129	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/21/2018		47.05	DAJ000001092	PayPal		05212018 PP Fees	Bank Transaction Entry
	5/21/2018		9.11	WDL000001130	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/22/2018		13.26	DAJ000001086	PayPal Fees		05222018 PayPal Fees	Bank Transaction Entry
	5/23/2018		30.34	DAJ000001088	PayPal Fees		05232018 PayPal	Bank Transaction Entry
	5/25/2018		8.04	WDL000001131	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/29/2018		96.53	DAJ000001087	PayPal Fees		05292018 Paypal	Bank Transaction Entry
	5/29/2018		31.61	WDL000001132	Nelnet		Credit Card Fee	Bank Transaction Entry
	5/30/2018		8.24	WDL000001133	Nelnet		Credit Card Fee	Bank Transaction Entry
	Period 11 Total		2,097.30					
	6/4/2018		138.32	DAJ000001089	PayPal Fees		06042018 Fees	Bank Transaction Entry
	6/4/2018		12.73	DAJ000001108	PayPall Fees		060520180007	Bank Transaction Entry
	6/4/2018		0.92	WDL000001222	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/5/2018		15.64	DAJ000001090	PayPal Fees		06052018 PayPal	Bank Transaction Entry
	6/5/2018		5.64	WDL000001223	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/6/2018		60.55	WDL000001220	PayPal		Monthly Fee	Bank Transaction Entry
	6/6/2018		127.06	WDL000001237	WorldPay		Monthly Charges	Bank Transaction Entry
	6/6/2018		146.72	WDL000001238	WorldPay		Monthly Charges	Bank Transaction Entry
	6/7/2018		50.57	DAJ000001093	PayPal Fees		06072018	Bank Transaction Entry
	6/8/2018		80.70	WDL000001221	Integrity		Monthly Processing Fees	Bank Transaction Entry
	6/8/2018		30.61	WDL000001224	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/11/2018		1.13	WDL000001225	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/12/2018		73.73	DAJ000001091	paypal fees		06122018 fees	Bank Transaction Entry
	6/12/2018		1,286.24	20790	Commerce Bank Visa		Credit Card Late Fee	Purchases
	6/13/2018		5.72	DAJ000001109	PayPal Fees		062620180005	Bank Transaction Entry
	6/13/2018		9.13	WDL000001226	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/18/2018		3.71	WDL000001227	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/19/2018		51.84	DAJ000001110	PayPal Fees		06192018 Fees	Bank Transaction Entry
	6/19/2018		4.84	WDL000001228	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/20/2018		8.82	WDL000001229	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/21/2018		0.23	WDL000001230	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/22/2018		4.52	WDL000001231	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/25/2018		28.44	DAJ000001107	paypal fees		0627201801 fees	Bank Transaction Entry
	6/26/2018		6.39	WDL000001232	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/27/2018		14.02	WDL000001233	Nelnet		Credit Card Fee	Bank Transaction Entry
	6/28/2018		72.44	DAJ000001215	PayPal Fees		06282018 PP	Bank Transaction Entry
	6/29/2018		4.82	DAJ000001217	PayPal Fees		06292018	Bank Transaction Entry
	6/29/2018		9.45	WDL000001234	Nelnet		Credit Card Fee	Bank Transaction Entry
	Period 12 Total		2,254.93					
11-6500-695-000	Total Credit Card Fees		32,111.41				(32,111.41)	
Credit Card Fees:								
11-6500-695-001								
	8/30/2017		30.50	RCT000005435	Commerce Bank Visa		Receivings Transaction Entry	Purchases

		8/30/2017	73.76	RCT000005437	Commerce Bank Visa		Receivings Transaction Entry	Purchases
		8/30/2017	101.70	RCT000005438	Commerce Bank Visa		Receivings Transaction Entry	Purchases
		8/30/2017	(30.50)				MVR for J. Rogers	
		8/31/2017	11.60	5741060	Commerce Bank Visa		Dispute Amazon	Purchases
		8/31/2017	11.80	1766642	Commerce Bank Visa		Dispute Amazon	Purchases
	Period 2 Total		198.86					
		11/30/2017	(73.76)	13936	Isle, Wendy Credit Card		Hamptom Inn Dispute	Purchases
		11/30/2017	(101.70)	13937	Isle, Wendy Credit Card		Hamptom Inn Dispute	Purchases
	Period 5 Total		(175.46)					
		6/1/2018	96.06	RCT000010414	Rutherford, Eric Credit Card		Receivings Transaction Entry	Purchases
		6/30/2018	1,084.66	21764	Bertie, Brett Credit Card		Correct CC Account	Purchases
		6/30/2018	(113.12)	21822	Chapman, Gayle J. Credit Card		CC Refund	Purchases
		6/30/2018	8,626.40	21823	Commerce Bank Visa		CC Refund	Purchases
		6/30/2018	77.07	21824	Corbett-Smith, Ben Credit Card		CC Refund	Purchases
		6/30/2018	(0.40)	21825	DeGeorge, Patricia Credit Card		CC Refund	Purchases
		6/30/2018	(117.12)	21826	Dutton, Ann Credit Card		CC Refund	Purchases
		6/30/2018	(270.00)	21827	Floyd, Taylor Credit Card		CC Refund	Purchases
		6/30/2018	(7.73)	21828	Gillum, Jaicey Linn Credit Card		CC Refund	Purchases
		6/30/2018	(3.00)	21829	Isle, Wendy Credit Card		CC Refund	Purchases
		6/30/2018	63.09	21830	Haynes, Timothy Credit Card		CC Refund	Purchases
		6/30/2018	(21.32)	21833	Kent, Lavon Credit Card		CC Refund	Purchases
		6/30/2018	(3.90)	21834	Kippenberger, Kris Credit Card		CC Refund	Purchases
		6/30/2018	42.16	21835	Henderson, Brad Purchase Card		CC Refund	Purchases
		6/30/2018	148.52	21836	Henderson, Raymond "Brad" Credit Card		CC Refund	Purchases
		6/30/2018	266.77	21841	Overacker, Kelsey Credit Card		CC Refund	Purchases
		6/30/2018	(16.74)	21842	Lawrence, Tonda Credit Card		CC Refund	Purchases
		6/30/2018	(3.83)	21843	Morgan-Tate, Jessica Credit Card		CC Refund	Purchases
		6/30/2018	595.50	21844	Commerce Bank Visa		Payables Trx Entry	Purchases
		6/30/2018	(77.07)	21845	Corbett-Smith, Ben Credit Card		CC Refund	Purchases
		6/30/2018	(111.54)	21846	Correll, Jim Credit Card		CC Refund	Purchases
		6/30/2018	78.50	21847	Crane, Leslie Credit Card		CC Refund	Purchases
		6/30/2018	93.88	21849	Owens, Sarah Credit Card		CC Refund	Purchases
		6/30/2018	(6.02)	21850	Peña, Daniella Credit Card		CC Refund	Purchases
		6/30/2018	(18.49)	21851	Peterson, Bruce Credit Card		CC Refund	Purchases
		6/30/2018	(2,180.84)	21852	Rutherford, Eric Credit Card		CC Refund	Purchases
		6/30/2018	94.81	21854	Turner, Tony Credit Card		CC Refund	Purchases
		6/30/2018	(86.00)	21855	Vestal, Teresa Credit Card		CC Refund	Purchases
		6/30/2018	(77.07)	21856	Corbett-Smith, Ben Credit Card		Payables Trx Entry	Purchases
		6/30/2018	0.40	21857	Commerce Bank Visa		CC Refund	Purchases
		6/30/2018	223.08	21858	Correll, Jim Credit Card		CC Refund	Purchases
		6/30/2018	(91.11)	21862	Rutherford, Eric Credit Card		CC Refund	Purchases
		6/30/2018	(93.88)	21849	Owens, Sarah Credit Card		Void Open Trx	Purchases
		6/30/2018	(30.00)	21864	Crane, Leslie Credit Card		CC Refund	Purchases
		6/30/2018	7.80	21865	Kippenberger, Kris Credit Card		CC Refund	Purchases
		6/30/2018	(93.88)	21866	Owens, Sarah Credit Card		CC Refund	Purchases
		6/30/2018	91.11	21862	Rutherford, Eric Credit Card		Void Open Trx	Purchases
		6/30/2018	91.11	21867	Rutherford, Eric Credit Card		CC Refund	Purchases
	Period 12 Total		8,257.86					
11-6500-695-001	Total Credit Card Disputes Charges/Refunds		8,281.26			(8,281.26)		
	Credit Card Fees:							
11-6500-695-003								
		8/31/2017	(56.50)				Move Tuition to Correct FY	
11-6500-695-003	Total Write-Off Account		(56.50)			56.50		
11-695	Total Credit Card Fees		40,336.17			(40,336.17)		
	Office Supplies:							
11-6500-701-000								
		1/2/2018	5.95	RCT000007489	Morgan-Tate, Jessica Credit Card		Receivings Transaction Entry	Purchases
		1/8/2018	193.27	717872610	RR Donnelley		1099 / 1098T Copy	Purchases
		1/17/2018	91.26	437582532	RR Donnelley		Forms	Purchases
	Period 7 Total		290.48					

	4/23/2018	31.41	100072092	RR Donnelley		W2 Forms	Purchases
	Period 10 Total	31.41					
11-6500-701-000	Total Office Supplies	321.89			(321.89)		
11-701	Total Office Supplies	321.89			(321.89)		
Paper:							
11-6500-702-000							
	7/31/2017	1,314.00	RCT000004915	Great Western Dining Service , Inc.		Receivings Transaction Entry	Purchases
11-6500-702-000	Total Paper Supplies	1,314.00			(1,314.00)		
11-702	Total Paper	1,314.00			(1,314.00)		
Campus Events:							
11-6500-710-000							
	8/31/2017	50.64				Bookstore Transfers - Aug 2017	
	Period 2 Total	50.64					
	9/29/2017	22.26	RCT000006188	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	9/29/2017	40.00	RCT000006190	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	9/29/2017	562.29	RCT000006198	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	Period 3 Total	624.55					
	12/7/2017	50.00	RCT000007367	Alexander, Travis		Receivings Transaction Entry	Purchases
	12/31/2017	7.23	RCT000007844	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	12/31/2017	10.80	RCT000007846	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	12/31/2017	25.70	RCT000007847	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	12/31/2017	49.23	RCT000007849	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	12/31/2017	105.12	RCT000007852	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	Period 6 Total	248.08					
	2/8/2018	1,225.00	RCT000008228	Great Western Dining Service , Inc.		Receivings Transaction Entry	Purchases
	Period 8 Total	1,225.00					
	4/1/2018	250.00	RCT000009327	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	Period 10 Total	250.00					
	6/13/2018	41.63	19760	Vestal, Teresa Credit Card		Plates and Plastics/Events	Purchases
	6/13/2018	84.46	19761	Vestal, Teresa Credit Card		Tablecloths/Drinks for Events	Purchases
	6/13/2018	(30.86)	19762	Vestal, Teresa Credit Card		Return of Plastics and plates	Purchases
	6/13/2018	140.21	RCT000010511	Henderson, Brad Purchase Card		Receivings Transaction Entry	Purchases
	6/13/2018	7.36	RCT000010512	Henderson, Brad Purchase Card		Receivings Transaction Entry	Purchases
	Period 12 Total	242.80					
11-6500-710-000	Total Campus Events Committee	2,641.07			(2,641.07)		
11-709:716	Total Campus Events	2,641.07			(2,641.07)		
Misc Expenses:							
11-6500-719-000							
	1/8/2018	268.00	10152790	SESAC Inc		Licence Fee Report	Purchases
	1/17/2018	244.50	31017849	BMI General Licensing		ESTIMATED FEE 07/17-06/18	Purchases
	1/30/2018	91.70	950370173	RR Donnelley		W2 Forms	Purchases
	Period 7 Total	604.20					
	2/6/2018	1,500.00	575	Ranson Financial Group LLC		2017 Continuing Disclosure	Purchases

	Period 8 Total	1,500.00					
	4/23/2018	1,867.00	010103 441546	Kansas Department of Revenue		KDOR Payment	Purchases
	Period 10 Total	1,867.00					
11-6500-719-000	Total Misc. Expenses	3,971.20			(3,971.20)		
Misc Expenses:							
11-6500-710-000							
	8/31/2017	50.64				Bookstore Transfers - Aug 2017	
	Period 2 Total	50.64					
	9/29/2017	22.26	RCT000006188	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	9/29/2017	40.00	RCT000006190	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	9/29/2017	562.29	RCT000006198	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	Period 3 Total	624.55					
	12/7/2017	50.00	RCT000007367	Alexander, Travis		Receivings Transaction Entry	Purchases
	12/31/2017	7.23	RCT000007844	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	12/31/2017	10.80	RCT000007846	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	12/31/2017	25.70	RCT000007847	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	12/31/2017	49.23	RCT000007849	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	12/31/2017	105.12	RCT000007852	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	Period 6 Total	248.08					
	2/8/2018	1,225.00	RCT000008228	Great Western Dining Service , Inc.		Receivings Transaction Entry	Purchases
	Period 8 Total	1,225.00					
	4/1/2018	250.00	RCT000009327	Vestal, Teresa Credit Card		Receivings Transaction Entry	Purchases
	Period 10 Total	250.00					
	6/13/2018	41.63	19760	Vestal, Teresa Credit Card		Plates and Plastics/Events	Purchases
	6/13/2018	84.46	19761	Vestal, Teresa Credit Card		Tablecloths/Drinks for Events	Purchases
	6/13/2018	(30.86)	19762	Vestal, Teresa Credit Card		Return of Plastics and plates	Purchases
	6/13/2018	140.21	RCT000010511	Henderson, Brad Purchase Card		Receivings Transaction Entry	Purchases
	6/13/2018	7.36	RCT000010512	Henderson, Brad Purchase Card		Receivings Transaction Entry	Purchases
	Period 12 Total	242.80					
11-6500-710-000	Total Campus Events Committee	2,641.07			(2,641.07)		
Misc Expenses:							
11-6500-724-000							
	4/1/2018	23.79	RCT000008925	Isle, Wendy Credit Card		Receivings Transaction Entry	Purchases
	4/1/2018	27.17	RCT000008926	Isle, Wendy Credit Card		Receivings Transaction Entry	Purchases
11-6500-724-000	Total Campus Safety	50.96			(50.96)		
Misc Expenses:							
11-6500-725-000							
	8/31/2017	83.39				Bookstore Transfers - Aug 2017	
	Period 2 Total	83.39					
	9/30/2017	15.39				Bkstore Transfers - Sept 2017	
	Period 3 Total	15.39					
	2/13/2018	(98.78)				Mv Compliance Bkstore Transfer	
	Period 8 Total	(98.78)					
	3/31/2018	14.41				Bookstore Transfers March 2018	
	Period 9 Total	14.41					

11-6500-725-000	Total Campus Compliance	14.41			(14.41)			
11-719 + 709:716 + 721:729 + 731:849	Total Misc Expenses	6,677.64			(6,677.64)			
Equipment:								
11-6500-850-000	4/23/2018	24.95	RCT000009530	Indy Print Services		Receivings Transaction Entry	Purchases	
11-6500-850-000	Total Equipment - Non-Capital	24.95			(24.95)			
11-850	Total Equipment	24.95			(24.95)			
	Total	**784,296.50**			**(784,296.50)**			

Appendix 29

Technology Plan

Independence
COMMUNITY COLLEGE

Technology Plan 2018-2022

Board Submitted April 12, 2018

Eric Montgomery
Director of Information Technology
Independence Community College

Revision 1.0 (Draft)

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Introduction

The Technology Plan, a guiding document for all of campus, is a revolving action plan providing comprehensive, medium-range planning for the next five years. It covers all areas of campus, including instructional and administrative functions (Records, Enrollment, etc.). Key features include goals for addressing the five major components of technology for effective education (learning, assessment, teaching, infrastructure, and productivity)[1]; initiatives and projects for the next five years; and a plan for continuous updates. Implementation will rest heavily with the Department of Information Technology, but also involve all campus users of technology.

The following document is a culmination of research surrounding multiple colleges, community colleges as well as four-year universities, Educause, Gartner and the National Education Technology Plan.

Prior IT Accomplishments

Several accomplishments have been made in the past three-year period of time, including the following:

Server Upgrades

The College migrated to an improved server environment that also included an enterprise level backup utility system to improve the performance of the Ellucian Colleague enterprise resource planning system.

Operational Enhancements

- Dynamics GP implementation which revamped our current Financial System.
- Colleague (ERP) implementation of the Power Campus ERP, moving away from the prior implemented Jenzebar system.
- Online Self Service and Portal for Students.
- Desktop Virtualization Interface development, which enabled students to access course material from a remote location through a private cloud, thus enhancing their levels of access and convenience.
- Complete Network, Wi-Fi, and datacenter replacement.

[1] https://tech.ed.gov/files/2017/01/NETP17.pdf

Campus Technology Committee Membership

The Technology Advisory Committee reports to Council of Chairs. All advisory members are recruited by the Director of Information Technology. Currently there are two vacancies we are trying to fill within the committee.

Member	Role
Eric Montgomery	Director Information Technology ICC
Brett Gilcrest	Division Chair ICC
Brian Southworth	Division Chair ICC
Tonda Lawrence	Division Chair ICC
Laura McClure	Technology Instructor USD #446
Melissa Ashford	Faculty CIT
Cody Westerhold	Student Affairs

Planning, Budgeting, and Effectiveness

1. Planning: Provide strategic long-term planning for campus-wide technology including infrastructure, hardware, software, and support services.

    a. Create a comprehensive, campus-wide technology plan for the next five years (2018-2022). The plan should include definitions of priorities, guidelines for decision-making, proposals for annual budgets for maintenance and replacement schedules when needed.

        i. The five-year plan should be updated annually and provide the basis for annual action plans.

        ii. The evidenced-informed planning process is expected to involve the regular assessment of campus technology needs.

2. Budgeting: Guide technology planning and decision-making processes allocating budgeted funds for technology purposes.

    a. Work with the Chief Financial Officer to develop budgeting and spending policies that accurately document total campus spending on technology.

    b. Review monthly/annual reports from Great Plains Dynamics regarding departmental budgeting and spending for technology.

    c. Create policies that guide the selection of hardware and software funded within existing budgets.

    d. Propose, annually, priorities for technology expenditures.

3. Enhancing Technology's Effectiveness: Strengthen the effectiveness of campus-wide technology through proposals for and evaluation of Information Systems' functions. In the near future, these should include:

    a. Developing technology replacement cycles for all categories of equipment.

    b. Establishing college-wide information technology policies, procedures, and standards, including those involving emerging technologies.

IT Department Service and Support Strategy Changes

Over the last three years, the department of Information Technology has revamped the previous infrastructure to meet ever demanding needs. Due to the current change in infrastructure and the need to become more concentric around integration and less facilitation the department needs to implement a Centralized Support Technology.

Centralized Technology Support: To address concerns regarding staffing, after hours support and communication disconnects. The decision was made to propose moving the current help desk infrastructure to a 24x7x365 staffed outsourced solution starting July 2018. The goal was to include the IT staff in more projects and general meetings, while improving IT services and support at all campus locations.

Technology and Institutional Planning

Recognizing that Information Technology is a foundational tool for nearly all campus departments, the Technology Advisory Committee provides faculty, staff, community members, local businesses, administration and students with a voice in planning for technology. This technology plan is ratified by the advisory committee prior to submitting to the board of trustees for final approval whenever substantive changes are made, new policies are written, or new initiatives are added. The plan becomes effective upon board of trustee approval.

Guiding Principles

1. Technology resources must be focused on efforts that directly support priorities in the academic arena.

2. We will seek to work together rather than to create or expand duplicate solutions.

3. Academic and administrative users will strive to communicate their needs and goals as completely and clearly as possible to their technology partners.

4. Technology service providers across campus will actively solicit input from users and each other on product and service requirements and will include their input in our technology decision-making process.

5. We will work collaboratively as a community to evaluate and manage technology deployment projects utilizing project management best practices.

6. We will employ open standards and best practices where feasible and define our college technology architecture (specifications and guidelines.)

7. We will encourage exploration of technology innovation at Independence Community College.

8. We will provide and support tools and applications that facilitate electronic collaboration of the faculty, staff and students over diverse locations, in line with college goals.

9. The college should ensure that electronic information is readily available to those who need it to accomplish their jobs, regardless of either the physical location of the user or the information.

10. Institutional data should be well defined and accurate. Wherever feasible, information will be captured once, as close to the authoritative source as possible, electronically validated and shared with those who need access.

11. We will promote an environment that provides protection from unauthorized or inadvertent access, sabotage or disasters and ensures the availability, integrity and confidentiality of information yet does not unduly hinder the college from conducting business as usual.

12. As a college community, we will adopt an IT service lifecycle process that provides robust and cost-effective enterprise services.

13. Highly routine manual processes will be automated when real benefits can be achieved and documented.

14. We will consciously establish quality objectives for each technology service and measure performance against those objectives. We will proactively identify and efficiently resolve all issues associated with the quality of our services.
Users should understand what they can expect in terms of service availability and responsiveness. Service levels will vary depending on the classification of a service - e.g. pilot or production. In some cases, we may consciously decide that perfection is not the level of quality necessary and may seek 'good enough'.

15. We will facilitate training for approved technology tools purchased by the college and will support those tools.

Prioritization Rubric

The following table is the rubric upon which ICC prioritizes technological needs. Program Review drives these prioritizations. However, in the case of state government, federal government, or other funding agency mandates, these technology needs will receive top priority by the College.

Number	Criteria	Weight
1	Extent to which request is identified in institutional program review	80%
2	Role of the technology in supporting curriculum or College services	10%
3	Extent to which the request represents a collaborative effort to use technology resources more effectively	5%
4	Sustainability of the technology in terms of ongoing support requirements and replacement costs	5%
Maximum Points		100%

Information Technology Strategic Plan

Significant changes were made by to goals and objectives in order to make them more strategic and less tactical/operational in nature. Reviewing HLC recommendations, Student and Employee Satisfaction Survey results affirmed that the goals and objectives as stated within the Technology plan are in alignment with the Vision of Independence Community College.

Goal #1 Student Success

Key Performance Indicator(s):

- 1st to 2nd term retention rates
- 1st to 2nd year retention rates
- Graduation and completion rates
- Student satisfaction with Wi-Fi, mobile technologies, classroom and lab technologies, and technology training

Objectives	Dependencies	Responsible Party	Fiscal Year
1.1 Enhance the First Year Experience to support new student transitions and first-to-second year retention rates.	Website, Portal		
1.2 Support the use of technology that expands outreach to high school students/teachers for assessing and addressing basic skills needs prior to students entering ICC.			
1.3 Assess the viability of a Smartcard system to enhance the use of electronic student identification technology that enables integrity of learning	Hardware, Software, 3rd Party		
1.4 Enhance student training offerings to support their success in using new technologies.	Website, Portal, Technology Documentation		
1.5 Utilize business intelligence solutions (such as digital dashboards) to make informed decisions to support student success and communicate college-wide retention and degree-completion indicators.	Argos, Dashboards, Portal		
1.6 Collaborate with Institutional Research to identify technologies that compile student learning outcomes, assess program effectiveness, and manage data and documentation for regional and specialized accreditation standards.	Surveys, Dashboards, Portal		
1.7 Collaborate campus wide to assess and prioritize technology solutions that enhance student learning, success, and satisfaction.			
1.8 Evaluate and implement tools to audit the ICC learning management system, and portal to ensure ADA compliance.			
1.9 Evaluate and implement a 24x7 365 help desk solution to support student success.	Funding, Board Approval		

Goal #2 Innovation

Key Performance Indicator(s):

- % of network uptime
- Campus constituent satisfaction with communication technologies, including the portal
- # of courses using mobile technologies
- Cost savings from desktop virtualizations
- Increase student use of mobile technologies in the classroom

Objectives	Dependencies	Responsible Party	Fiscal Year
2.1 Collaborate with faculty and administrators to pilot mobile technologies projects that use technology to support alternate delivery systems.	Training		
2.2 Expand desktop virtualization throughout disciplines to enhance remote access to campus systems and applications.	Training, Licenses		
2.3 Evaluate and implement security technologies to ensure the privacy and integrity of information resources (such as password management).	Software		
2.4 Identify technologies (such as constituent relationship management solutions and communication tools) that support of ICC's Strategic Enrollment Plan.			
2.5 Extend laptop and tablet purchasing within ICC's bookstore for students.	Vendor Collaboration		
2.6 Investigate a Bring Your Own Device, BYOD, program for all faculty and staff, including a possible technology stipend.	Vendor Collaboration, Board Approval		

Goal #3 Operational Efficiencies

Key Performance Indicator(s):

- Identification and deployment of ERP audit recommendations
- Senior leader and departmental manager satisfaction with access to quality data for decision-making and reporting, as measured on campus surveys
- Time savings from technologies deployed to enhance operational efficiencies
- Faculty and staff satisfaction with document management strategy

Objectives	Dependencies	Responsible Party	Fiscal Year
3.1 Assess opportunities to enhance the use of existing and new technologies (such as workflows, Forms, and automation of manual processes) to improve college operational efficiencies.	ERP		
3.2 Collaborate with Human Resources to identify ways to use technology efficiently to recruit, hire, onboard, and train highly qualified candidates that have diverse skill sets.	Security, Training		
3.3 Continue to enhance training to support faculty and staff in effectively using new and existing technologies in their efforts.	Training, Technology		
3.4 Provide for disaster recovery/business continuity plan.			
3.5 Utilize business intelligence solutions (such as digital dashboards) to make informed decisions to support institutional effectiveness and departmental success.	Argos, Portal		
3.6 Explore opportunities shareware, and open source to expand capacity and reduce costs.			
3.7 Identify classroom equipment configurations and technology that address the needs of members of the College community.			
3.8 Develop a document management strategy that establishes a standard methodology and collaboration tools for storing, sharing, and updating documents internally.	Training, Documentation		
3.9 Conduct an independent audit of the Power Campus Enterprise Planning Resource system and third party applications to identify opportunities to meet institutional needs and optimize enterprise systems	ERP		

Goal #4 Engagement

Key Performance Indicator(s):

- # of non-credit program enrollments
- # of distance education/online student enrollments
- Grants revenue

Objectives	Dependencies	Responsible Party	Fiscal Year
4.1 Collaborate with Departments to identify grant opportunities, and utilize resources	3rd Party		
4.2 Work with College and local community members to investigate technology to more fully integrate ICC with community.	Public Relations		
4.3 Deploy technology to expand/improve communications and relationship with external constituencies.	Software		
4.4 Identify opportunities to use technology in support of the institutional vision for enrollment growth, course offering efficiencies, and quality services.	ERP, Portal		

Next Steps

The next step will be to outline the action items that will achieve each goal and its objectives set forth in the implementation grids. The College values the importance of metrics and accountability and the Technology Plan incorporates measurements to provide evidence of progress and achievement of the goals set forth in the plan. The Implementation Grids contain suggested Key Performance Indicators (KPIs). Baseline and target measurements of the selected KPIs should be established to insure progress can be properly monitored during the life of the plan.

An important culmination of this process is communicating the plan to the College community. This will ensure the vision for technology use is shared among all of the constituencies served. Future communication on both changes to and progress on the plan should also be conveyed on a continuing and timely basis.

This plan should serve as a basis for the annual work plan process which outlines tactical action items that align to the goals and objectives. Additionally, as some goals are dependent on funding, the Technology Plan will feed into the budgeting process for technology for the coming five years.

Radical shifts in the environment that invalidate some of the planning assumptions should trigger a review of the plan for continued relevance. Without this examination, new opportunities could be missed.

Plan Maintenance

The Technology Plan will be reviewed and updated each Fall Semester based on information learned from the assessment activities of the prior academic year. Changes to the campus strategic plan, and the identification of new needs and opportunities. This cycle allows ICC to decide what funding should be requested prior to the budget proposals being submitted in April/May. New actions will be added to the plan and the budget requests will be made to support them. Completed actions will be removed or become part of the Technology Plan archive.

Appendix 30

Proposal to Change the Structure and By-Laws of the Technology Committee

PROPOSAL TO COUNCIL OF CHAIRS ON TECHNOLOGY COMMITTEE BY-LAWS

TITLE: Proposal to change the structure and by-laws of the Technology Committee

SPONSOR: Eric Montgomery, Director of Information Technology

BRIEF DESCRIPTION:
The Department of Information Technology desires to change the core role, responsibilities and structure of the Technology Committee. The new structure of the Technology Committee will reflect the evolution necessary to drive data driven decisions.

JUSTIFICATION:
Technology over time changes and so should the goals and responsibilities of this committee. Various changes institutionally, including Board specific outcomes, student needs, HLC guidelines, and loss of the technology grant facilitated a need to restructure the Technology Committee. I propose to change the Technology Committee as outlined within the by-laws submitted. The desire is to gather a variety of individuals with a wide array of backgrounds to steer the institution technologically. Duties will include ratification of the technology plan and priority identification of projects using data models, for planning and justification of the budget during the yearly budgeting process.

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Eric Montgomery
Director of Information Technology

Appendix 31

Onboarding Plan 2019

ICC- ONBOARDING PROCESS

PROCESS MONITOR	PREPARATORY		ORIENTATION		INTEGRATION			
	UPON HIRE DECISION	PRIOR TO START DATE	FIRST DAY(S)	FIRST WEEK(S)	END OF FIRST THREE MONTHS	END OF FIRST SIX MONTHS	END OF FIRST YEAR	END OF TRIAL PERIOD (*if applicable*)
HUMAN RESOURCES	Create personnel file	Confirm receipt of all required employment docs	Connect to complete any incomplete paperwork	Review company policies, strategic plan and Employee Handbook in Orientation	Meet with new hire and hiring manager to complete 90-day review		Annual Performance review with hiring manager	
	Discuss relocation, if applicable	Confirm offer letter acceptance/contract signed	Discuss break / meal policies	Ask employee how first weeks went. Address needs if applicable.	Identify any learning/physical needs and make accommodations as requested		Update any documents needed if applicable	
	Create and send hiring packet, payroll/hr	Confirm background check met policy requirements	Confirm receipt of keys, work station, ID, and database access with IT and Maintenance	Ask manager how first weeks went. Address needs as applicable.			Review contract for continued or termed employment	
	Discus start date with hiring manager and new hire	Inform IT and maintenance new hire needs access to keys, phone, computer, database access	Discuss and Enroll in any benefits and any deductions, including KPERS	Review company mission statement and how to apply mission to job duties				
	Create contract, if applicable	Confirm start date and time	Run MVR and add to transportation sheet					
	Send official offer letter	Send information on benefits for review	Go over sick/vacation/personal day policy					
		Discuss payroll dates and pay period policies	Train on how to enter PTO in GP					
			Enter all employee information into GP, taxes, direct deposit, personnel information, pay codes, assign time sheets					

Appendix 32

Maintenance Plan

Introduction

The information collected in compiling the Plan assists ICC to prioritize the exiting individual building needs, with a focus on resolving health and safety issues. In addition, any new facilities, additional classroom construction or acquisition of new facilities, or site improvements are also included in the plan. The plan organizes and prioritizes the existing building needs and new facility needs. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.

ICC campus is a 68-acre area.

Determine:

In order to develop the list of projects in this Plan, input was solicited from maintenance staff, professional consultants/contractors and ICC staff. Staff also created a survey and solicited input employees regarding the conditions of their facilities. This plan incorporates their feedback, where appropriate. The survey asked the Director of Maintenance to rate the exterior (lighting, grounds, parking lot, etc) and interior (heating, air conditioning, floors, etc.) of the classroom/facility by marking "Good", "Fair", and "Poor", and note any additional comments. This plan incorporates their feedback. ICC will focus on any emergency safety needs, safety needs, and "poor" ratings.

- Survey monkey- with ratings for facilities
- Student Satisfaction Survey- are facilities rated???
- Survey – repair/renovation list
- Building Inspections, formal & informal

Project Funding & Budgets:

HVAC Systems have a typical lifespan of 15 to 20 years. Practicing good preventative maintenance and servicing as required will prolong the duration of the equipment. I have asked a representative from Trane to inspect our existing HVAC units so we can more accurately plan for replacement costs and equipment needs. The Maintenance Department is also making strides to utilize the staff resources we have available and eliminate contractor services which we can perform in-house, thus cutting expenditures to our budget.

Measure Success:

- MHEC Report (Global Risk Consultants)
- Fire Marshal Reports
- Reduce Preventative maintenance appearing on repair/renovation list
- OSHA measures
- DHS Recommendations

Location:	Exterior Rating:	Interior Rating:	Comments:
Student Union	Good	Good	Exterior windows need washed; continue landscaping west side; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Field House:	Good	Good	East doors need replaced; HVAC system is aged; possible ADA issues will need to be resolved; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Academic Building	Good	Fair	Moisture issues on west wall lower level need to be addressed, will require excavating and resealing concrete walls; exterior windows need washed; possible ADA issues will need to be resolved; flooring in classrooms needs replaced; interior classrooms need painted; windows in several locations need replaced; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Fine Arts Building	Good	Good	Moisture enters building on south side by music department. Work needs to be done to change exterior grade to keep water away from door; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Cessna Learning Center	Good	Good	Addition will be added spring 2018; Parking lot needs to be chip sealed in locations.
Administration Building	Fair	Good	Exterior landscaping required; water/wet ground issue on east side steps needs to be resolved; windows in multiple locations need to be replaced/upgraded; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC system operating adequately. Parking lot needs chip sealed and resurfaced in areas.
ICC West	Good	Poor	Exterior is in good shape, parking lot needs chip sealed and resurfaced; Interior has moisture issues and flooring throughout most of the building needs to be replaced.
Maintenance Building	Fair	Good	Working well; parking area needs to be enlarged.

5-Year Plan:

Student Union-General

Built: July 1973.
Cost: $292,000
Square Footage: 15,790

Remodeled: 3/9/2006
Cost: $70,632.79 (figures provided pre 3/2017)

Remodel Treasure Chest: 2/25/2013
Cost: $ 6748 +

Remodel Cyber Cafe: 2015
Cost: $36,680 +

Remodel Lower level S. Union (Administrative offices relocated and space for student activities and clubs added)
Cost: $$??

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union						
RT AH #1 Trane Ser. # K06K18257A Installed 2007	Replace	15-20 Years			*22-23	Operating as designed
HVAC-(Ground) Carrier Unit #3205Q06339 Installed 2005	Replace	15-20 Years			*20-21	Operating as designed
RTU #1 (kitchen) Ser. #649100733L Installed 2006		15-20 Years		*$12,000 equipment + labor	*19-20	Manual thermostat installed July 2018…BCS not communicating. Running well as of 8/2018. 2019/2020 earliest would be needing replaced if maintained without an extreme circumstance
AH #1 Boiler & Chiller Ser. #K06K18257A Installed 2007	5/2017 8/2017	15-20 Years		$5220.13 $3055.27	*22-23	Repair Boilers & Boiler Maintenance performed in 2017 ($8275.50) Currently operating as designed. Main power source damaged by lightning strike 8/15/2018. Conduit replaced by Cornerstone Electric 8/18/2018 cost of $2835.00
Roof	2/2007 Replace		Yes, 15 year		22-23	Vendor: Siplast
Fire Panels/System	October 2018			$11830	17-18	D & A Electric

Painting (Exterior)						
Painting (Interior)	2014; upper level					
Kitchen	Relocated prep station				16-17	Due to current location in front of fire panels
Dining Hall Floors	Strip and re-surface	1-year	No	$350	18-19	Work completed by ICC custodians December 2018
Floors	1/07 & 3/15			$2727.95		Carpet
Floors (Upper level)					16-17	Tiles
Floor Cleaning Equipment	2020	7-years	Yes/1-year	$6500.00	20-21	Floor scrubber and burnisher
Doors	Replace				18-19	Outside kitchen doors
ADA restroom stalls	12/2006; 12/2018 Removed stall divider to create ADA accessible stall			$6746	05-06	Doug Helmer completed
Windows	Washing	Annually	No	*Lift Rental	17-18	Wash windows – By Maintenance Staff
Treasure Chest (Paint & Electrical)	12/12 & 2/13			$6923		
Fireside Room	10/31/06			5486.63		
Food Service Manager Office	Carpet and paint				18-19	Replaced office Carpet; fresh paint walls

Student Union-Cafeteria

The Student Union kitchen was remodeled in March 2007. This project cost $136,551.52

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union-Caf						
Furniture (Tables/Chairs)	3/2015			27,247.08		
Dishwasher	1/2013			7,888.00		
Freezer	11/2012			14,801.00		
Kitchen Equipment	2/2010			787.79		
Painting (Interior)						
Floors						
Doors						
Windows						Clean annually
Roof Top Access						Permanent access needs to be installed.

Security System/Monitoring	Install			$3,500		15- cameras installed by ICC staff

Fieldhouse

Built: November 1971

Cost: $442,250.00

Square Footage: 26,966

Gym Floor refinish: 12/2018

Locker room remodel: 8/2018

Restroom Remodel:

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fieldhouse						
Boilers (Water Heater)				TBD		Operating as designed
RTU #1 – Info needed		15 to 20 Years				Operating as designed
RTU #2 – Info needed		15 to 20 Years				Operating as designed
RTU #5 Carrier Ser. #1999G20732 Installed 1999	Replace	15 to 20 Years		TBD	*14-16	Operating as designed
RTU #6 Trane Ser. #122912314L Installed 2012	Replace	15 to 20 Years		TBD	27-28	Operating as designed
RTU #7 Trane Ser. #6491010618L Installed 2006	Replace	15 to 20 Years		TBD	21-22	Operating as designed
RTU #8 Trane No info		15 to 20 Years		TBD		Operating as designed
RTU #9 Trane Ser. #649101486D Installed 2006	Replace	15 to 20 Years		$25,000 (unit only does not include labor)	21-22	Operating as designed
Unit #10 (WBB) Carrier Ser. #2816E10084	Replaced 2016	15 to 20 Years		TBD	Watch	Thermostat replaced. BCS

Installed 2016						not operating as designed.
AT - North Wall Unit **Does not run** **Westpoint No info available**		15 to 20 Years				Do not replace – not needed
AT – East Wall Unit **Amana Ser. # 10729010CE**		15 to 20 Years			watch	Operating
Roof	2016 resurfaced	15 years	Yes	$125,00		Hail damage repaired
Painting (Exterior)						
Painting (Interior)						
Floors (Gym, New)	3-12-97			$235,000		
Floors (Gym, Refinish)	6-29-11			$21,900		Floor refinished
Floors (Gym, Basic refinish)	December 2017			$3,000	18-19	Annual refinish
Doors	Replace East Doors			$5,000	18-19	
Security Monitoring	Install 9 Cameras			$2100	18-19	Staff will provide labor
Windows					18-19	Clean as needed
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Bleacher repairs	1-27-08			$40,113		
Bleacher repairs					17-18	Replace motor/wheel mechanism
Bleacher handrails	6-30-12			$10,771		
Fire Panel Upgrade	To be completed 12/2018			$27,250		D & A Electric

Fine Arts

Built: August 1972

Project Cost: $346,543.00

Square Footage: 20,927

Black Box added 2015 @ $30,000

Name/Building/ Project	Update/ Replace	Life Expectancy	Warranty ? Yes/No, Length	Cost	Next Budget Year	Notes
Fine Arts						
AHU #1 Ser. #K06J13331A Installed 2006	Watch &/or Replace	15 – 20 Years		$25,000 unit only	21-22	Operating as designed
CU #1 (Theatre) Ser. #C06J09678 Installed 2006	Watch &/or Replace	15 – 20 Years		$50,000 unit only	21-22	Operating as designed
RTU #1 (Air only) Ser. # C06J09677 Installed 2006	Watch &/or Replace	15 – 20 Years		$90,000 unit only	21-22	Operating as designed
RTU #2 (Heat only) Ser. #F06J10036 Installed 2006	Watch &/or Replace	15 – 20 Years		$70,000 unit only	21-22	Operating as designed
Boilers (Water heater)	Watch &/or Replace	15 – 20 Years		TBD		Operating as designed
Roof	Resurfaced Mar. 2016	15 – 20 Years	Yes-Siplast	TBD		Repaired due to hail damage
Fire Panels/System				$13,900	20-21	D & A Electric
Painting (Exterior)	7/26/12			6303.75		
Painting (Interior)	2016			125,000		Hail damage repaired; Inge lobby painted April 2018; lobby floor stripped and waxed April 2018
Floors	Upgrade			$13,990	19-20	Stripped and waxed Summer 2018
Doors	5/31/2011			10648.12		Tile
Doors	3/30/05			8750.00		Theatre Dance Floor
Doors	4/29/2009					Outer lobby doors
Windows	May 2016			7000		Theatre door
Restrooms	August 2016			7500	15-16	Steel rolling fire door
Lights				2500	16-17	Magnetic Door holders
Ceiling Repairs	4/29/2009			12,030.79		
Crown Moulding	9/30/2012			1393.73		Foyer
Desks	6/30/2013			3440		Lobby Hallway
Floor Scrubber	11/21/2013			2855		
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Security Cameras				$1,400	18-19	Install 6 cameras

Inge Theatre Carpet	Clean Annually			$795		Advantage Carpet Care-Cleaned April 2018
Inge Theatre Lobby						Repainted walls; stripped and refinished floors April 2018-ICC Custodial Staff
Recital Hall Addition	Not Yet Determined					
Parking Lot	7/2017					Resurface Parking Lot

Academic Building

Built: August 1971

Project Cost: $736,207

Square Footage: 43,782

Renovations:

5/2015-8/2015- The ICC bookstore was relocated to be housed next to the ICC library.

Cost: ??

Restrooms Renovated: $14, 049

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Academic Building						
RTU # 1 (Heat only) Ser. #F06J10037 Installed 2006	Replace	15 to 20 years		$10,000 unit only	21-22	Communication Issues; Operates as designed
RUT #2 (Air only) Ser. #C06509699 Installed 2006	Replace	15 to 20 years		$90,000 unit only	21-22	Communication Issues;Operates as designed
RTU #3 AIR/HEAT Ser. # C06J9674 Installed 2006	Replace	15 to 20 years		TBD	21-22	Operating as designed. Manual thermostat installed June 2018--- BCS not communicating as designed
RTU #4 (Heat only) Ser. # F06J10038 Installed 2006	Replace	15 to 20 years		TBD	21-21	Communication Issues; Operates as designed
RTU #5 (Air only) Ser. #C06J09673 Installed 2006	Replace	15 to 20 years		TBD	21-22	Communication Issues; Operates as designed
Boilers (hot water heater)	TBD			TBD		
Roof	February 2016	15 years	Yes-Siplast	125,000		Hail damage repair
Fire Panels/System	Upgrade			$20,737	18-19	D & A Electric
Painting (Exterior)					19-20	Upgrade campus

Painting (Interior)					17-18	Maintenance painted hallways ; hallway touched up with paint summer 2018 (by Upward Bound Students)
Paint classrooms					18-19	Classrooms AC 102 and 103 repainted summer 2018 by ICC staff
Balcony (Library)						
Floors – Carpet Broadloom	Replace	10- 15 years		$2.33/sq foot	19-20	Labor and materials (average classroom 1200 sq ft)
Floors Carpet Tile				$3.11/sq foot	19-20	Labor and materials (average classroom 1200 sq ft)
Floors – VAT/VCT	Replace	20 – 30 years		$4.50/sq foot	19-20	Labor and materials (average classroom 1200 sq ft)
Doors	Update			2500	16-17	Magnetic Door Holders per Fire Marshal
Doors	Update			6,000	15-16	Panic Bars replaced on upper level , west , outer doors
Windows	Replace damaged			$4500	18-19	Several locations in library, west door
Restrooms	6/30/09			14,049.21	09-10	
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Library Carpet	6/2011			$19,094	10-11	
Security Cameras				$2,800	18-19	Install 12 cameras

Cessna Learning Center

Built: August 1996

Project Cost: $1,000,000

Square Footage: 8,008

Fab Lab Addition: Completed November 2018

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Cessna Learning Center						
RTU #1 – (NE unit) Trane Ser. # 151111553L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #2 – (SE Unit) Trane Ser. # 151111535L	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #3 (NW unit) Trane Ser. # 151111604L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #4 (SW unit) Trane Ser. # 151111571L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #5 (West) Trane Ser. # 14206BGW3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Rtu #5 (Inside West) Trane Ser. # 14235STX2V		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (East) Trane Ser. # 14206BEM3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (Inside East) Trane Ser. # 14235SYK2V Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Boilers (Water Heater)						
Roof	12/29/09; Fall 2015;3/2016 resurfaced hail damage	15 years	Yes- Siplast	24,975	31-32	Murrell Roofing; Wray Roofing
Fire Panels/System	9/2016			$4,533	16-17	
Painting (Exterior)	2013					
Painting (Interior)	5/2013			$4220		
Floors	2/2013			$5778		CLC E & CLCW
Doors	Update			2,500	16-17	Magnetic Door Holder; per Fire Marshall
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Windows						

Security Cameras	Install			$1,400		6 - Cameras (installed by ICC staff)
Solar Panels	2015			$20,000	Westar	G
Fab Lab Addition	April 2018					

Administration Building

Acquired: June 8, 1968?

Cost: $35,000

Square Footage: 5,440

Renovations: 3/2015

-Updated painting, carpeting, floor underlayment in north & south end of building, increased office space

Cost: $37,208 +

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Administration Building						
HVAC UNIT #2 (MID-BUILDING Carrier Ser. # 1308G30124 Installed 2013		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
HVAC UNIT #1 (South) Carrier Ser. # 1707X83571 Installed 2017	2017	15-20 years			32-33	Operating as designed
HVAC	TEC Updated			3,000	15-16	
Ceiling Tiles	3/2015				14-15	South end of bldg
Ceiling Tiles				5000	16-17	Lobby and hallways
Boilers						
Roof	7/27/12		Yes	24,380.00		
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	3/22/10			5676.00		New Carpet
Windows	Replace select			$2,500	18-19	Various windows that have lost gas seal
Restrooms	3/29/05		5,969.00			
Hot Water Tank	5/2015		Yes	500.00		Replaced
Security Cameras				$1,400	18-19	Install 6 Cameras

Multi-Purpose Building

This facility was originally built as part of the Dorm structure in April 1970. It was originally built to house the Dorm Director. This facility has transformed over the years. In December 2003 it was remodeled and house the "Pirate Cove" Academy, which was the ICC daycare program.

Cost: $35,000
Square Footage: 1,625

Pirate Cove Remodel
12/30/2003
Cost $117,684.00

Fitness Center Remodel:
1/30/2013
Cost: $19,325.00

Football Offices Remodel:
12/30/2015
Cost: $3750 +
Weight Room Addition Cost: ??

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Multi-Purpose Building						
International Comfort Products (Coach's office) Ser. # C153442454 Installed 2015		15 to 20 Years			30-31	Operating as designed
Carrier Ser. # 1516E09347 Installed 2015		15-20 Years			30-31	Operating as designed
Carrier (inside unit) Ser. # 4114X20957 Installed 2014		15-20 Years			29-30	Operating as designed
Roof						
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)	December 2015;July 2017			n/a		
Floors	December 2015					
Doors						
Windows						
Restrooms	December 2015					

ICC West

Acquired: 10/6/2006
Cost: $395,500.00
Renovation Costs: $1,495,313.32
Vet Tech Renovation Cost: $886,873.87
Culinary Renovation Cost: $152,744 +

Square footage: 40,499

The ICC West campus is located at 2615 W. Main in Independence. The facility is housed on 5.1 acres. It currently houses Allied Health, Cosmetology, Vet Tech, and community outreach courses. This facility was purchased in 2006 and fully renovated in August 2010. During the 2011-12 fiscal year, the ICC West was renovated to accommodate the Vet Tech program.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
ICC West						
RTU #1 Trane Ser. #950100259D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #2 Trane Ser. # 950100223D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #3 Trane Ser. #950100286D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #4 Trane Ser. #113910921D Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #3 VET TECH Ser. # 113910960L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #5 Trane Ser. #950100250D Installed 2009		15-20 Years		TBD	24-25	Operating as designed
HVAC (VET TECH #1 S. GROUND UNIT) Ser. # 110110019L Installed 2011		15-20 Years		$15,000	26-27	Operating as designed
HVAC (VET TECH #2-S. Side Ground Unit) Ser. # 113910969L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
Boilers (hot water heaters)				TBD		
Roof				TBD		

Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						Cosmetology painted 2017-By ICC maintenance team
****Floors (Cosmetology)**	Replace					Stripped and Waxed July 2018
****Floors (Wood Center)**	Replace				**	Stripped and rewaxed
****Floors (Classroom)**	Replace				**	
****Floors (Hallway)**	Replace				**	Stripped and Waxed Summer 2018
Floor (Multiple classrooms, hallways, labs, woods room)	Replace		No		16-17	Vet Tech Surgery, cosmetology, classrooms, halls
Doors	Update		No	5,000	16-17	Magnetic Door Holders per Fire Marshall
Windows						
Sign	6/30/12			$47,024.54		
Sprinkler System						Per fire marshall finding 8/2018 all visible sprinkler heads in public portions of building removed---maint trunk line in custodial area marked as non-operational.
Ducted Air Returns						Installed in cosmetogy classrooms and main room to increase air flow and reduce humidity in areas. Completed 8/2018 by D. Helmer
Culinary Addition					15-16 & 16-17	
Cosmetology Expansion					18-19	Emergency Exit Door, 2 partitions with doors

*****The floor replacement project is going to require addressing the moisture issues in this building. Testing of the subfloor has been performed and saturation levels are extremely high. Flooring types will be chosen based on suitability to the applications.***

Dorms

Bricks:
Built: April 1970
Cost: $514,000.00
Square Footage: 13,680
Renovations: 8/2015- Mold remediation (resulted in new carpet, paint, bed mattresses, and ventilation system)

Captains Quarters:
Built: 6/15/2001
Cost: $5,910,000
Square Footage: 43,774

ICC houses two dorm units that are owned by ICC. The units named "Bricks" are the original dorm structure that were built in April 1970. Ninety-six (96) units were built for a cost of $514,000.00

The "Brick" units are currently being managed by Bluffstone, all maintenance needs are being performed by Bluffstone staff.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Dorms						
HVAC	TBD					
Boilers	TBD					
Roof	TBD					
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	6/30/13			$7,674.00		

Doors						
Windows						
Sign						
Sprinkler System						

Maintenance Facility

Built:
Cost:
Square Footage: 2400

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Maintenance Facility						
Sterling Gas Heater		15 to 20 Years				
Window AC Unit (Director's Office)		10 Years				
Window AC/Heat Unit (Staff Office)		10 Years				
Hot Water Heater – ABS installed 1991		15-20 years				Operating as designed
Roof						Metal roof
Fire Panels/System						
Painting (Exterior)						Metal Building – No paint
Floors						Concrete
Doors						2 overhead and 1 service
Windows						2 small-ok

Parking Lots

Drive E/F was replaced in 2017 for the amount of $89,900. For the purpose of maintaining the life-span of our paved/concrete surfaces we will be spraying cracks and crevices several times throughout the growing year to prevent vegetation from further degrading the surfaces. Ideally we will work on attaining a bid to fill cracks and seal compromised areas. With approval I will work on attaining bids.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Parking Lots						
Drive E/F Fine Arts	4/27/12;7/2017			$56,883.00/$89,900		
Drive C (Student Union)	Replace			Estimate $75,000	18-19	Would be ideal to have work down while CLC addition is being done, we may save on trucking.
Drive A (Maintenance)						Satisfactory
Drive B (Dorms)				$1500.00	18-19	Speed bump needs to be installed
ICC West	Fill Cracks/Seal			Requires estimate	19-20	
Drive D (Admin)	Fill Cracks/Seal			Requires estimate	18-19	

Fleet

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fleet						
2000 Ford F450	9/25/10			53262.00		Running as designed
1993 Ford F-150						Running as designed
2002 Dodge Caravan						Running as designed
2003 Ford Escape (Inge)						Running as designed
2004 Ford Taurus						Running as designed
2001 Chevy Express Van						Steering going out/will need to be replaced
ICC West Ford Ambulance						Running as designed
1988 Ford AT Van						Running as designed
21-Passenger Shuttle						To be put on Purple Wave to auction
Enclosed Trailer (athletics)						Operating as designed
2009 Friesen Trailer						
2005 Carry On Trailer						

Grounds

The gas lines were replaced from the main located north of the Field House to the lateral lines connecting the Administration Building, Field House, Student Union, Academic Building and Fine Arts. The next big project will need to be working on the electrical wiring for campus light poles. Much of the electrical system is in excess of 40 years old and electrical issues (current going to poles) is occurring. The lack of adequate lighting poses a safety risk to the campus in the evenings.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Grounds						
Water Tower/Lines	11/6/2000			$175,000.00		
Campus lighting (light poles)				Need estimate		40 + year old wiring: various locations are having issues – shorting of electrical current
Football Practice Field						
Baseball/Softball Fields						
Sidewalks	6/30/2013			$44,338.29 Need estimates for improvement projects.		Replaced multiple sidewalks. Need culverts and work on sidewalks between CLC and Admin/AC buildings; various locations need patched/repaired
Dam Improvements	6/30/2013			$15,463.00		

Equipment

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Equipment						
Scoreboards						
Videotron	6/30/11			$50,000		Located at Shulthis Stadium
Observatory						Repair leaks in roof/repaint
Cosmo						
Vet Tech						
Allied Health						
Classrooms						
Mower	February 2016	7 years	No	9,000	15-16 RR	Hustler- Sandbagger
Mower	5/29/11	7 years	No	10,365.27		Hustler #2 needs replaced
Mower	Over 9 years old	7 years	No	9,000		Operating as designed
Golf Cart #1				$4,500	18-19	Golf Cart needs replaced
Golf Cart #2						Operating as designed
Golf Cart #3						Operating as designed
Snowblower						Virtually Brand New
Sprayer for de-Icer						Virtually brand new

Appendix 33

Facilities Plan

Independence Community College

Facilities Master Plan Overview

Facilities Master Plan Overview
2016-2021

This overview is intended to outline the elements that would be contained in a Facilities Master Plan for Independence Community College. These elements were created by the Facilities Planning Committee, which consists of Tammie Geldenhuys (VP Student Affairs), Kara Wheeler (Interim Vice President for Academic Affairs), Chris McDiarmid (Director of Facilities and Maintenance), Jim Correll (Fab Lab Director), and Dan Barwick (President).

The items in this document flow from, and are inspired by, the college's Strategic Plan approved by the Board of Trustees in June of 2015. Specifically, that plan called for a focus on excellence, defined as continuous quality improvement. Because the physical facilities of the college represent a significant share of the college's assets, it is a natural consequence of the Strategic Plan that those assets be improved over time, in order to provide better academic quality, better services to students, and better support for employees.

The committee recommends that the Facilities Master Plan contain the following projects, with associated costs and funding sources. Each section contains a case statement, diagrams, photos, or architectural plans if available, and a description of the project. After some discussion, it is the recommendation of the committee that the projects be presented in no particular order, and with the understanding that the completion timelines are suggestions only – it is understood that in most cases, these projects rely on outside funding, the pace of which cannot be determined. In addition, the Repair and Maintenance schedule is ongoing throughout the five years.

The projects which follow comprise all of the capital projects planned during the 2016-2021 period. This includes projects that are already underway (such as the weight room and culinary lab), projects which have not yet begun but should be completed during the timeframe of the plan (such as the renovations to the academic building), and projects which will undergo only a design phase or donor feasibility study during the next five years (such as the retail courtyard).

Welcome Center – New Construction

Case: This project seeks to correct a number of campus deficiencies simultaneously:

1. Nearly all of the administrative components of the admissions process of the college, including all student services except tutoring/advising, is housed in the current administration building, which is the oldest, smallest building on campus – hardly the "front door" that prospective students expect when they visit Admissions.
2. Because Advising is separate from the rest of student services, prospective students cannot have the "one stop shop" experience that is now the norm on college campuses. A prospective student normally must interact with a number of different offices – admissions, financial aid, student accounts, advising, housing, etc. At ICC, students must physically leave the admissions department and walk across campus to meet with an advisor, and then in many cases walk back to admissions. Ideally, all student services would be in the same place.
3. The campus itself has no main entrance. ICC is the only college in Kansas that the committee is aware of that has no prominent "front door" to the campus, an entry point for visitors.

Funding is available for construction of student services facilities, through the federal Title III grant program.

Project: Construction of a Campus Welcome Center devoted primarily to student services, designed for both incoming and existing students. This facility would house all financial services, admissions, advising, and housing, while creating new administrative space for the people displaced by the Student Union project. Space would be provided for:

Receptionist/ Lounge
Children's Play Area
Admissions Coordinator
Recruiter
Registrar
Enrollment Advisor Office (2)
Admissions Spare Office
Registrar's File Room
Testing Area
Housing Office
Financial Aid Coordinator
Financial Aid Specialist (2)
Financial Aid Spare Office
Financial Aid File Room
Computer Cubicles
Cashier with Payment Window
Financial Counselor- A/R
General Ledger Office

Accounts Payable Office
Business Spare Office
Conference Room
Mail Room/Copier Room
Business Office File Room
Human Resources Manager
Payroll Manager
HR Spare Office
HR Conference Room
HR File Room
VP Financial & Employment Services
President's Office
Exec. Asst. to President
VP Marketing & Recruiting
Adm. Asst. VP Student Affairs/Athletics
VP Student Affairs/Athletics
Copier Room
Grant Writer
Dir. Institutional Research
Administration Spare Office
Board Room/Break Room
Public Area Restrooms (2)
Private Area Restrooms (2)
Break Room
Mechanical/ Electrical Rooms (2)
Walls & Circulation Space @ 20%

We have received eligibility from the federal government to file for a Title III grant. Title III grants are $2-3M grants that can be used for construction as long as that construction relates to student services and success. In 2015, we filed to determine eligibility and were turned down. This year, we were approved and so the next step is to file for a Title III grant. As the following slides show, we have already designed the facility in preparation for Title III filing.

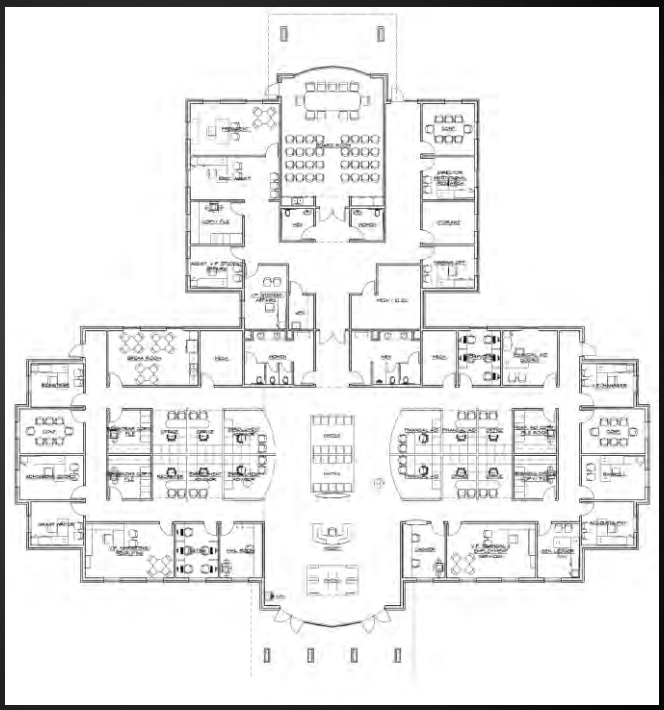
NORTHEAST EXTERIOR VIEW

INTERIOR ENTRY

BOARDROOM

NORTHEAST EXTERIOR VIEW

FLOOR PLAN



INTERIOR AERIAL VIEW

NORTHEAST EXTERIOR VIEW

CONSTRUCTION COSTS & FEATURES

DESCRIPTION	QUANTITY	UNIT	UNIT COST	EXTENDED
New Building	12,255	S.F.	$ 165.00	$ 2,022,075.00
Site Development	1	L.S.	$ 100,000.00	$ 100,000.00
Construction Contingency @ 10%	10%		$ 212,208.00	$ 212,208.00
Architectural/ Engineering Fee	7%		$ 148,545.00	$ 148,545.00
TOTAL CONSTRUCTION COSTS				**$ 2,482,828.00**

ENERGY SAVING & GREEN DESIGN FEATURES

- Polished concrete floors in high traffic areas.
- R-20 minimum wall insulation w/ masonry veneer.
- R-49 minimum roof insulation.
- White reflective single-ply roof membrane.
- Insulated low-e glass windows w/ solar screens.
- Low flow plumbing fixtures.
- Natural daylighting to all office areas.
- T-8 fluorescent bi-level light fixtures with occupancy sensor controls.
- Ground source geothermal heating and cooling system.
- Rainwater collection for landscaping irrigation.

Academic Building: Renovation

Case: With the exception of the renovations to the bookstore/library, the renovations to the Tutoring Center, and the IT infrastructure of the building, the Academic Building is virtually unchanged since it was constructed in 1970. Its appearance is dated and worn. As the main building for academics, it should be impressive, useful, and visually pleasing to visitors, students, and employees alike. Because the IT backbone is strong, the building has a new roof, and the environmental controls are sound, most of the needed improvements are simply amenities and cosmetic improvements, making this a very cost-effective part of the Facilities Master Plan.

Possible Improvements: New painting/surfaces, ceiling tiles, lighting throughout. Additional instructional aids in classrooms based on faculty feedback. AC 200 Completely updated.

Process: A working group has been convened by the president to make a series of recommendations.

The working group's membership:

Upesh Patel (custodian)
Tamara Kessler (faculty)
Brett Gilcrist (faculty)
Archana Lal (faculty)
Lynn Reddy (staff)
Sara Owen (librarian)
Kara Wheeler (academic administrator)
Chris McDiarmid (facilities)
Dan Barwick (president)

This committee will produce a set of recommendations, which will then be prioritized based on workflow, cost, and impact. Renovations will begin in the spring of 2017.

Cost: $75,000 per year for two years
Source of Funds: Repair and Renovation Fund.
Begin: 2016

Weight Room Facility – New Construction

The Case: ICC currently does not have a strength training facility, and uses the facilities at the high school. This is expensive because of transportation costs (the football team alone must transport over 100 students), and time consuming, which takes students away from the coursework and makes their academic schedules less flexible.

The Project: The proposed steel weight room building has been engineered and meets all the weight, wind and snow loads for Southeast Kansas. The steel will be 26 gauge and with 3 foot deep concrete footings anchoring the perimeter building. It will be insulated/sheet rocked and include bay lighting with central air and heat. There will be a brick veneer wrap around the building to tie it into the current architecture that will be consistent with surrounding buildings. The annual average electrical cost will be about $2663.00 per year.

Providing the student athletes with a state of the art Weight Room on our main campus enhances the ICC experience and creates 'An Elite Student-Athlete Experience', secures our competitive future which brands our college & community. It creates value to our college by increasing revenue through donor gifts and alumni engagement. No other Community College in our conference will have the performance flooring or equipment that ours will have.

Two of the top 5 conditions to be an Athletic program of Excellence will be met with this facility (according to the Athletic Program of Excellence Report provided to the Board in July of 2016):

#2 Facilities that recruit and retain top level students who are committed athletes.

#5 Highly skilled student athletes (and their Parents) are looking for Community Colleges that are committed to the student athlete experience and provide exceptional athletic facilities.

Our current weight room facilities and equipment do not even compete with High School weight rooms in the state of Kansas.

Having this Weight Room located on our main campus allows easy accessibility for daily use of all student athletes who do not have transportation. Its main campus location also provides the opportunity for academic weight training classes or personal training for all ICC students, staff and faculty. This facility will meet the need of every athletic program which amounts annually to over 300 student athletes.

Modular 9’ 6 Post Rack (Baylor) Performs all major lifts in the safety of a full rack design. Built in the USA using premium 7 Gauge Steel, Laser Cut Uprights and Rhino Hook Bar Catches.

Power Lift is the choice of the top collegiate and professional athletic programs. No other KJCC Community College has this weight room equipment.

Cost: $100,000
Source of Funds: Donor (funds already received)
Begin: 2016

A NEW WEIGHT ROOM FOR
INDEPENDENCE COMMUNITY COLLEGE
1057 COLLEGE AVE.
INDEPENDENCE, KS 67301

NOT FOR CONSTRUCTION

LOCATION MAP

CODE REVIEW

APPLICABLE CURRENT CODES

1997 UBC
2000 LIFE SAFETY
ADA
1997 UMC
1997 UPC
1997 NEC

FACILITY NAME/ADDRESS	ICC FOOTBALL OFFICE/WEIGHT ROOM 1057 W. COLLEGE AVE. INDEPENDENCE, KS		
ARCHITECT	JOHN E. HECKMAN, AIA HECKMAN & ASSOCIATES, P.A. ARCHITECTS P.O. BOX 1314 INDEPENDENCE, KS. 67301		
BUILDING INSPECTIONS	MONTGOMERY COUNTY KANSAS		
WATER SUPPLY	CITY OF INDEPENDENCE KS		
BUILDING	ADDITION		
OCCUPANCY	B = BUSINESS		
CONSTRUCTION TYPE	TYPE V N		
STORIES ALLOWED	B = 2		
STORIES ACTUAL	1 STORY		
ALLOWABLE AREA - SEC. 505	GROUP B = 9,000 SF		
AREA INCREASE	NA		
ACTUAL BUILDING AREA	EXIST GROUP B	= 1,865 SF	
	NEW GROUP B	= 2,002 SF	
	TOTAL AREA=	= 3,867 SF	

FIRE RESISTIVE REQUIREMENTS PER TABLE 6-A

BEARING WALLS - EXTERIOR	N
BEARING WALLS - INTERIOR	N
NON-BEARING WALLS - EXTERIOR	4 SEC. 604.3.1
STRUCTURAL FRAME	N
PERMANENT PARTITIONS	N
SHAFT ENCLOSURES	1
FLOOR	N
ROOF	N
STAIRWAYS	N

REQUIRED SEPERATION OF OCCUPANCIES (HOURS)

NA

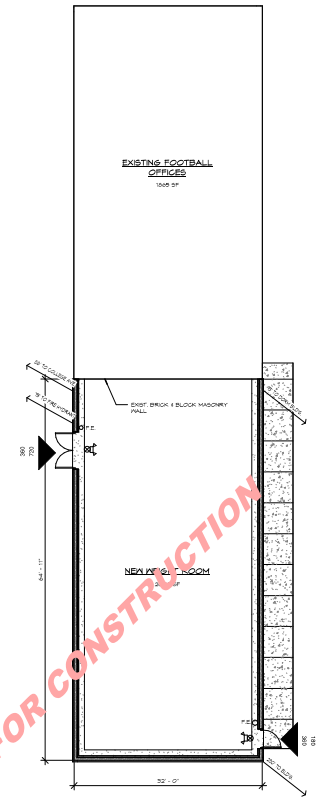
FIRE SAFETY SYSTEMS

EXIT SIGNS & LIGHTS
FIRE EXTINGUISHERS

OCCUPANCY LOAD

EXISTING OCCUPANCY LOAD=	15/65
ADDITION OCCUPANCY LOAD=	40/44
TOTAL OCCUPANCY LOAD=	55/69

2 CODE REVIEW
1/16" = 1'-0"



1 CODE FOOTPRINT
1/8" = 1'-0"

NOT FOR CONSTRUCTION

pkmr
Steward Engineering Consultants, LLC
2060 Independence Road
Sedan, KS 67361

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attn.: Scott McKinley
Phone: (785) 273-2447
Fax: (785) 273-2456
E-mail: scott.mckinley@pkmreng.com

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REVISIONS

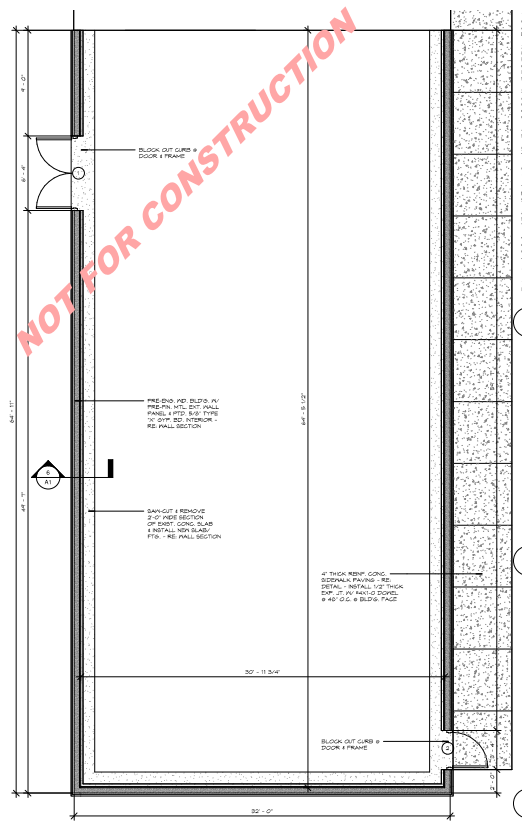
No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

COVER PAGE & CODE FOOTPRINT

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	A0
Scale	As indicated



1 PLAN
1/4" = 1'-0"

1. CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND CONDITIONS SHOWN ON THE DRAWINGS & AT THE JOB SITE AND SHALL NOTIFY THE ARCHITECT OF ANY DISCREPANCIES, OMISSIONS AND/OR CONFLICTS BEFORE PROCEEDING WITH THE PROJECT & THE ORDERING OF MATERIALS.

2. CONTRACTOR MUST COMPLY WITH ALL RULES & REGULATIONS OF AGENCIES HAVING JURISDICTION AND SHALL COMPLY WITH ALL CITY, COUNTY, STATE & FEDERAL CONSTRUCTION, SAFETY & SANITARY LAWS, CODES, STATUTES AND ORDINANCES. ALL FEES, TAXES, PERMITS, APPLICATIONS & CERTIFICATES OF INSPECTION, AND THE FILING OF ALL FORMS WITH GOVERNMENTAL AGENCIES SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR.

3. ALL WORK SHALL BE PERFORMED BY SKILLED AND QUALIFIED WORKMEN IN ACCORDANCE WITH THE BEST PRACTICES OF THE TRADES INVOLVED AND IN COMPLIANCE WITH THE MANUFACTURERS CURRENT PRINTED INSTALLATION GUIDE, BUILDING REGULATIONS AND/OR GOVERNMENTAL LAWS, BUILDING CODES, STATUTES OR ORDINANCES.

4. EACH TRADE WILL PROCEED IN A FASHION THAT WILL NOT DELAY THE TRADES FOLLOWING THEM.

5. CONTRACTOR SHALL BE RESPONSIBLE FOR THE DISTRIBUTION OF DRAWINGS TO ALL TRADES UNDER HIS JURISDICTION.

6. ALL WORK SHALL BE ERECTED AND INSTALLED PLUMB, LEVEL, SQUARE, TRUE & IN PROPER ALIGNMENT. ALL ROOFS SHALL POSITIVELY SLOPE TO DRAIN.

7. ALL MATERIALS SHALL BE NEW, UNUSED & OF THE HIGHEST QUALITY IN EVERY RESPECT, UNLESS OTHERWISE NOTED. MANUFACTURED MATERIALS & EQUIPMENT SHALL BE INSTALLED PER MANUFACTURER'S RECOMMENDATIONS & INSTRUCTIONS.

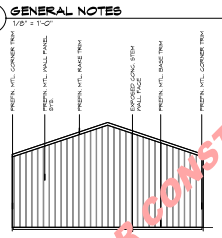
8. CONTRACTOR SHALL BE RESPONSIBLE FOR CUTTING AND PATCHING REQUIRED FOR HIS WORK. REPAIR ANY EXISTING MATERIAL OR EQUIPMENT DAMAGED BY THESE OPERATIONS.

9. CONTRACTOR SHALL AT ALL TIMES KEEP THE PREMISES FREE OF ACCUMULATION OF WASTE MATERIALS OR RUBBISH. PREMISES TO BE PICKED UP & CLEANED DAILY OF ALL CONSTRUCTION DEBRIS. AT THE COMPLETION OF THE WORK, LEAVE THE JOB SITE FREE OF ALL MATERIALS & THOROUGHLY CLEAN.

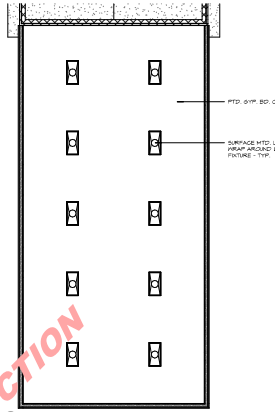
10. DO NOT SCALE DRAWINGS. FIELD VERIFY ALL DIMENSIONS & QUANTITIES.

11. KEEP ALL ADHESIVES, SEALANTS & CLEANING MATERIALS AWAY FROM ALL IGNITION SOURCES. DO NOT SMOKE WHILE USING THESE MATERIALS.

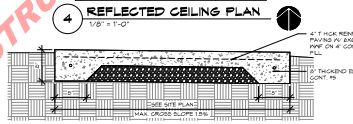
2 GENERAL NOTES
1/8" = 1'-0"



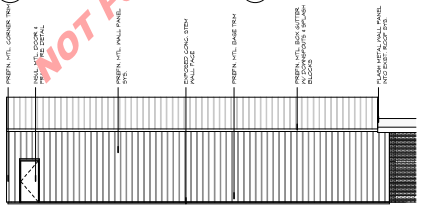
3 SOUTH ELEVATION
1/8" = 1'-0"



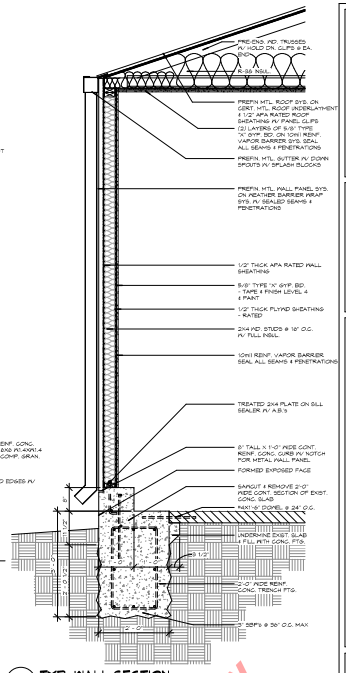
4 REFLECTED CEILING PLAN
1/8" = 1'-0"



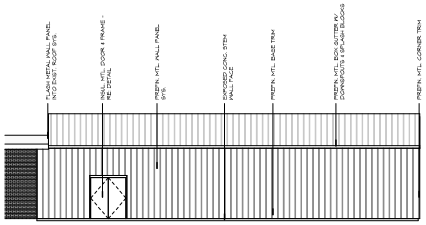
10 SIDEWALK DETAILS1
1" = 1'-0"



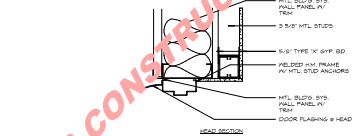
5 EAST ELEVATION
1/8" = 1'-0"



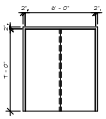
6 TYP. WALL SECTION
3/4" = 1'-0"

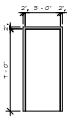


8 WEST ELEVATION
1/8" = 1'-0"



9 TYP. DOOR FRAME DETAIL
1 1/2" = 1'-0"





7 DOOR SCHEDULE
1/4" = 1'-0"

NOT FOR CONSTRUCTION
NOT FOR CONSTRUCTION
NOT FOR CONSTRUCTION

H&A
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ARCHITECTS

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REVISIONS

No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

PLAN, ELEVATIONS SECTIONS & NOTES

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	A1
Scale	As indicated

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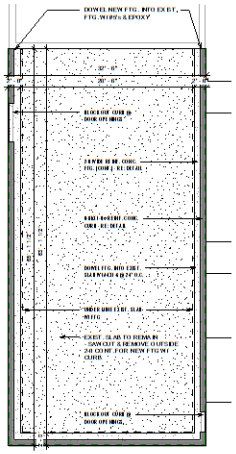
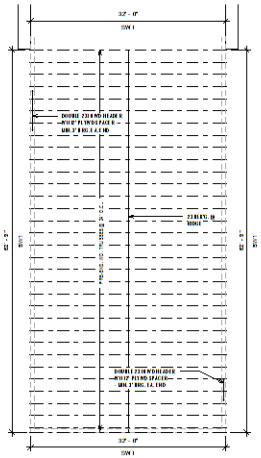
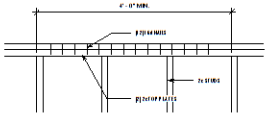


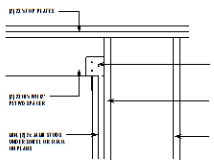
1 FOUNDATION PLAN
1/8" = 1'-0"



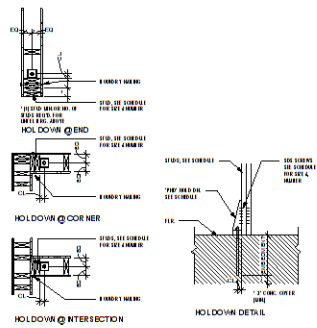
2 ROOF FRAMING PLAN
1/8" = 1'-0"

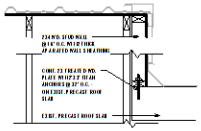


3 NAILED TOP PLATE SPLICE
1" = 1'-0"

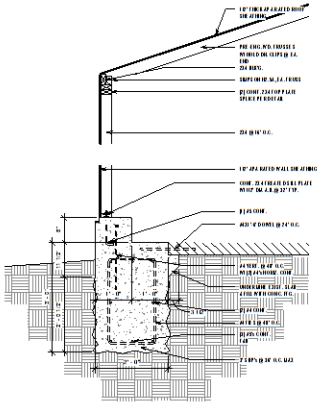


4 TYP. WOOD LINTEL BRG. DETAIL
1" = 1'-0"





7 SHEAR WALL ON EXIST. ROOF
1" = 1'-0"



5 FOUNDATION & ROOF SECTION
3/4" = 1'-0"

HOLDOWN SCHEDULE

TYPE	STUDS		STUD ANCHORS		CONCRETE ANCHOR				REMARKS
	SIZE	NO.	SIZE	NO.	SIZE	EMBEDMENT	WOOD	CL	
PHDS-SDS3	2X4	2	SDS HD3	18	5/8"	24"	-	1 3/8"	SS FIRM ANCHOR BOLT
PHDS-SDS3	2X4	2	SDS HD3	18	7/8"	24"	-	1 3/8"	SS FIRM ANCHOR BOLT
PHDS-SDS3	2X4	2	SDS HD3	24	7/8"	24"	-	1 3/8"	SS FIRM ANCHOR BOLT
HDUS-SDS3	2X4	2	SDS HD3	24	7/8"	24"	-	1 1/4"	SS FIRM ANCHOR BOLT

NOTE:
1. "HD" HOLDOWNS NOTED ARE SIMPSON
2. HOLDOWN BOLTS NOTED ARE SIMPSON "SSTB" ANCHOR BOLTS

DIAPHRAGM & SHEARWALL SCHEDULE

MARK	MATERIAL	SIDES	BLOCK REQ'D	NAILS	SPACING INCHES			SILL BOLTS	TIE DOWN	REMARKS
					B	E	F			
SW1	15/32" PLYWOOD	1	Y	3.25" DIA. 3.3"	6	6	12	1/8" DIA. @ 36" O.C.	PHDS-SDS3	
SW2	15/32" PLYWOOD	1	Y	3.25" DIA. 3.3"	4	4	12	1/8" DIA. @ 36" O.C.	PHDS-SDS3	
HDUS	15/32" PLYWOOD		N	3.25" DIA. 3.3"	6	6	12			

NOTE:
1. B=BOUNDARY, E=EDGE, F=FIELD

6 SHEARWALL
3/4" = 1'-0"

GENERAL NOTES:

ALL NOTES INDICATED ARE TYPICALLY APPLICABLE UNLESS OTHERWISE NOTED ON PLANS OR DETAILS.

GENERAL:
THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND ELEVATIONS WITH THE ARCHITECT'S PLANS BEFORE STARTING WORK.
SEE ARCHITECTURAL PLANS FOR EXACT DIMENSIONS AND LOCATIONS OF OPENINGS IN WALLS, ROOF AND FLOORS STRUCT.
THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS OF ROOF SIZES, LOCATIONS AND SAME PRIOR TO FABRICATION OF CONTRACTOR.
SUBMIT ALL SHOP DRAWINGS FOR ARCHITECTURAL PRIOR AND FOR BLUE LINE PRINTS. THE REPRODUCIBLE PRINT WILL BE RETURNED. ALL BLUE LINE PRINTS REQUIRED BY THE CONTRACTOR ARE THE RESPONSIBILITY OF THE CONTRACTOR.
GENERAL CONTRACTOR SHALL APPROVE AND STAMP ALL SHOP DRAWINGS BEFORE SUBMITTING FOR STRUCTURAL REVIEW. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND GENERAL CONTRACTOR.
CONTRACTOR SHALL PROVIDE AND MAINTAIN TEMPORARY BRACING, SHORING, CORING, ETC. AND OTHER SOLUTIONS TO PREVENT EXCESSIVE STRESSES AND WIND STRUCTURAL RESULTS BY PLACE DURING CONSTRUCTION. THESE PROVISIONS TO REMAIN IN PLACE UNTIL SUPERVISION PERMANENT MEMBERS ARE CONSTRUCTED TO ADDRESS THE SAFETY OF THE STRUCTURE.
ALL DETAILS SHOWN ARE TYPICAL. SIMILAR DETAILS APPLY TO SIMILAR CONDITIONS, UNLESS SHOWN OTHERWISE FOUNDATIONS/ROOF.
FOUNDATION DESIGN IS BASED ON ASSESSED BEARING CAPACITY. PROPAGATION OF SOILS AT BUILDING PAD AND ALL SOILS WHERE BUILDING BACKFILL OF UNDER FOUNDATIONS AND VERIFICATION OF BEARING CAPACITY, SHALL BE UNDER THE DIRECTION OF A QUALIFIED SOILS ENGINEER. PROVIDE FOR BEARING FOUNDATION SYSTEM SHALL BE AS APPROVED BY THE SOILS ENGINEER TO REDUCE THE DEFLECTION OF THE BEARING SOILS.
ALL FOUNDATIONS SHALL BEAR UNDERDISTURBED SOLUTION ENGINEERED FILL AT ELEVATIONS SHOWN ON DETAILS. BEARING MATERIALS TO BE VERIFIED BY A LICENSED SOILS ENGINEER.
ALL ABANDONED FOUNDATIONS, UNITIES, ETC., THAT INTERFERE WITH NEW CONSTRUCTION SHALL BE REQUIRED. BEAR INFORMATION ON ENGINEERED FILL OR INCREASE BEARING DEPTH FOUNDATION TO ACTUAL REQUIRED CONSTRUCTION.
ALL FOUNDATIONS (NO PROTECTIVE FOUNDATION) BELOW GRADE SHALL BE FOUNDED BY HEAT EXCAVATION, SOIL PROPERTIES.
FOUNDATIONS TO BE CONTROLLED ON WALLS, AND CORNERS, ONLY.
GRADE BEAM CONSTRUCTION JOINTS TO BE CONTROLLED BETWEEN PIERS.

CONCRETE:
CONCRETE REINFORCING FABRICATION AND GENERAL CONTRACTOR SHALL CERTIFY THAT THEY HAVE REVIEWED ALL SHOP DRAWINGS SHEETS BEFORE SUBMITTING FOR REVIEW BY STAMPING EACH SHEET, ONLY COMPANY LETTERHEAD STATING THE SAME, FOR EACH SUBMITTAL. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND/OR GENERAL CONTRACTOR. SHOP DRAWINGS SUBMITTED FOR ENGINEERS REVIEW ARE ONLY CHECKED FOR GENERAL CONFORMANCE WITH THE DESIGN CONCEPT OF THE PROJECT AND GENERAL COMPLIANCE WITH THE CONTRACT DOCUMENTS. NO RESPONSIBILITY IS ASSUMED BY THE ENGINEER FOR THE CORRECTNESS OF DIMENSIONS, DETAILS, QUANTITIES OR PROCEDURES SHOWN ON THE SHOP DRAWINGS.
SHOP DRAWINGS SHALL BE PREPARED BEFORE WITH THE CURRENT MATERIAL STANDARDS: F.F.A. AND CRSI.
CONCRETE SHALL CONFORM TO THE CURRENT ACI MANUAL OF CONCRETE PRACTICE.
ALL CONCRETE SHALL HAVE A MINIMUM COMPRESSIVE STRENGTH OF 3000 PSI AT 28 DAYS, EXCEPT CONCRETE SLABS SHALL HAVE A MINIMUM COMPRESSIVE STRENGTH OF 4000 PSI AT 28 DAYS AND HAVE 4% TO 6% THROUGH DAYS. SEE PLANS AND DETAILS FOR ADDITIONAL STRENGTH AND REQUIREMENTS.
POINT AND CENTER SHALL MEET A 2X4 CYCLE, TYPE FOR ALL.
ALL ACCURACY FOR MINIMUM WORK CONCRETE SHALL MEET ASTM C-31.
NO ADDITIONS, OTHER THAN AN INTERVALING, SHALL BE USED WITHOUT THE ARCHITECT'S OR ENGINEER'S PRIOR APPROVAL.
REINFORCING SHALL BE DETAILED, FABRICATED, AND PLACED PER CRSI AND ACI BUILDING CONCRETE CODE AND ACI SUPPORTS.
DESIGN DETAILS OF SUPPORTING TOP BARS BEFORE SAFE TO BE VERIFIED WITH CONTRACTOR'S PROVIDE CORNER BARS AT ALL "REINFORCING" AND WALL INTERSECTIONS INCLUDING FOUNDATION SLABS. CORNER BARS TO MATCH HORIZONTAL REINFORCING OF CONCRETE, SEE AND SPACING. AT INTERSECTIONS OF CONTINUOUS OR SPECIAL FOOTINGS, EXTEND ALL BARS TO FAR SIDE OF INTERSECTING FOOTING.
LAP BARS AT ALL SPLICES AND DOWELS MINIMUM LAP AS SCHEDULED BELOW UNLESS NOTED OTHERWISE ON PLANS AND/OR DETAILS.
STAGGER ALL SPLICES AT MINIMUM:

BAR SIZE	VERTICAL BARS	HORIZONTAL BARS	CORNER BARS
#4 AND SMALLER	24 BAR DIAMETERS	48 BAR DIAMETERS	33 BAR DIAMETERS
#5 AND LARGER	40 BAR DIAMETERS	60 BAR DIAMETERS	42 BAR DIAMETERS

LAP WELDED WIRE FABRIC 6" ON THE FULL WIDTH, WHICH IS GREATER.
ALL REINFORCING SHALL MEET ASTM A-31, GRADE 60. REINFORCING FOR WELDED SHALL MEET ASTM A-36, GRADE 60. ALL WELDED WIRE FABRIC (WWF) SHALL MEET ASTM A-185.
CONCRETE PROTECTION FOR REINFORCING: 3" AT FOUNDATIONS; 2" AT FORMED SURFACES LATER EXPOSED TO SOIL OR WEATHER; 1 1/2" AT ALL OTHER FORMED SURFACES; 3/4" AT SLABS.
ALL SLABS ON GRADE SHALL BE 4" THICK WITH 6 IN. AND 4 IN. AT MID-DEPTH UNLESS NOTED OTHERWISE ON PLANS. SEE ARCHITECTURAL PLANS FOR THE INSTALLATIONS. SEE DETAILS FOR CONTROL AND/OR CONSTRUCTION JOINTS.
FLOOR SLABS ON GRADE SHALL HAVE A NON-CONTROL JOINTS LOCATED TO FORM APPROXIMATELY SQUARE PANELS OF NOT MORE THAN 100 SQUARE FEET. CONSTRUCTION JOINTS MAY BE SUBMITTED AT CONTRACTORS OPTION. CONTROL JOINTS SHALL BE CONTROLLED ON CHECKED CONTRACTORS WITH THE POSSIBLE.
NO HOLES OR OPENINGS SHALL BE ALLOWED AND/OR FOOTINGS ARE PERMITTED WITHOUT ENGINEERS APPROVAL.
NO ALUMINUM SHALL BE BURIED OR IN CONTACT.
PROVIDE 2 X4, 4" X 4 LINEAR TEMPORARY DIMENSION, ON ALL SIDES OF OPENINGS IN ALL CONCRETE.
LOCATION OF CONSTRUCTION JOINTS, SUBSTRATION JOINTS AND BRICK LEDGES SHALL BE APPROVED BY ARCHITECT OR ENGINEER.
EXPOSED EDGES OF CONCRETE SHALL BE CHAMFERED 3/4".
CONDUIT OR PIPE SHALL NOT EXCEED 1/4 OF SLAB THICKNESS AND SHALL BE PLACED BELOW THE LAYER OF REINFORCING.
CONCRETE WITHOUT CONDUITS OR PIPES SHALL BE A TRIBED EXCEPT WHERE DETAILED OPENINGS ARE PROVIDED.

WOOD:
W1 STRESS INCREASE FOR CONSTRUCTION WITH ROOF LINE LOAD SHALL NOT EXCEED 15%.
W2 ALL FASTENERS SHALL BE IN ACCORDANCE WITH INCREASE 2304.9.
W3 PROVIDE STANDARD OR MASTERS FOR ALL BOLT HEADS AND NUTS THAT WOOD OTHERWISE BEAR ON WOOD SURFACES.
W4 ALL BEARING WOOD PLATE ANCHORS TO FOUNDATION FOR 1 1/2" DIAMETER AND UNDERLAP SHEET FOR PLATE MASTERS AT ALL SHEARWALLS AT 48" o.c. MAXIMUM, EXCEPT AS NOTED IN SHEARWALL SCHEDULE. MINIMUM 2 BOLTS PER SQUARE WOOD PLATE.
W5 ALL METAL CONNECTORS SHALL HAVE KILN APPROVAL AND SHALL BE INSTALLED WITH THE FASTENERS OR NAILS SPECIFIED BY THE MANUFACTURER. ALL FASTENERS AND HARDWARE IN CONTACT WITH PRESSURE TO BE HOT DIP GALVANIZED.
W6 WOOD FRAMING SHALL HAVE A MAXIMUM MOISTURE CONTENT OF 19% AND THE FOLLOWING MINIMUM DIRECTIONS PROPERTIES:
SPF (#2)
Fb = 875 PSI
Fc = 1150 PSI
Fv = 70 PSI
Fcp = 425 PSI
E = 1,400,000 PSI
W7 ALL PARALLEL STRAND LUMBER (PSL) AND LAMINATED VENEER LUMBER (LVL) FRAMING MEMBERS SHALL HAVE THE FOLLOWING MINIMUM DIRECTIONS PROPERTIES:

PSL	LVL
Fb = 2900 PSI	Fb = 2600 PSI
Fc = 2900 PSI	Fc = 2500 PSI
Fv = 290 PSI	Fv = 285 PSI
Fcp = 650 PSI	Fcp = 750 PSI
E = 2,000,000 PSI	E = 1,900,000 PSI

W8 ALL WALLS SHALL BE 2 x 6 STUDS AT 16" o.c. UNLESS NOTED OTHERWISE ON PLANS.
W9 UNLESS SHEARWALLS SHALL BE 1/2 x 2x6, UNLESS OTHERWISE SHALL NUMBER OF 2x STUDS SUPPORTING LINES, HAS AND CLEARED SUPPORT STUDS AT 8" o.c. MAXIMUM VERTICALLY.
W10 PLYWOOD SHEATHING SHALL BE APPLICATED WITH EXTERIOR GLUE AND SHALL MEET ALL PRODUCT STANDARD 4 IN. PLYWOOD SHEATHING SHALL BE CONTINUOUS OVER 2 SPANS MINIMUM WITH JOINTS STAGGERED. PLYWOOD THICKNESS SHALL BE:
ROOF 19/32" THICK WITH 40/20 INDEX (SEE PLYS/PS)
WALL 19/32" THICK WITH 40/20 INDEX
W11 PLYWOOD PANELS SHALL NOT OVER THE CENTER LINE OF SUPPORTING MEMBERS. EDGE HANDLING SHALL BE NOT LESS THAN 3/4" FROM PLYWOOD EDGE AND NOT LESS THAN 3/8" FROM EDGE OF SUPPORT.
W12 DIAPHRAGM HANDLING:
TYPICAL DIAPHRAGM
UNLOCKED
BOUNDARY HANDLING ..... 2/3" DIA 3.7" (16" o.c.)
EDGE HANDLING ..... 2/3" DIA 3.7" (16" o.c.)
FIELD HANDLING ..... 2/3" DIA 3.7" (16" o.c.)

WOOD FRAMING:
W1 WOOD FRAMING FABRICATION AND GENERAL CONTRACTOR SHALL CERTIFY THAT THEY HAVE REVIEWED ALL SHOP DRAWINGS SHEETS BEFORE SUBMITTING FOR REVIEW BY STAMPING EACH SHEET, ONLY COMPANY LETTERHEAD STATING THE SAME, FOR EACH SUBMITTAL. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND/OR GENERAL CONTRACTOR. SHOP DRAWINGS SUBMITTED FOR ENGINEERS REVIEW ARE ONLY CHECKED FOR GENERAL CONFORMANCE WITH THE DESIGN CONCEPT OF THE PROJECT AND GENERAL COMPLIANCE WITH THE CONTRACT DOCUMENTS. NO RESPONSIBILITY IS ASSUMED BY THE ENGINEER FOR THE CORRECTNESS OF DIMENSIONS, DETAILS, QUANTITIES OR PROCEDURES SHOWN ON THE SHOP DRAWINGS.
W2 SHOP DRAWINGS SHALL BE PREPARED BEFORE WITH THE CURRENT MATERIAL STANDARDS: F.F.A.
W3 DESIGN, FABRICATE AND ERECT WOOD FRAMING IN ACCORDANCE WITH THE LATEST PTY DESIGNER INFORMATION FOR LEAST SIZE AT PLACE CONNECTED WOOD FRAMING. DESIGN DETAILS TO CONFORM TO THE CONTRACTORS SHOWN ON THE DRAWINGS. NEW CONFIGURATIONS SHOWN ARE FOR PRIMARY PURPOSES ONLY AND ARE TO BE DETAILED AS REQUIRED BY THE DESIGN CONTRACTOR.
W4 FABRICATOR SHALL SUBMIT DESIGN AND DETAILS TO THE ARCHITECT FOR APPROVAL PRIOR TO FABRICATION. SUBMITTALS SHALL INCLUDE MATERIAL PROPERTIES, HANDLING DIAGRAMS, FORCE DIAGRAMS, DIMENSIONAL DATA, CONNECTOR INFORMATION, BEARING REQUIREMENTS AND LAYOUT PLACING PLANS.
NOTE:
THE FABRICATOR SHALL CERTIFY THAT THE FORCE DESIGNATION HAS BEEN THE CONSTRUCTION DRAWINGS AND IS EQUIVALENT WITH THE ORIGINATION AND METHODS OF SUPPORTING THE FRAMES. THE FORCE DESIGNS SHALL BE STAMPED BY A LICENSED ENGINEER.
W5 STUDS MEMBERS SHALL HAVE A MAXIMUM MOISTURE CONTENT OF 19% AND THE FOLLOWING MINIMUM DIRECTIONS PROPERTIES:
Fb = 875 PSI
Fc = 775 PSI
Fv = 70 PSI
Fcp = 425 PSI
E = 1,400,000 PSI
MINIMUM SPECIAL GRAVITY = .47
W6 ROOF FRAMES SHALL BE DESIGNED FOR THE FOLLOWING MEMBERS:
UNLOADED 30 PSI PLUS DRIFTING
DEAD LOAD (INITIAL) 15 PSI
DEAD LOAD (BOTTOM CHORD) 6 PSI
SPLIT PIER DESIGN LOADS
W7 MINIMUM TRUSS MEMBER FOR A 2X4. ALL FRAMES TO HAVE A MINIMUM OF 4 MEMBERS. NO OPENINGS ARE ALLOWED.
W8 STRESS INCREASE FOR CONSTRUCTION WITH ROOF LINE LOAD SHALL NOT EXCEED 15%.
W9 STRESS INCREASING TO WALL PLATE FOR THE LEAD THEN OR EQUAL TO 1/2" X 2X4 WHICH ENGINEERS NOTE.

DESIGN LOADS & SOIL PRESSURES:
CONTRACTOR: CODE: 2003 IBC
DESIGN LOADS
ROOF: 25 PSI
SHOW LOAD:
ROOF SHOW LOAD, PI: 25 PSI
EXPOSURE CONDITIONS, Cs: 0.9
IMPORTANCE FACTOR, I: 1.0
THERMAL FACTOR, Ct: 1.0
WIND LOADS:
BASIC WIND SPEED: 90 MPH
IMPORTANCE FACTOR, I: 1.0
EXPOSURE: C
SEISMIC:
SEE GROUP: 1
DESIGN CATEGORY: B
IMPORTANCE FACTOR, I: 1.0
SIC: 0.07
SIC: 0.042
SDS: 0.075
SDI: 0.018
SITE CLASS: D
BASIC SEISMIC FORCE RESISTING SYSTEM: WOOD SHEARWALLS
ANALYSIS PROCEDURE: E.L.F.
NO DESIGN SOIL PRESSURE: 2000 PSF

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REVISIONS

No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

STRUCTURAL

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	S1
Scale	As Indicated

Maintenance Plan – Ongoing Maintenance and Capital Equipment replacement

Relationship to Strategic Plan Area: Support Excellence. Strategic Plan Core Value: Responsiveness – "ICC Looks to the future by responding to the emerging needs of its stakeholders."

Case: The ICC campus is a 68-acre area, with facilities and equipment valued in the hundreds of millions of dollars. Any organization of that size should have a plan that organizes and prioritizes the existing building maintenance needs and new capital equipment needs, with a focus on resolving health and safety issues. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.

Cost: Approximately $350,000 annually
Source of Funds: Already included in existing college budget
Begin: 2016

Introduction

The information collected in compiling the Plan assists ICC to prioritize the exiting individual building needs, with a focus on resolving health and safety issues. In addition, any new facilities, additional classroom construction or acquisition of new facilities, or site improvements are also included in the plan. The plan organizes and prioritizes the existing building needs and new facility needs. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.
ICC campus is a 68-acre area.

Determine:

In order to develop the list of projects in this Plan, input was solicited from maintenance staff, professional consultants/contractors and ICC staff. Staff also created a survey and solicited input from employees regarding the conditions of their facilities. This plan incorporates their feedback, where appropriate. The survey asked the Director of Maintenance to rate the exterior (lighting, grounds, parking lot, etc.) and interior (heating, air conditioning, floors, etc.) of the classroom/ facility by marking "Good", "Fair", and "Poor", and note any additional comments. This plan incorporates their feedback. ICC will focus on any emergency safety needs, safety needs, and "poor" ratings.

- Survey monkey- with ratings for facilities
- Student Satisfaction Survey- are facilities rated???
- Survey – repair/renovation list
- Building Inspections, formal & informal

Measure Success:

- MHEC Report (Global Risk Consultants)
- Fire Marshal Reports

- Reduce Preventative maintenance appearing on repair/renovation list
- OSHA measures
- DHS Recommendations

Life Cycle

Student Union-General
Built: July 1973.
Cost: $292,000

Square Footage: 15,760

Remodeled: 3/9/2006
Cost: $70,632.79

Remodeled: 4/2015-8/2015

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union						
HVAC	2/28/13			6444.50		A/C Unit
FLNC						
Boiler & Chiller						
Roof	2-2007 Replace		Yes, 15 year			Vendor: Siplast
Fire Panels/System	May 2016					
Painting (Exterior)						
Painting (Interior)	2014; upper level					
Kitchen	Relocated prep station				16-17	Due to current location in front of fire panels
Floors	1/25/07; 3/15			2727.95		Carpet
Floors (Upper level)					16-17	Tiles
Doors					17-18	Replace outside kitchen doors
Windows	Washing	Annually	No		16-17	Wash windows
Treasure Chest (Paint & Electrical)	12-4-12, 2-25-13			4765 &2158		
Fireside Room	10/31/06			5486.63		

Student Union-Cafeteria

The Student Union kitchen was remodeled in March 2007. This project cost $136,551.52

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union-Caf						

Furniture (Tables/Chairs)	3-12-15			27,247.08		
Dishwasher	1-30-13			7,888.00		
Freezer	11-28-11			14,801.00		
Kitchen Equipment	2-9-10			787.79		
Painting (Interior)						
Floors						
Doors						
Windows						

Fieldhouse
Built: November 1971
Cost: $442,250.00
Square Footage: 26,966

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fieldhouse						
HVAC	8/28/13			11705.20		Compressor for SW Corner of Gym (Offices)
Boilers						
Roof	2016 resurfaced	15 years	Yes	$125,000		Hail damage repaired
Fire Panels/System	June 2016					
Painting (Exterior)						
Painting (Interior)						
Floors (Gym, New)	3-12-97			235,000		
Floors (Gym, Refinish)	6-29-11			21,900		Floor refinished
Floors (Gym, Basic refinish)	December 2015			3,000	16-17	Annual refinish
Doors						

Windows						
Bleacher repairs	1-27-08			40113		
Bleacher repairs					17-18	Replace motor/ wheel mechanism
Bleacher handrails	6-30-12			10771		

Fine Arts
Built: August 1972
Project Cost: $346,543.00
Square Footage: 20,927

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budet Year	Notes
Fine Arts						
HVAC	6/28/12			6615.00		Trane Compressor
HVAC	11/26/13			21178.05		Central Heat/Air
HVAC	7/2015					(2) Compressors replaced
Boilers	7/26/12			6303.75		
Roof	2016	Yes- Siplast		125,000		Hail damage repaired
Fire Panels/System	May 2016					
Painting (Exterior)						
Painting (Interior)						
Floors	5/31/2011			10648.12		Tile
Floors	3/30/05			8750.00		Theatre Dance Floor
Doors	4/29/2009					Outer lobby doors

Doors	May 2016			7000		Theatre door
Doors	August 2016			7500	15-16	Steel rolling fire door
Doors				2500	16-17	Magnetic Door holders
Windows						
Restrooms	4/29/2009			12,030.79		
Lights	9/30/2012			1393.73		Foyer
Ceiling Repairs	6/30/2013			3440		Lobby Hallway
Ceiling Repairs				5000	16-17	East/West Hallway
Crown Moulding	11/21/2013			2855		
Desks	2/13/2014			3480		20
Maintenance Closet with mop basin					17-18	Dedicated custodial closet; currently has limited space

Academic Building
Built: August 1971
Project Cost: $736,207
Square Footage: 43,782
Renovations:
5/2015-8/2015- The ICC bookstore was relocated to be housed next to the ICC library.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Academic Building						
HVAC	May 2016		Yes	11,000	15-16	Compressors replaced RTU 4&5 cooling unit
Boilers						

Roof	February 2016	15 years	Yes-Siplast	125,000		Hail damage repair
Fire Panels/System	May 2016					
Painting (Exterior)						
Painting (Interior)					16-17 RR	
Balcony (Library)						
Floors						
Doors	Update			2500	16-17	Magnetic Door Holders per Fire Marshal
Doors	Update			6,000	15-16 RR	Panic Bars replaced on upper level , west , outer doors
Windows						
Restrooms	6/30/09			14,049.21		

Cessna Learning Center
Built: August 1996
Project Cost: $1,000,000
Square Footage: 8,008

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Cessna Learning Center						
HVAC	Replaced with new unit		Yes	20,000		Replaced in March 2015; Hawkins Heat/Air
Boilers						
Roof	12/29/09; Fall 2015	15 years	Yes-Siplast	24975.00		Murrell Roofing;

						Wray Roofing;
Fire Panels/System	May 2016				15-16	
Painting (Exterior)	2013					
Painting (Interior)						
Floors						
Doors	Update			2,500	16-17	Magnetic Door Holder; per Fire Marshall
Windows						
Solar Panels	2015				Westar	

Administration Building
Acquired: June 8, 1968?
Cost: $35,000
Square Footage: 5,440
Renovations: 3/2015
-Updated painting, carpeting, floor underlayment in south end of building, increased office space

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Administration Building						
HVAC	Replaced Dec 2015		Yes			Furnace Replaced - south end
HVAC	TEC Updated			3,000	15-16	
Ceiling Tiles	3/2015				14-15	South end of bldg
Ceiling Tiles				5000	16-17	Lobby and hallways
Boilers						
Roof	7/27/12		Yes	24,380		
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						

Floors	3/22/10			5676.00		New Carpet
Doors						
Windows						
Restrooms	3/29/05		5969.00			
Hot Water Tank	5/2015		Yes	500.00		Replaced

Multi-Purpose Building
This facility was originally built as part of the Dorm structure in April 1970. It was originally built to house the Dorm Director. This facility has transformed over the years. In December 2003 it was remodeled and housed the "Pirate Cove" Academy, which was the ICC daycare program.
Cost: $35,000
Square Footage: 1,625

Pirate Cove Remodel
12/30/2003
Cost $117,684.00

Fitness Center Remodel:
1/30/2013
Cost: $19,325.00

Football Offices Remodel:
12/30/2015

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Multi-Purpose Building						
HVAC				7,000	16-17	Unit is estimated to be 13 years old
Roof						
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)	December 2015					
Floors	December 2015					
Doors						
Windows						

Restrooms	December 2015					

ICC West
Acquired: 10/6/2006
Cost: $395,500.00
Renovation Costs: $1,495,313.32
Vet Tech Renovation Cost: $886,873.87
Culinary Renovation Cost: $320,000 (est)

Square footage: 40,499

The ICC West campus is located at 2615 W. Main in Independence. The facility is housed on 5.1 acres. It currently houses Allied Health, Cosmetology, Vet Tech, and community outreach courses. This facility was purchased in 2006 and fully renovated in August 2010. During the 2011-12 fiscal year, the ICC West was renovated to accommodate the Vet Tech program. The renovations cost $886,873.87.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
ICC West						
HVAC						
Boilers						
Roof						
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors						
Floor	Replace		No		16-17	Vet Tech Surgery & Lab area
Doors	Update		No	5,000	16-17	Magnetic Door Holders per Fire Marshall
Windows						
Sign	6/30/12			47024.54		
Sprinkler System						
Culinary Addition					15-16 & 16-17	

Cosmetology Expansion					16-17	Emergency Exit Door, 2 partitions with doors

Dorms
Bricks:
Built: April 1970
Cost: $514,000.00
Square Footage: 13,680

Renovations: 8/2015- Mold remediation (resulted in new carpet, paint, bed mattresses, and ventilation system)

Captains Quarters:
Built: 6/15/2001
Cost: $5,910,000
Square Footage: 43,774

ICC houses two dorm units that are owned by ICC. The units named "Bricks" are the original dorm structure that was built in April 1970. Ninety-six (96) units were built for a cost of $514,000.00

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Dorms						
HVAC						
Boilers						
Roof						
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	6/30/13			$7,674		
Doors						
Windows						
Sign						
Sprinkler System						

Maintenance Facility
Built:

Cost:
Square Footage: 2400

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Maintenance Facility						
HVAC						
Roof						
Fire Panels/System						
Painting (Exterior)						
Floors						
Doors						
Windows						

Parking Lots

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Parking Lots						
Drive E/F Fine Arts	4/27/12			$56,883		
Drive C (Student Union)						
Drive A (Maintenance)						
Drive B (Dorms)						
ICC West						
Drive D (Admin)						

Fleet

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes

Fleet						
Ford E450	9/25/10			53262		
15 passenger Chevy Van	12/5/01			19300		
Trailer						
Cargo Vans (Athletics own)						
Ford				10-15,000	16-17	1980 ford needs replaced

Grounds

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Grounds						
Water Tower/Lines	11/6/2000			$175,000		
Tree Removals						
Stump Removals						All across campus
Sidewalks	6/30/2013			$44,338.29		
Dam Improvements	6/30/2013			$15,463.00		

Equipment

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Equipment						

Scoreboards						
Videotron	6/30/11			$50,000		Located at Shulthis Stadium
Observatory						
Caf						
Cosmo						
Vet Tech						
Allied Health						
Classrooms						
Mower	February 2016	7 years	Yes	9,000	15-16 RR	Hustler-Sandbagger
Mower	5/29/11	7 years	No	10,365.27	16-17	Hustler #2 needs replaced
Mower	Over 9 years old	7 years	No	9,000	17-18	Grasshopper needs replaced
Golf Cart #1				2,500	17-18	Golf Cart needs replaced

Annual Maintenance

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Annual Maintenance						
Carpet Cleaning						
Window washing						
Chair Cleaning at West						
Mower Preventative Maintenance						
HVAC Preventative Maintenance						

Fab Lab Expansion – Addition to existing building

Relationship to Strategic Plan: Board Goals: "Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate" and "Improve the College's relationship with the community" and "Enhance programs through innovation to improve the overall student experience."

Case: The current Fab Lab was a retrofit of an unused space in the Cessna Building. The Fab Lab is experiencing crowded conditions that have come from the heavy usage it now experiences on a daily basis. We are seeing increased use from all categories of users; community members, ICC students, area high school student classes and groups, Greenbush (educational cooperative) and several of our area public and private middle schools are bringing students to the Fab Lab now and most are asking to use the facility more frequently in the future. The Fab Lab footprint was never sufficient to serve these groups, and as the facility is used more by our own engineering students, the situation will only grow worse.

This construction project expands an existing fabrication laboratory in Independence, Kansas, which is one of some 700 members of the Fab Foundation, originated at the MIT Center for Bits and Atoms. The current facility, 1,755 square feet, opened in October 2014. It has to-date more than 180 paid-memberships, some from as far as Wichita (118 miles). In response to current user needs and future demands, this project will add an 80 foot by 100 foot (8,000 sq. ft.) lab adjacent to the current fab lab. A primary goal is to allow for dedicated space for use by entrepreneurs and innovators, so they will not have to compete with community and educational users for lab resources. The projected 3,600 square feet for entrepreneur space includes an "innovation room" and "entrepreneur's bullpen." Private-sector users will also have access to an in-house "entrepreneur-in-residence" to aid their business development ideas. The expansion also allows for upgraded and expanded equipment suitable with greater prototyping capabilities, along with entrepreneurial-supportive features: a welding booth and a paint and powder coating booth. There will also be an area for entrepreneurs to lease a small office, and secure facilities to store materials.

The need for this project is reflected through statistics that describe economic conditions of the region: statistics for Montgomery County, in which the project is located; and statistics that correspond with the Southeast Kansas Comprehensive Economic Development Strategy (CEDS) region.

Montgomery County is facing increased economic distress. The U.S. Bureau of Labor Statistics reports Montgomery County with a 6.7 percent unemployment rate in June of 2016, significantly higher than the national figure of 4.9 percent. The American Community Survey shows 18.2 percent of population below poverty level, compared to 13.6 percent in Kansas as a whole.

It is likely that available statistics do not reflect major negative economic events that still hinder future growth. In October of 2015, Mercy Hospital in Independence closed (190 jobs lost), leaving the town of 9,200 among the largest isolated communities in the nation with no full-service hospital

or emergency room facility. In March 2015, two other major employers closed in Montgomery County (an Amazon.com distribution facility and the Southwire manufacturing plant), for an additional loss of 500 jobs. The Southeast Kansas CEDS report echoes this discouraging trend for Montgomery County and its immediate 12-county region. The 2014 CEDS report stated: "Unfortunately, the [the southeast Kansas CEDS area] continues to experience unemployment rates that are higher than the state average." The report adds that the economic development agency Kansas, Inc., rates Southeast Kansas as the most distressed region in Kansas, and has the lowest income of any CEDS district in the state.

To mitigate this economic distress, the Southeast Kansas CEDS Strategy outlines several objectives, and this project closely aligns with several. For instance, CEDS Strategy Objective #1 is to help with business start questions. The project includes an "Entrepreneurs Bullpen" and "Innovation Room" for exclusive use of business innovators, where they can share ideas and expertise. In-house advisors are available at no charge to aid business innovators in the best usage of advanced manufacturing equipment to attain their vision.

This project also aligns with the CEDS Strategy Objective #5, "Attracting and Retaining Business and Industry." The objective reads: "Encourage and support entrepreneur programs and educational endeavors." This project aligns with this objective. Not only is the project the sole National Fab Lab Network facility in the region, but the fab lab includes an "entrepreneur-in-residence." This experienced staff member mentors and encourages entrepreneurs, and guides the innovators to helpful resources that further develop their ideas. Furthermore, this project adds more entrepreneur-supportive features such as a coating lab, welding lab, and offices and lockers available for lease at a reasonable fee. All these features create an entrepreneur-supportive environment. These features also align with the Kansas Department of Commerce Strategic Plan titled: "Cooperating and Integrating the CEDS with Kansas' Economic Priorities" in which Priority Number 7 is to encourage "Rural and high-growth entrepreneurial ventures."

As the project is located at Independence Community College, the project fills the need of numerous organizations which use the project space as an educational tool. Continual workshops and classes will give formal training to students (and community members) on how to use the fab lab for creative uses. ICC will offer specialized training for entrepreneurs on ways to incorporate creative thinking with fab lab use.

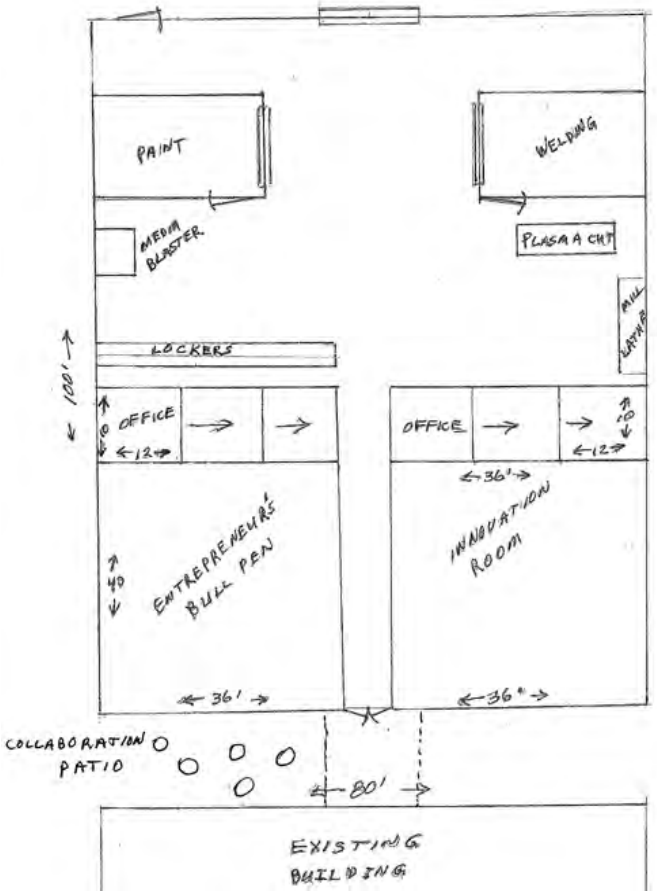
This project positively impacts two EDA funding priorities. The first priority is "Economically Distressed and Underserved Communities." The Southeast Kansas CEDS region and the immediate area around the project site have both suffered disproportionate economic distress and job losses. This project boosts the region's competitiveness by making available to innovators an expansive fabrication laboratory, supported by advanced manufacturing prototyping equipment and an entrepreneurial friendly environment.

The second EDA funding priority is the National Strategic priority in which the EDA "especially encourages projects that support increasing manufacturing, including advanced manufacturing." This project introduces advanced, additive manufacturing to a region that has customarily only

investigated subtractive manufacturing, opening new avenues of thinking and product innovation in an isolated region.

The region's eligibility is based on median income. The U.S. Census ACS 2014 statistics for Montgomery County shows the median income as $40,716. By contrast, the median income from the U.S. Census ACS 2014 shows the median income for the nation was $53,482. This means that the median income for Montgomery County was just 76.1 percent of the figure nationwide.

Planned Improvement: Build an additional facility of 8,000 square feet either attached to or adjoining the existing Cessna Learning Center on the main campus of Independence Community College. The new facility will provide these solutions to the continuing needs of our rapidly growing user base:



- **Metal Fabrication –**

o Space will be provided for our existing metals equipment, including our plasma cutting table, mill, lathe and media blaster.

o The area will include a new booth to add welding to our existing metals capability.

o Additional space will serve to house metal working equipment that will be donated in the future.

- **Paint and Finishing –** Space will include a paint booth so that projects can be painted safely with the proper ventilation and safety equipment.

- **Member Storage** – Lockers will be made available for members and students to store their small projects and personal effects.
- **Office Space** – While not as exciting as other aspects of creative space, we need some work space where we can go about the business of administering and operating Fab Lab ICC and the leaders of our partner programs.
- **Entrepreneurs Bull Pen** – This open area is available to Fab Lab member entrepreneurs to run their businesses in an open, collaborative area where the inspirations and ideas can flow freely. The Bull Pen is office space without the traditional cubicles.
- **Innovation Room** – This room will serve as a place for meetings, classes, gatherings, meals and other activities. There will be no "permanent" Fab Lab equipment; therefore, the room can be scheduled for private as well as collaborative meetings and classes. The design and "look" of the room will foster creativity and innovation.

Cost: $700,000
Source of Funds: $350,000 from EDA, $50,000 from IAP, $100,000 from college, 200,000 from gifts
Begin: 2017

Proposed site:

Contour Map

MONTGOMERY COUNTY

GIS Department
P.O. Box 507
Independence, KS 67301
Phone: 620-330-1050
Fax: 620-330-1117

Property Ownership Map
Montgomery County, Kansas
prepared under the direction of
Kansas Department of Revenue
Division of Property Valuation
and
Montgomery Board of County Commissioners

This map is for tax purposes only.
This map is not a legal survey.
This map is not intended for conveyances.

0 75 150 300
Feet

Date of Map: 6/15/2016

1 inch = 150 feet

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---Montgomery County GIS Department

Legend
Centerline
O Parcels

Recital Hall – Addition to existing building

Relationship to Strategic Plan Areas: Academic Excellence, Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: The current Fine Arts Building is not nearly big enough for its current needs, let alone any expansion of the music, art, or theatre programs. The music practice room has become a catch-all for choir practice, band practice, community band, instrument storage, class instruction, and one-on-one instruction. The building has almost no storage capability to accommodate the significant theatre set storage needs of the Inge Center and the theatre program, many of which are currently stored at ICC West. One of the two art labs is also used as classroom space. The Inge Theatre is used by two academic programs, the Inge Center, the college for occasional events, and various community groups. When sets are on stage, the theatre cannot be used for other events, including music performances. In addition, the Inge Theatre is not well-suited to music events, since its acoustical capabilities are poor.

Planned Improvements; All of these problems listed above could be alleviated by the construction of a music recital hall and storage space. This recital hall would seat 150-200 people and be located immediately adjacent to the building to the east of the Inge Theatre. Such a facility would allow all music practice to move out of the current facility, freeing the current practice room to be renovated into an acoustically correct lecture hall. The new lecture space would allow the art labs to be fully used as labs instead of instructional space, allow a new large instructional space for Music Appreciation and Art Appreciation, and provide an additional large lecture space for the college. The burden on the Inge Theatre would then be reduced by four on-campus groups: the Choir, Chamber Singers, Band, and Recitals could now all be held in the new facility. The new recital hall would include storage space for the Inge Theater sets, which would save staff time (compared to moving sets from ICC West) and expand storage capability.

Examples of existing recital halls in this size range:

Alfred Newman Recital Hall, USC

Recital Hall, University of Minnesota, Morris Campus

Evangel University Recital Hall

Cost: Approximately $1M
Source of Funds: $500,000 from Capital Reserve Fund (pipeline funds), $500,000 from gifts
Begin: 2018

Culinary Lab – Buildout of unfinished space

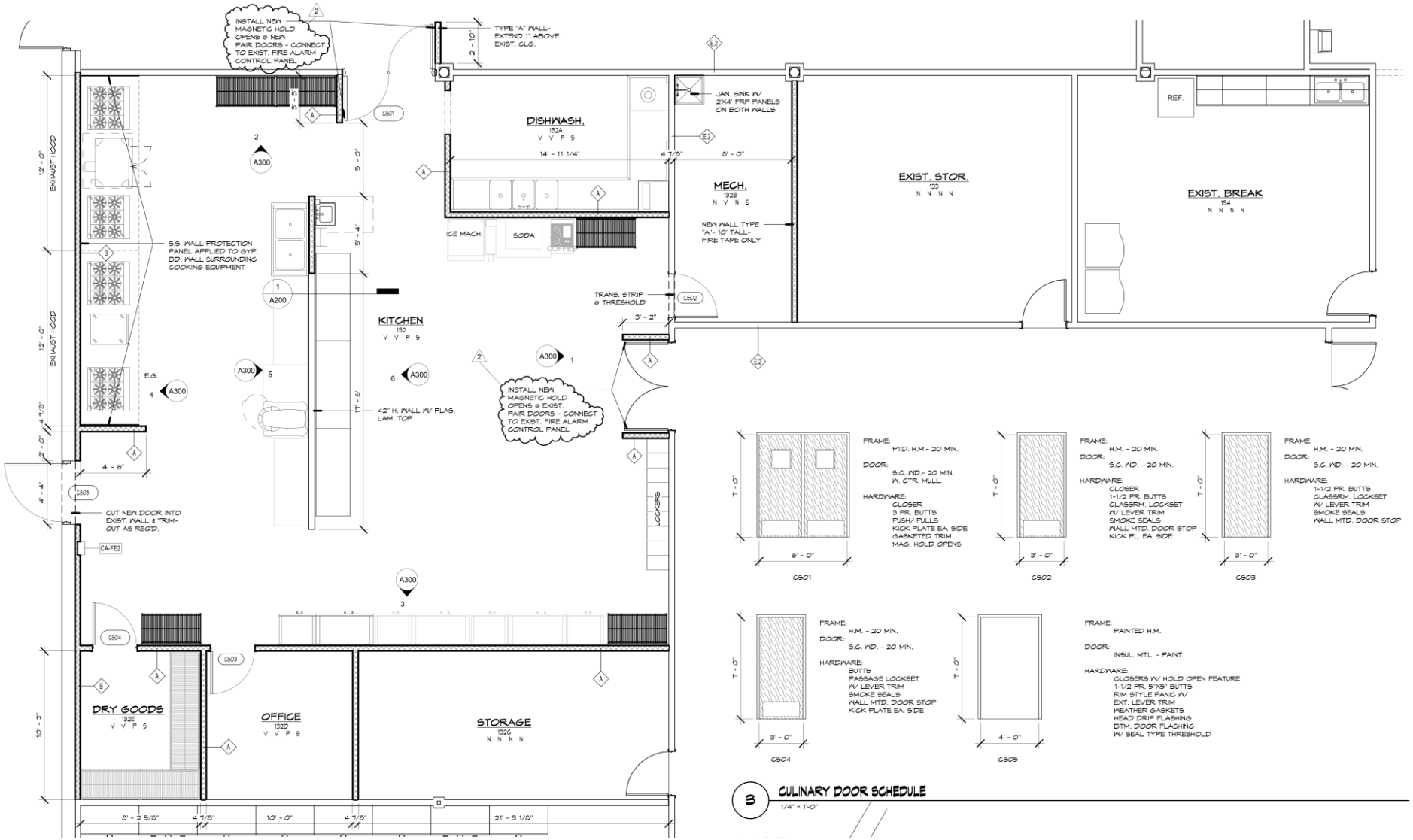
Relationship to Strategic Plan Areas: Academic Excellence, Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: The college currently has two culinary-related programs: "Culinary Arts" and "Culinary Arts and Hospitality." Both are 15 credit-hour programs designed to offer a simple credential to students that would lead to a basic level of employment in a food-related setting. Historically, neither of these programs has enrolled any significant number of students. Because of low enrollment, the college would hire an adjunct to teach the courses. But the root cause of the low enrollment was a lack of a teaching facility; without a facility, recruitment was difficult; without students, a full-time instructor did not seem to be warranted; without students or full-time instructor, it seemed pointless to expand the facilities, and the cycle would repeat. This is despite reports of widespread interest in the program from prospective students.

Planned Improvements: The college should build a culinary lab in the final unfinished space at ICC West. The size of the space is appropriate for such a lab, the space is adjacent to the community room (which means the lab could be used for catering that space), the program is consistent with the other workforce preparation programs at the facility and with the Board of Trustees goal to develop further workforce preparation programs.

Cost: Approximately $293,000
Source of Funds: $75,000 from repair and renovation fund, $98,000 from capital mill levy, $45,000 from ICC Foundation, $75,000 from gifts
Begin: 2016

(A floorplan follows on the next page)



3 CULINARY DOOR SCHEDULE

1/4" = 1'-0"

Indoor Athletic Practice Facility – New Construction

Relationship to Strategic Plan Areas: Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: Our current facility is far too small for the number of teams and athletes we have. It does not allow large teams to practice indoors during winter or poor weather, some of our teams don't have locker rooms, there is no space for cheer and dance to practice, and intramural opportunities are limited.

Planned Improvement: Indoor Athletic Training Facility with Weight Room, located behind the Villas.

- This facility would benefit Football, Baseball and Softball by allowing them to practice during inclement weather.
- Both basketball teams and the volleyball team would benefit by having a quality weight room, and reduce wear and tear on the floor in the gymnasium from practices by other sports teams.
- All teams would benefit in recruiting more quality athletes who are going to other Community Colleges because of their indoor facilities.
- An extra court would provide a place to house Intramurals and practice space for Cheer/Dance.
- Provide local high school coaches and their teams another place to practice during the winter.
- An indoor facility would allow us to increase the size of our current athletic training room in the gymnasium to provide better service and rehab for our injured athletes.
- Provide locker rooms for Baseball and Softball who currently don't have them.
- Revenue source from rental to community events throughout the year.

Cost: approximately $1M
Source of Funds: $250,000 from Capital Reserve Fund (pipeline funds), $750,000 from gifts
Begin: 2019

ICC West Expansion - Design Phase

Relationship to Strategic Plan Area: Academic Excellence. Board Goals: “Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate” and “Improve the College’s relationship with the community” and “Enhance programs through innovation to improve the overall student experience.”

Case: The ICC West Campus is already too small for its current purposes. Every classroom, lab, and storage space is already at full capacity. The building does not have offices for all of the employees working there, and has only one space for the public, which is heavily used. With the addition of the culinary lab, there is no unimproved, undesignated space left at the facility – no further growth is possible. The purchase of the 4.1 acres immediately adjacent to the rear of the building would allow the cost-effective expansion of the campus without the need to construct additional parking or the hiring of additional building supervisors or maintenance personnel.

Planned Improvement: An architectural plan should be developed that would establish design and costs for a facility that occupies the undeveloped land on West Main. Simultaneously, a fundraising plan should be developed which would be a “Phase Two” for ICC West.

Cost: $25,000
Source of Funds: Regular college budget
Begin: 2019

Main Campus "Courtyard" Project – Design Phase

Relationship to Strategic Plan Area: Service Excellence. Board Goals: "Enhance programs through innovation to improve the overall student experience."

Case: The College has made significant steps forward in the student life area with the completion of the lower level of the student union. However, many of the amenities that are present at larger or better equipped campuses still need to be considered or provided. With the exception of the bookstore, the college has no retail space that could provide goods and services the students want and need. Social space remains minimally developed, as the current social spaces provide only modest amenities.

Planned Improvement: An architectural plan should be developed that would establish design and costs for a facility that provides revenue-producing amenities located adjacent to the dorm area. The committee envisioned an anchor retail space patterned after a convenience store, but larger, perhaps with a dominant visual feature like a climbing wall. The bookstore may or may not be relocated to this space as well. Encircling this anchor retail space would be a series of other spaces that can be added as demand warrants, providing goods to students (such as specialty food, coffee, electronics) or services (such as cosmetology, tanning, fitness, and gaming). Simultaneously, a fundraising plan should be developed.

Cost: $25,000
Source of Funds: Regular college budget
Begin: 2021

Appendix 34

Maintenance Plan

Introduction

The information collected in compiling the Plan assists ICC to prioritize the exiting individual building needs, with a focus on resolving health and safety issues. In addition, any new facilities, additional classroom construction or acquisition of new facilities, or site improvements are also included in the plan. The plan organizes and prioritizes the existing building needs and new facility needs. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.

ICC campus is a 68-acre area.

Determine:

In order to develop the list of projects in this Plan, input was solicited from maintenance staff, professional consultants/contractors and ICC staff. Staff also created a survey and solicited input employees regarding the conditions of their facilities. This plan incorporates their feedback, where appropriate. The survey asked the Director of Maintenance to rate the exterior (lighting, grounds, parking lot, etc) and interior (heating, air conditioning, floors, etc.) of the classroom/facility by marking "Good", "Fair", and "Poor", and note any additional comments. This plan incorporates their feedback. ICC will focus on any emergency safety needs, safety needs, and "poor" ratings.

- Survey monkey- with ratings for facilities
- Student Satisfaction Survey- are facilities rated???
- Survey – repair/renovation list
- Building Inspections, formal & informal

Project Funding & Budgets:

HVAC Systems have a typical lifespan of 15 to 20 years. Practicing good preventative maintenance and servicing as required will prolong the duration of the equipment. I have asked a representative from Trane to inspect our existing HVAC units so we can more accurately plan for replacement costs and equipment needs. The Maintenance Department is also making strides to utilize the staff resources we have available and eliminate contractor services which we can perform in-house, thus cutting expenditures to our budget.

Measure Success:

- MHEC Report (Global Risk Consultants)
- Fire Marshal Reports
- Reduce Preventative maintenance appearing on repair/renovation list
- OSHA measures
- DHS Recommendations

Location:	Exterior Rating:	Interior Rating:	Comments:
Student Union	Good	Good	Exterior windows need washed; continue landscaping west side; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Field House:	Good	Good	East doors need replaced; HVAC system is aged; possible ADA issues will need to be resolved; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Academic Building	Good	Fair	Moisture issues on west wall lower level need to be addressed, will require excavating and resealing concrete walls; exterior windows need washed; possible ADA issues will need to be resolved; flooring in classrooms needs replaced; interior classrooms need painted; windows in several locations need replaced; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Fine Arts Building	Good	Good	Moisture enters building on south side by music department. Work needs to be done to change exterior grade to keep water away from door; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Cessna Learning Center	Good	Good	Addition will be added spring 2018; Parking lot needs to be chip sealed in locations.
Administration Building	Fair	Good	Exterior landscaping required; water/wet ground issue on east side steps needs to be resolved; windows in multiple locations need to be replaced/upgraded; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC system operating adequately. Parking lot needs chip sealed and resurfaced in areas.
ICC West	Good	Poor	Exterior is in good shape, parking lot needs chip sealed and resurfaced; Interior has moisture issues and flooring throughout most of the building needs to be replaced.
Maintenance Building	Fair	Good	Working well; parking area needs to be enlarged.

5-Year Plan:

Student Union-General

Built: July 1973.
Cost: $292,000
Square Footage: 15,790

Remodeled: 3/9/2006
Cost: $70,632.79 (figures provided pre 3/2017)

Remodel Treasure Chest: 2/25/2013
Cost: $ 6748 +

Remodel Cyber Cafe: 2015
Cost: $36,680 +

Remodel Lower level S. Union (Administrative offices relocated and space for student activities and clubs added)
Cost: $$??

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union						
RT AH #1 Trane Ser. # K06K18257A Installed 2007	Replace	15-20 Years			*22-23	Operating as designed
HVAC-(Ground) Carrier Unit #3205Q06339 Installed 2005	Replace	15-20 Years			*20-21	Operating as designed
RTU #1 (kitchen) Ser. #649100733L Installed 2006		15-20 Years		*$12,000 equipment + labor	*19-20	Manual thermostat installed July 2018…BCS not communicating. Running well as of 8/2018. 2019/2020 earliest would be needing replaced if maintained without an extreme circumstance
AH #1 Boiler & Chiller Ser. #K06K18257A Installed 2007	5/2017 8/2017	15-20 Years		$5220.13 $3055.27	*22-23	Repair Boilers & Boiler Maintenance performed in 2017 ($8275.50) Currently operating as designed. Main power source damaged by lightning strike 8/15/2018. Conduit replaced by Cornerstone Electric 8/18/2018 cost of $2835.00
Roof	2/2007 Replace		Yes, 15 year		22-23	Vendor: Siplast
Fire Panels/System	October 2018			$11830	17-18	D & A Electric

Painting (Exterior)						
Painting (Interior)	2014; upper level					
Kitchen	Relocated prep station				16-17	Due to current location in front of fire panels
Dining Hall Floors	Strip and re-surface	1-year	No	$350	18-19	Work completed by ICC custodians December 2018
Floors	1/07 & 3/15			$2727.95		Carpet
Floors (Upper level)					16-17	Tiles
Floor Cleaning Equipment	2020	7-years	Yes/1-year	$6500.00	20-21	Floor scrubber and burnisher
Doors	Replace				18-19	Outside kitchen doors
ADA restroom stalls	12/2006; 12/2018 Removed stall divider to create ADA accessible stall			$6746	05-06	Doug Helmer completed
Windows	Washing	Annually	No	*Lift Rental	17-18	Wash windows – By Maintenance Staff
Treasure Chest (Paint & Electrical)	12/12 & 2/13			$6923		
Fireside Room	10/31/06			5486.63		
Food Service Manager Office	Carpet and paint				18-19	Replaced office Carpet; fresh paint walls

Student Union-Cafeteria

The Student Union kitchen was remodeled in March 2007. This project cost $136,551.52

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union-Caf						
Furniture (Tables/Chairs)	3/2015			27,247.08		
Dishwasher	1/2013			7,888.00		
Freezer	11/2012			14,801.00		
Kitchen Equipment	2/2010			787.79		
Painting (Interior)						
Floors						
Doors						
Windows						Clean annually
Roof Top Access						Permanent access needs to be installed.

Security System/Monitoring	Install			$3,500		15- cameras installed by ICC staff

Fieldhouse

Built: November 1971

Cost: $442,250.00

Square Footage: 26,966

Gym Floor refinish: 12/2018

Locker room remodel: 8/2018

Restroom Remodel:

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fieldhouse						
Boilers (Water Heater)				TBD		Operating as designed
RTU #1 – Info needed		15 to 20 Years				Operating as designed
RTU #2 – Info needed		15 to 20 Years				Operating as designed
RTU #5 Carrier Ser. #1999G20732 Installed 1999	Replace	15 to 20 Years		TBD	*14-16	Operating as designed
RTU #6 Trane Ser. #122912314L Installed 2012	Replace	15 to 20 Years		TBD	27-28	Operating as designed
RTU #7 Trane Ser. #6491010618L Installed 2006	Replace	15 to 20 Years		TBD	21-22	Operating as designed
RTU #8 Trane No info		15 to 20 Years		TBD		Operating as designed
RTU #9 Trane Ser. #649101486D Installed 2006	Replace	15 to 20 Years		$25,000 (unit only does not include labor)	21-22	Operating as designed
Unit #10 (WBB) Carrier Ser. #2816E10084	Replaced 2016	15 to 20 Years		TBD	Watch	Thermostat replaced. BCS

Installed 2016						not operating as designed.
AT - North Wall Unit **Does not run** **Westpoint No info available**		15 to 20 Years				Do not replace – not needed
AT – East Wall Unit **Amana Ser. # 10729010CE**		15 to 20 Years			watch	Operating
Roof	2016 resurfaced	15 years	Yes	$125,00		Hail damage repaired
Painting (Exterior)						
Painting (Interior)						
Floors (Gym, New)	3-12-97			$235,000		
Floors (Gym, Refinish)	6-29-11			$21,900		Floor refinished
Floors (Gym, Basic refinish)	December 2017			$3,000	18-19	Annual refinish
Doors	Replace East Doors			$5,000	18-19	
Security Monitoring	Install 9 Cameras			$2100	18-19	Staff will provide labor
Windows					18-19	Clean as needed
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Bleacher repairs	1-27-08			$40,113		
Bleacher repairs					17-18	Replace motor/wheel mechanism
Bleacher handrails	6-30-12			$10,771		
Fire Panel Upgrade	To be completed 12/2018			$27,250		D & A Electric

Fine Arts

Built: August 1972

Project Cost: $346,543.00

Square Footage: 20,927

Black Box added 2015 @ $30,000

Name/Building/ Project	Update/ Replace	Life Expectancy	Warranty ? Yes/No, Length	Cost	Next Budget Year	Notes
Fine Arts						
AHU #1 Ser. #K06J13331A Installed 2006	Watch &/or Replace	15 – 20 Years		$25,000 unit only	21-22	Operating as designed
CU #1 (Theatre) Ser. #C06J09678 Installed 2006	Watch &/or Replace	15 – 20 Years		$50,000 unit only	21-22	Operating as designed
RTU #1 (Air only) Ser. # C06J09677 Installed 2006	Watch &/or Replace	15 – 20 Years		$90,000 unit only	21-22	Operating as designed
RTU #2 (Heat only) Ser. #F06J10036 Installed 2006	Watch &/or Replace	15 – 20 Years		$70,000 unit only	21-22	Operating as designed
Boilers (Water heater)	Watch &/or Replace	15 – 20 Years		TBD		Operating as designed
Roof	Resurfaced Mar. 2016	15 – 20 Years	Yes-Siplast	TBD		Repaired due to hail damage
Fire Panels/System				$13,900	20-21	D & A Electric
Painting (Exterior)	7/26/12			6303.75		
Painting (Interior)	2016			125,000		Hail damage repaired; Inge lobby painted April 2018; lobby floor stripped and waxed April 2018
Floors	Upgrade			$13,990	19-20	Stripped and waxed Summer 2018
Doors	5/31/2011			10648.12		Tile
Doors	3/30/05			8750.00		Theatre Dance Floor
Doors	4/29/2009					Outer lobby doors
Windows	May 2016			7000		Theatre door
Restrooms	August 2016			7500	15-16	Steel rolling fire door
Lights				2500	16-17	Magnetic Door holders
Ceiling Repairs	4/29/2009			12,030.79		
Crown Moulding	9/30/2012			1393.73		Foyer
Desks	6/30/2013			3440		Lobby Hallway
Floor Scrubber	11/21/2013			2855		
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Security Cameras				$1,400	18-19	Install 6 cameras

Inge Theatre Carpet	Clean Annually			$795		Advantage Carpet Care-Cleaned April 2018
Inge Theatre Lobby						Repainted walls; stripped and refinished floors April 2018-ICC Custodial Staff
Recital Hall Addition	Not Yet Determined					
Parking Lot	7/2017					Resurface Parking Lot

Academic Building

Built: August 1971

Project Cost: $736,207

Square Footage: 43,782

Renovations:

5/2015-8/2015- The ICC bookstore was relocated to be housed next to the ICC library.

Cost: ??

Restrooms Renovated: $14, 049

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Academic Building						
RTU # 1 (Heat only) Ser. #F06J10037 Installed 2006	Replace	15 to 20 years		$10,000 unit only	21-22	Communication Issues; Operates as designed
RUT #2 (Air only) Ser. #C06509699 Installed 2006	Replace	15 to 20 years		$90,000 unit only	21-22	Communication Issues;Operates as designed
RTU #3 AIR/HEAT Ser. # C06J9674 Installed 2006	Replace	15 to 20 years		TBD	21-22	Operating as designed. Manual thermostat installed June 2018--- BCS not communicating as designed
RTU #4 (Heat only) Ser. # F06J10038 Installed 2006	Replace	15 to 20 years		TBD	21-21	Communication Issues; Operates as designed
RTU #5 (Air only) Ser. #C06J09673 Installed 2006	Replace	15 to 20 years		TBD	21-22	Communication Issues; Operates as designed
Boilers (hot water heater)	TBD			TBD		
Roof	February 2016	15 years	Yes-Siplast	125,000		Hail damage repair
Fire Panels/System	Upgrade			$20,737	18-19	D & A Electric
Painting (Exterior)					19-20	Upgrade campus

Painting (Interior)					17-18	Maintenance painted hallways ; hallway touched up with paint summer 2018 (by Upward Bound Students)
Paint classrooms					18-19	Classrooms AC 102 and 103 repainted summer 2018 by ICC staff
Balcony (Library)						
Floors – Carpet Broadloom	Replace	10- 15 years		$2.33/sq foot	19-20	Labor and materials (average classroom 1200 sq ft)
Floors Carpet Tile				$3.11/sq foot	19-20	Labor and materials (average classroom 1200 sq ft)
Floors – VAT/VCT	Replace	20 – 30 years		$4.50/sq foot	19-20	Labor and materials (average classroom 1200 sq ft)
Doors	Update			2500	16-17	Magnetic Door Holders per Fire Marshal
Doors	Update			6,000	15-16	Panic Bars replaced on upper level , west , outer doors
Windows	Replace damaged			$4500	18-19	Several locations in library, west door
Restrooms	6/30/09			14,049.21	09-10	
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Library Carpet	6/2011			$19,094	10-11	
Security Cameras				$2,800	18-19	Install 12 cameras

Cessna Learning Center

Built: August 1996

Project Cost: $1,000,000

Square Footage: 8,008

Fab Lab Addition: Completed November 2018

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Cessna Learning Center						
RTU #1 – (NE unit) Trane Ser. # 151111553L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #2 – (SE Unit) Trane Ser. # 151111535L	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #3 (NW unit) Trane Ser. # 151111604L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #4 (SW unit) Trane Ser. # 151111571L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #5 (West) Trane Ser. # 14206BGW3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Rtu #5 (Inside West) Trane Ser. # 14235STX2V		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (East) Trane Ser. # 14206BEM3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (Inside East) Trane Ser. # 14235SYK2V Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Boilers (Water Heater)						
Roof	12/29/09; Fall 2015;3/2016 resurfaced hail damage	15 years	Yes- Siplast	24,975	31-32	Murrell Roofing; Wray Roofing
Fire Panels/System	9/2016			$4,533	16-17	
Painting (Exterior)	2013					
Painting (Interior)	5/2013			$4220		
Floors	2/2013			$5778		CLC E & CLCW
Doors	Update			2,500	16-17	Magnetic Door Holder; per Fire Marshall
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Windows						

Security Cameras	Install			$1,400		6 - Cameras (installed by ICC staff)
Solar Panels	2015			$20,000	Westar	G
Fab Lab Addition	April 2018					

Administration Building

Acquired: June 8, 1968?

Cost: $35,000

Square Footage: 5,440

Renovations: 3/2015

-Updated painting, carpeting, floor underlayment in north & south end of building, increased office space

Cost: $37,208 +

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Administration Building						
HVAC UNIT #2 (MID-BUILDING Carrier Ser. # 1308G30124 Installed 2013		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
HVAC UNIT #1 (South) Carrier Ser. # 1707X83571 Installed 2017	2017	15-20 years			32-33	Operating as designed
HVAC	TEC Updated			3,000	15-16	
Ceiling Tiles	3/2015				14-15	South end of bldg
Ceiling Tiles				5000	16-17	Lobby and hallways
Boilers						
Roof	7/27/12		Yes	24,380.00		
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	3/22/10			5676.00		New Carpet
Windows	Replace select			$2,500	18-19	Various windows that have lost gas seal
Restrooms	3/29/05		5,969.00			
Hot Water Tank	5/2015		Yes	500.00		Replaced
Security Cameras				$1,400	18-19	Install 6 Cameras

Multi-Purpose Building

This facility was originally built as part of the Dorm structure in April 1970. It was originally built to house the Dorm Director. This facility has transformed over the years. In December 2003 it was remodeled and house the "Pirate Cove" Academy, which was the ICC daycare program.

Cost: $35,000
Square Footage: 1,625

Pirate Cove Remodel
12/30/2003
Cost $117,684.00

Fitness Center Remodel:
1/30/2013
Cost: $19,325.00

Football Offices Remodel:
12/30/2015
Cost: $3750 +
Weight Room Addition Cost: ??

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Multi-Purpose Building						
International Comfort Products (Coach's office) Ser. # C153442454 Installed 2015		15 to 20 Years			30-31	Operating as designed
Carrier Ser. # 1516E09347 Installed 2015		15-20 Years			30-31	Operating as designed
Carrier (inside unit) Ser. # 4114X20957 Installed 2014		15-20 Years			29-30	Operating as designed
Roof						
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)	December 2015;July 2017			n/a		
Floors	December 2015					
Doors						
Windows						
Restrooms	December 2015					

ICC West

Acquired: 10/6/2006
Cost: $395,500.00
Renovation Costs: $1,495,313.32
Vet Tech Renovation Cost: $886,873.87
Culinary Renovation Cost: $152,744 +

Square footage: 40,499

The ICC West campus is located at 2615 W. Main in Independence. The facility is housed on 5.1 acres. It currently houses Allied Health, Cosmetology, Vet Tech, and community outreach courses. This facility was purchased in 2006 and fully renovated in August 2010. During the 2011-12 fiscal year, the ICC West was renovated to accommodate the Vet Tech program.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
ICC West						
RTU #1 Trane Ser. #950100259D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #2 Trane Ser. # 950100223D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #3 Trane Ser. #950100286D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #4 Trane Ser. #113910921D Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #3 VET TECH Ser. # 113910960L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #5 Trane Ser. #950100250D Installed 2009		15-20 Years		TBD	24-25	Operating as designed
HVAC (VET TECH #1 S. GROUND UNIT) Ser. # 110110019L Installed 2011		15-20 Years		$15,000	26-27	Operating as designed
HVAC (VET TECH #2-S. Side Ground Unit) Ser. # 113910969L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
Boilers (hot water heaters)				TBD		
Roof				TBD		

Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						Cosmetology painted 2017-By ICC maintenance team
****Floors (Cosmetology)**	Replace					Stripped and Waxed July 2018
****Floors (Wood Center)**	Replace				**	Stripped and rewaxed
****Floors (Classroom)**	Replace				**	
****Floors (Hallway)**	Replace				**	Stripped and Waxed Summer 2018
Floor (Multiple classrooms, hallways, labs, woods room)	Replace		No		16-17	Vet Tech Surgery, cosmetology, classrooms, halls
Doors	Update		No	5,000	16-17	Magnetic Door Holders per Fire Marshall
Windows						
Sign	6/30/12			$47,024.54		
Sprinkler System						Per fire marshall finding 8/2018 all visible sprinkler heads in public portions of building removed---maint trunk line in custodial area marked as non-operational.
Ducted Air Returns						Installed in cosmetogy classrooms and main room to increase air flow and reduce humidity in areas. Completed 8/2018 by D. Helmer
Culinary Addition					15-16 & 16-17	
Cosmetology Expansion					18-19	Emergency Exit Door, 2 partitions with doors

*****The floor replacement project is going to require addressing the moisture issues in this building. Testing of the subfloor has been performed and saturation levels are extremely high. Flooring types will be chosen based on suitability to the applications.***

Dorms

Bricks:
Built: April 1970
Cost: $514,000.00
Square Footage: 13,680
Renovations: 8/2015- Mold remediation (resulted in new carpet, paint, bed mattresses, and ventilation system)

Captains Quarters:
Built: 6/15/2001
Cost: $5,910,000
Square Footage: 43,774

ICC houses two dorm units that are owned by ICC. The units named "Bricks" are the original dorm structure that were built in April 1970. Ninety-six (96) units were built for a cost of $514,000.00

The "Brick" units are currently being managed by Bluffstone, all maintenance needs are being performed by Bluffstone staff.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Dorms						
HVAC	TBD					
Boilers	TBD					
Roof	TBD					
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	6/30/13			$7,674.00		

Doors						
Windows						
Sign						
Sprinkler System						

Maintenance Facility

Built:
Cost:
Square Footage: 2400

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Maintenance Facility						
Sterling Gas Heater		15 to 20 Years				
Window AC Unit (Director's Office)		10 Years				
Window AC/Heat Unit (Staff Office)		10 Years				
Hot Water Heater – ABS installed 1991		15-20 years				Operating as designed
Roof						Metal roof
Fire Panels/System						
Painting (Exterior)						Metal Building – No paint
Floors						Concrete
Doors						2 overhead and 1 service
Windows						2 small-ok

Parking Lots

Drive E/F was replaced in 2017 for the amount of $89,900. For the purpose of maintaining the life-span of our paved/concrete surfaces we will be spraying cracks and crevices several times throughout the growing year to prevent vegetation from further degrading the surfaces. Ideally we will work on attaining a bid to fill cracks and seal compromised areas. With approval I will work on attaining bids.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Parking Lots						
Drive E/F Fine Arts	4/27/12;7/2017			$56,883.00/$89,900		
Drive C (Student Union)	Replace			Estimate $75,000	18-19	Would be ideal to have work down while CLC addition is being done, we may save on trucking.
Drive A (Maintenance)						Satisfactory
Drive B (Dorms)				$1500.00	18-19	Speed bump needs to be installed
ICC West	Fill Cracks/Seal			Requires estimate	19-20	
Drive D (Admin)	Fill Cracks/Seal			Requires estimate	18-19	

Fleet

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fleet						
2000 Ford F450	9/25/10			53262.00		Running as designed
1993 Ford F-150						Running as designed
2002 Dodge Caravan						Running as designed
2003 Ford Escape (Inge)						Running as designed
2004 Ford Taurus						Running as designed
2001 Chevy Express Van						Steering going out/will need to be replaced
ICC West Ford Ambulance						Running as designed
1988 Ford AT Van						Running as designed
21-Passenger Shuttle						To be put on Purple Wave to auction
Enclosed Trailer (athletics)						Operating as designed
2009 Friesen Trailer						
2005 Carry On Trailer						

Grounds

The gas lines were replaced from the main located north of the Field House to the lateral lines connecting the Administration Building, Field House, Student Union, Academic Building and Fine Arts. The next big project will need to be working on the electrical wiring for campus light poles. Much of the electrical system is in excess of 40 years old and electrical issues (current going to poles) is occurring. The lack of adequate lighting poses a safety risk to the campus in the evenings.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Grounds						
Water Tower/Lines	11/6/2000			$175,000.00		
Campus lighting (light poles)				Need estimate		40 + year old wiring: various locations are having issues – shorting of electrical current
Football Practice Field						
Baseball/Softball Fields						
Sidewalks	6/30/2013			$44,338.29 Need estimates for improvement projects.		Replaced multiple sidewalks. Need culverts and work on sidewalks between CLC and Admin/AC buildings; various locations need patched/repaired
Dam Improvements	6/30/2013			$15,463.00		

Equipment

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Equipment						
Scoreboards						
Videotron	6/30/11			$50,000		Located at Shulthis Stadium
Observatory						Repair leaks in roof/repaint
Cosmo						
Vet Tech						
Allied Health						
Classrooms						
Mower	February 2016	7 years	No	9,000	15-16 RR	Hustler- Sandbagger
Mower	5/29/11	7 years	No	10,365.27		Hustler #2 needs replaced
Mower	Over 9 years old	7 years	No	9,000		Operating as designed
Golf Cart #1				$4,500	18-19	Golf Cart needs replaced
Golf Cart #2						Operating as designed
Golf Cart #3						Operating as designed
Snowblower						Virtually Brand New
Sprayer for de-Icer						Virtually brand new

Appendix 35

Facilities and Maintenance Prioritization Policy

Facilities and Maintenance Prioritization Policy and Technology Prioritization Policy

The purpose of the 2018-2019 ICC Facilities and Maintenance Prioritization Policy is to assure that the physical student learning environment is optimized through legal compliance, safety, sustainability, efficiency, and improvements. This will tie in directly with ICC's mission, which is, to serve the best interests of students and the community by providing academic excellence, while promoting cultural enrichment and economic development.

Discretionary expenditures are prioritized based on the following:

Tier	Category	Status
1	Compliance with fire and other applicable safety codes	Regarded as nondiscretionary – Must complete. Director of Facilities responsible
1	Compliance with ADA, Title IX, and other federal or state mandates	Regarded as nondiscretionary – Must complete. Compliance Officer/Title IX Coordinator and Director of Facilities responsible
1	Environmental controls (HVAC, electrical, plumbing, etc.)	Regarded as nondiscretionary – Must complete. Director of Facilities responsible
1	Immediate threats to structural integrity	Regarded as nondiscretionary – Must complete. Director of Facilities responsible
1	Food service equipment needs related to food safety	Regarded as nondiscretionary – Must complete. As reported by Director of Food Services to Director of Facilities
1	Academic environment safety issues identified through Academic Program review	Regarded as non-discretionary – Must complete (this item addresses the physical environment, not practices in the academic program that are designated as unsafe). Director of Facilities responsible
1	Grounds Maintenance related to ice/snow removal/storm responsiveness	Regarded as nondiscretionary – Must complete. Director of Facilities responsible
2	Fleet Maintenance	Discretionary – to be prioritized by Director of Facilities based on cost and urgency
2	Structural or other repairs that affect the learning environment	Discretionary – should be completed as soon as possible. Director of Facilities responsible
2	Repairs to security features	Discretionary – should be completed as soon as possible or another approach considered. Director of Facilities responsible
2	Food service equipment needs unrelated to safety	Discretionary. As reported by Director of Food Services to Director of Facilities
2	Academic environment enhancements identified through Academic Program Review	Discretionary – to be prioritized by VPAA based on funding availability and reported to Director of Facilities
2	Maintenance of Athletic Facilities	Discretionary -To be prioritized by Athletic Director and coordinated with Director of Facilities

2	IT-related improvements	Discretionary – based on prioritization chart in Information Technology Plan. Director of IT responsible
2	Parking/Building Access	Discretionary To be prioritized by Director of Facilities
3	Cosmetic improvements to areas primarily used by employees	Discretionary – to be prioritized by Director of Facilities in consultation with unit supervisor
3	Cosmetic or functional improvements related to recruitment or retention	Discretionary – to be prioritized by Admissions based on funding availability
3	Landscaping/Cosmetic Improvements to grounds	Discretionary-to be prioritized by Director of Facilities based on funding availability
3	Facilities Cosmetic Exterior upgrades	Discretionary-to be prioritized by Director of Facilities based on funding availability

*Items in categories 2 or 3 should be prioritized within that category to assist in work planning for the fiscal year, cash flow planning and considered for future budgets if deemed necessary to defer.

Technology Prioritization should be heavily weighted toward support for Learning:

Number	Criteria	Weight
1	Extent to which request is identified in program review	80%
2	Role of the technology in supporting curriculum or College services	10%
3	Extent to which the request represents a collaborative effort to use technology resources more effectively	5%
4	Sustainability of the technology in terms of ongoing support requirements and replacement costs	5%
Maximum points		100%

Appendix 36

Sample Funding Report for Turf Field

Dear Members of the Board,

Here is a summary of where we are with pledges to the practice field project - I didn't want to give these details at the meeting tomorrow:

Committed Donors for Turf Practice Field:

$50,000.00	Brad Oakes	First Oak Bank	
$50,000.00	Brian Williams	Labette Health	
$25,000.00	Corey Hugo	Hugo's Supply	
$20,000.00	Mark Woods	Woods Lumber	
$10,000.00	Steve Zimmerman	Football	Alumni
$5,000.00	Dan Barwick ($1000/year for 5 years)		
$5,000.00	Judi Harris (personal - $1000/year for 5 years)		
$5,000.00	Tammie Romstad ($1000/year for 5 years)		
$5,000.00	Terry Clark ($1000/year for 5 years)		
$175,000.00	already committed		

Donors we will be asking within the next week or so:

$10,000.00	Ray Woods	
$10,000.00	O'Malley's	
$10,000.00	Butch Holum	RSI
$10,000.00	Kevin Botts	Quality Toyota

I fully expect we will be at $200,000 by the end of this upcoming week. We will also be asking all Booster Club Members and CP2 Families to contribute. We also have a Go Fund Me account to reach out to viewers of the show and local fans to donate money for a turf field, which has already raised $1,120.00 in 48 hours.

This is great progress in just a couple of days - credit goes to Tammie for developing these kinds of relationships!

Best,
Dan

Appendix 37

Requested Budget Items 2018-2019

NEW FUNDING REQUESTS BY DEPARTMENT:	Instructional Supplies	
Computer Information Science		
Web Design and Development		
Administrative Office Management		
Music		
Business Administration		
Computer Information Technology	This can help defray costs associated with materials/supplies for the hands-on project classes.	$2,000.00
Art	Need to potentially increase for new instructor.	$1,000.00

Professional Dvpt:		Maintenance:	
iTRAC in Wichita	$30.00	Remove carpet in AC106, 107, 108--Polish floor	?
ACTE	$1,000.00		
Teaching Professor	$1,000.00		
Same info as CIS		Remove carpet in AC106, 107, 108--Polish floor	?
iTRAC in Wichita	$30.00	Remove carpet in AC106, 107, 108--Polish floor	?
Teaching Professor	$1,000.00		
ACDA, KMEA, choral/band conferences	$2,000.00	Piano tunings, band instrument repair	Current: $950.00, Desired: $2,000.00
		New/Replacement of Instruments for students who cannot afford them	$3,000.00
CompTIA conference each year (locations and therefore travel vary)	$1,000.00		
annual iTRAC Teaching & Learning conference	$30.00		

One-Time Purchase:		Course Fees (Student Cost)	
New Chairs for all desks	$2600.00 to $3,900.00		
New Desks for students	$2,500.00		
New Chairs for all desks	$2600.00 to $3,900.00	Industry Certifications	$65.00 to $80.00
New Desks for students	$2,500.00		
HoverCam HCP3-P Pilot 3 Plus Podium	$4,000.00		
New Chairs for all desks	$2600.00 to $3,900.00		
New Desks for students	$2,500.00		
		Industry Certifications	$3,500 ($95-200 per test per student)

Marketing		Personnel	
Creating an advertising campaign that would present all of the Accounting and Business programs available to the public and market using flyers, ads, etc.	$2,500.00		

Other:	
Provide a separate budget line for CIT so that funding and expenses can easily be tracked	

Appendix 38

2017-2018 Budget Reviews

From: Daniel Barwick
Sent: Tuesday, July 17, 2018 2:41 PM
To: 'Norman Chambers, Chairman ICC BOT' <nchambers@cableone.net>; 'Valerie DeFever, ICC Trustee' <val.defever@yahoo.com>; 'Jana Shaver, ICC Trustee-elect' <jshaver@cableone.net>; 'normanchambers' <norman.chambers@classltd.org>; 'Cynthia Sherwood, D.D.S.' <csherwood@terraworld.net>; 'Terry Clark' <terrycl@cobaltboats.com>; 'mikewsu@gmail.com' <mikewsu@gmail.com>
Cc: Beverly Harris <Bharris@indycc.edu>
Subject: Budget review meetings

Dear Members of the Board,

I try to have at least three options for Board Members regarding budget review meetings. Here are the time slots I have created for board members:

Thursday, July 19, 5-7 PM

Tuesday, July 24, 1-3 PM

Tuesday, July 24, 6-8 PM

Please let me know if you would like to attend any of these, so I can make sure we don't accidentally have a quorum. If none of these times work for you, no problem – I will find a time and day that work with your schedule.

Thanks,
Dan
--
Daniel W. Barwick, PhD
President
Independence Community College

2017 – Ranked #1 in Kansas for Success of Transfer Students
2016 – Ranked in the top 1% of Community Colleges in the U.S. for Student Educational Goal Attainment
2015 – Ranked in the Top 5 Most Affordable Community Colleges in the United States
2013 – Ranked in the Top 50 Best Community Colleges in the United States

Like me on Facebook here

Appendix 39

MDH Turf Document

Tammie Geldenhuys

From: Tom Barta <tjb5152@hotmail.com>
Sent: Sunday, November 13, 2011 10:03 AM
To: Tammie Geldenhuys
Subject: Stadium Project

Tammie,

Since you were so helpful to me in my last visit to Independence I thought I would keep you informed as to where we are at in the process. We have a meeting scheduled to meet with Mr. Chuck Schmidt and Mr. Fred Meier of the Independence Public School system on Wednesday November 16, at 1:30 to discuss this project with them. I again want to thank you for taking the time to visit with me. If you would want us to stop by after our meeting it would be a privilege, I will have with me the district turf representative from Tiger Turf Bob Aurich, not that they necessarily have to be the turf provider and our vice president in charge of McAnany's sports construction division, Ed Huggins.

The main reason for my change in companies, we can work with a number of turf provider's which some turf companies are presently moving towards, sports construction companies and I truly believe McAnany is the cadillac of the business, reputible, honest, 60 year family owned, large bonding capacity, integrity, a true design/build company. As you talk to turf companies they will all tell you, it is not the turf that makes the field, it is the base that goes underneath. Tiger Turf is owned by Tencate, the fiber company that provides to Astro Turf. I have also been in on meetings with Bonar, who supplies to Pro Grass and Act Global and Mondo Manufacturing, all great companies and all are willing to work with us. Tencate is the #1 turf provider and Bonar is #2.

Regards,

Tom Barta
MDH Turf
785-221-6158
tjb5152@hotmail.com

Appendix 40

CSD Documents

Tammie Geldenhuys

From: Tammie Geldenhuys
Sent: Wednesday, December 13, 2017 4:41 PM
To: info@CsdCouncil.org
Subject: Turf Field Installation

Mr. O'Connor – I would like to visit with you to find out more information as we are interested in both renovating our outdoor football practice field and building and indoor athletic facility. This past season we were filmed by Netflix for the 3rd season of Last Chance U to be aired July 2018. They are planning on coming back next year to film season 4. We would like to have these projects included in our story of creating a National Junior College Championship Football Program. I can be reached at (620)330-3984 (cell) or 620-332-5481 (office). Last day our campus will be open before break is this Friday – December 15th until our offices reopen after the holidays on January 4, 2018.

Look forward to visiting with you.

Tammie Geldenhuys, VPSAA
Independence Community College

Tammie Geldenhuys

From: Joe OConnor - CSD Council <joeo.csdcouncil@gmail.com>
Sent: Thursday, January 11, 2018 4:37 PM
To: Tammie Geldenhuys
Subject: Re: Turf Field Installation
Attachments: 2017 CSDA Funding Initiative Announcement- 1-1-17.pdf; 2017 CSDC FAQ FLYER.pdf; CSDC-Project Evaluation Application- 4-1-17.doc; Mail Tribune article - Eagle Point.pdf

Hello Tammie, thank you for your email.
I saw that your campus was closed over the holiday and I wanted to follow up with you this week.
We would love to discuss your project and your mission there. It is quite possible we could be of assistance through our national sponsorship and funding program. I am attaching here some information for you to review. I would love to hear back from you once you have a chance to look this over.

On Wed, Dec 13, 2017 at 2:41 PM, Tammie Geldenhuys <TGeldenhuys@indycc.edu> wrote:

> Mr. O'Connor – I would like to visit with you to find out more information as we are interested in both renovating our outdoor football practice field and building and indoor athletic facility. This past season we were filmed by Netflix for the 3rd season of Last Chance U to be aired July 2018. They are planning on coming back next year to film season 4. We would like to have these projects included in our story of creating a National Junior College Championship Football Program. I can be reached at (620)330-3984 (cell) or 620-332-5481 (office). Last day our campus will be open before break is this Friday – December 15th until our offices reopen after the holidays on January 4, 2018.
>
> Look forward to visiting with you.
>
> Tammie Geldenhuys, VPSAA
>
> Independence Community College
>
> MISSION STATEMENT: Re-approved March 9, 2015: Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

--
I hope you have a great day today!

Joe O'Connor
www.csdcouncil.org
"In service together to create special venues for neighborhood centers & community outreach"

The Community Sports Development Alliance

A NATIONAL NETWORK OF SPONSORS AND FUNDING PARTNERS SUPPORTING THE DEVELOPMENT OF NEW ALL WEATHER SPORTS FIELDS AND FACILITIES

THANK YOU TO OUR CORPORATE PARTNERS & SUPPORTIVE VENDORS :

GENERAL ELECTRIC
GE POLYMERS
TURF MILL DIRECT
WESTERN RUBBER
DELATA GRIND RUBBER
FREESPAN1 ENGINEERED SYSTEMS
NUCOR STEEL SYSTEMS
BAEZ SPORTS GROUP
ECOSCAPE OUTDOORS
BISSETTE ARCHITECTURE
LOWES.COM
HOME DEPOT.COM
BUSINESS LIGHTS.COM
OLYMPIA STEEL
FREESPAN1 STEEL
FARWEST STEEL
SPORTS LIFE INTERNATIONAL
SPORTS ACROSS IRELAND
BALLYMUNN REGENERATION, LTD.

SPORTS FIELD DEVELOPMENT SPONSORSHIP APPLICATION AND EVALUATION FORM

Name of Organization, School or Agency: INDEPENDENCE COMMUNITY COLLEGE

Address: 1057 W. COLLEGE AVE. Phone: (620) 332-5481 cell (620) 330-3984

Contact Person: TAMMIE GELDENHUYS Title: VPSAA

Are you a 501 (C) (3) tax exempt organization? YES Email: tgeldenhuys@indycc.edu

Brief Description of Project under Consideration: INDOOR PRACTICE FACILITY (180×160) AND OUTDOOR PRACTICE FIELD W/ FENCE & OUTDOOR LIGHTING

Size of Field: 360' x 160' (sq. feet) Location of field: college campus

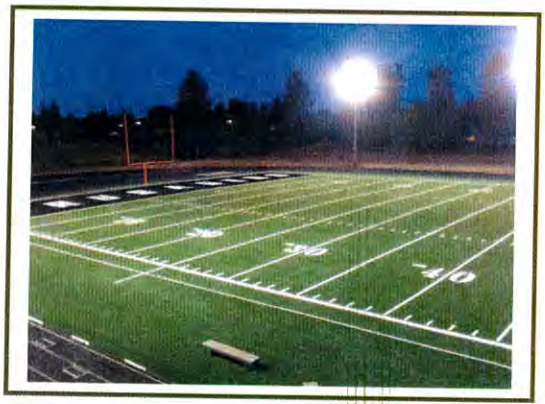
It is recommended that you attach a separate brief 1 page description (on your organizations letterhead), and please address the following issues- a one or two sentence answer is totally fine:

1. Please describe the specific details of the sports project being considered. Size? Etc.
2. Will the project be located on private or public land? Is the land already acquired?
3. What timeframe is your goal for development or installation?
4. Most of the CSD Alliance sponsored & approved projects will sponsor 60% - 70% of the funding needed. Can your organization provide the balance (Typically $ 380,000 - 440,000) of the funds needed?

Please email this document, along with your cover letter for processing with the CSD Alliance review committee. Applications are reviewed as they are received, typically requiring a 14 – 21 day review period. If your application meets the general guidelines for approval you will be so notified and you may be requested to submitting additional supporting information through our CSDA representative. Please also mail, by regular mail to our street address below.

Scan & Email to: info@csdcouncil.org

Mailing Address: **CSD Alliance**
4676 Commercial SE #1
Salem, Oregon 97302



Thank you !!

The CSD Alliance Sponsorship Team

Coming soon for processing new projects: www.CSD-Alliance.com

THE COMMUNITY SPORTS DEVELOPMENT ALLIANCE

A NATIONAL ALLIANCE OF SPONSORS & FUNDING PARTNERS
SUPPORTING THE DEVELOPMENT OF ALL WEATHER SPORTS FACILITIES

COMMUNITY HOPE

THANK YOU TO OUR FUNDING ALLIANCE & VENDOR PARTNERS:

GENERAL ELECTRIC
GE POLYMERS
WESTERN CRUMB RUBBER
FREESPAN1 ENGINEERING
ECOCARE INDUSTRIES
NUCOR STEEL SYSTEMS
BERNAL SPORTS INSTALL.
AIB SPORTS GROUP
BAEZ SPORTS GROUP
ECOSCAPE OUTDOORS
INDOOR PARK SYSTEMS
KILGORE-BLACKMAN
LOWES.COM
HOME DEPOT.COM
BUSINESS LIGHTS.COM
OLYMPIA STEEL
FARWEST STEEL
VALLEY FABRICATION
SPORTS LIFE INTERNATIONAL
SPORTS ACROSS IRELAND
CAPE TO CAIRO-YWAM
BALLYMUNN REGENERATION

2/6/18

To: **Tammie Geldenhuys, VPSAA**
Independence Community College
1057 W College Ave.
Independence Kansas

Re: **Sponsorship Approval Letter**

Synthetic Premium NCAA/NFL Quality Turf Systems

- **Two Synthetic Turf Sports Fields – 60,000 sq. ft & 29,000 sq. ft.**

Dear Tammie,

It has been a pleasure connecting with you about the sponsorship by our CSDA for the new community college athletic fields. We have received your information submitted to the CSD Alliance for consideration of a sponsorship and support-funding package. We still need to confirm the accurate sizes of the sports field areas to receive synthetic turf, which can be determined in future weeks.

I am pleased to notify you, by way of this letter, of our approval and commitment to proceed with sponsoring your synthetic turf field projects according to the following terms and conditions:

1. We are able to confirm that the land is owned or under lease by your College or another nonprofit 501 (C) (3)
2. Our CSDC Alliance hereby agrees to provide up to 70% sponsorship in a support-funding package to cover the majority portion of the cost of a new state-of-the-art synthetic turf sports fields within the framework of our national program.
3. We project that you (or your donor's) balance or share of the cost of the new turf fields will be limited to approximately 30% - 35% of what normal costs would be for such a field. An average HS sports stadium field (85,000 sq. ft) now costs $1.2 - $1.4 million. Achieving this 70% sponsor funding goal will also require the help, sponsorship and collaboration of a local site prep excavator/contractor - We will discuss this later in this letter.

This Project Approval Letter is valid for the sports fields set forth below for our 2017 – 2018 school years. This commitment may be extended beyond that time period if necessary.
Our support of the installation of the integrated synthetic infill turf system(s) would cover the following:

4. **Use of Premium 42 Oz. Polyethylene Rubber Infill Turf Field – NCAA/NFL Quality Fields** This premium turf would be produced by our alliance member turf production mill (one of the largest in US) specifically for this project under our CSDA national funding program. We recommend this 42 oz. per sq. yard weight "Poytan- Polytex" advanced "Rhombus" turf fiber product. This turf specification has a 20% higher fiber density than the typical turf product currently being installed and is projected to have a far greater longevity/endurance. It also has been independently tested for far higher endurance and longevity using objective 3rd party lab testing labs. All turf product materials come with a full 8 year warranty. The quality of workmanship of the installation is also fully warranted by the installation contractor.

Summary of Project Cost – The numbers below are your share of the sponsored project cost:

A. Multi Purpose Sports Field #1: 60,000 sq. ft - + (Final dimensions and sizes to be determined and outlined in MOU)

$ 216,500 **Project planning, Integrated Turf System, Crumb Rubber Infill & Install Contractor – All like kind sponsorships (Includes complete: Turf System Production + Turf Install Company + Crumb Rubber)**

$ 82,000. **Estimated Goal & allowance for Site Work & Crushed Rock Base – Your project will need a local contractor/sponsor . This is the estimated sponsored allowance goal needed for the site work to be completed, subject to confirmation.**

$298,500* Your Total Projected Cost: This is your share of the sponsored cost goal + shipping (outlined in MOU)

*Note: The market value of this sports field, the day it is complete, will be approx. $900,000 +

B. Indoor Sports Field #2 - 29,000 sq. ft. (Final dimensions and sizes to be determined and outlined in MOU)

$ 104,400. **Project planning, Integrated Turf System, Crumb Rubber Infill & Install Contractor – All like kind sponsorships (Break Down: Softball Turf System Production + Turf Install Company + Crumb Rubber)**

$?? Estimated Goal for Site Work & Crushed Rock Base – Your project will need a local contractor/sponsor If indoor current surface is concrete you should save on this cost for site prep

$ 104,400 * Your Total Share of Projected Cost (your share of the sponsored cost goal + shipping- outlined in MOU)

*** The actual market value of this sports field once installed is $319,000 dollars. ($11 a sq ft installed)**

** The above cost projections have been calculated based on using alliance sponsors along with private donor and non public funds for your share of the costs. This has not been calculated using higher prevailing wage government bidding rates. If public tax dollars are used, verses using donated private funding, or school district funds made available by way of a grant to the boosters or a private donor group, this can affect the way we organize the project & the labor portion of the install will increase somewhat.*

Other Important Cost Factors To Consider: There are certain controllable cost variables that can greatly increase or reduce the cost of a particular sports project. Our CSDA funding approach and mission has been designed to help schools, colleges, sports clubs, parks departments and non-profits fund & acquire premium synthetic turf fields that simply don't have a $1.4 million + available for these projects . Most of the projects we support are worthwhile projects that would likely not ever be able to move forward, without the help of our CSD Alliance program. The square footage numbers used in this Approval Letter are dimensions that are estimated at this point. We realize they may be adjusted up or down by you for your project. There also may be some additional cost variables based on the then current cost of shipping & normal wastage during install. This cost and sponsored price goal structure also anticipates and makes allowance for using a current fields existing drainage system, but then improving this system significantly by adding an additional 6" + crushed rock drain field on top of that. Adding this very well draining 6" – 8" crushed rock turf system base on top of your current field location, significantly upgrades and improves your current drainage system function (by a factor of about 200%) when it is carefully installed to provide maximum improved drainage. If you elect to upgrade the drainage system even beyond this (which usually is not done for cost reasons) you will experience additional site improvement costs associated with that decision. All synthetic turf fields are designed to be sealed and trimmed on the ends and sidelines with a pressure treated subterranean wooden tack board system- sometimes attached to an existing curbing system. If you elect to install new concrete curbing, (which some projects prefer for aesthetic reasons) this will also add modestly to the cost of the site work being undertaken. All work is also subject to "weather permitting" time frames. All cost projections for turf, crumb rubber and installation contractor are based on current commitments from our alliance members and are firm, but subject to change. The turf installation supervisors and foreman from the CSD Alliance installation company are very experienced West Coast (Oregon- California) licensed and bonded contractor(s) who may work under your Project Manager or a General Site Contractor (GC) as a subcontractor/consultant for the installation. This pricing structure also includes allowances for local labor to supplement the supervisory crew of approximately 8- 10 workers to assist during the 3 weeks needed per field for the installation. Your share of the install cost that is set forth above does not include any additional or unexpected bond requirements, insurance, taxes, permits or hard scape site work. All alliance member products and services are provided under a sponsorship agreement and are not considered cash grants. Donors and boosters who participate with you for maximum tax advantages do not have to consider our CSD support as any kind of cash income or revenue.

5. Site Excavation Contractor Will Also Be Invited To Join the Project in a Partial Sponsorship. As stated above, it is very important that a local site and excavation contractor is identified and invited to participate in the project as a project sponsor as well. This doesn't mean they do this work for free, but just at a pre-agreed sponsored price that allows the project to hit its 30% final cost budget goal. We will work closely with you to line this up. There are two general components to this site prep work:

A. The labor, equipment and basic rough demo & grading at the site and;

B. Installation and compacting of six to eight inches of ¾" crushed rock base and other drainage material installed. A typical 80,000 sq. foot soccer or football field would normally require about 3650 + - tons of crushed rock (gravel), a 95,000 typical baseball field would require approximately 3950 + - tons of crushed rock. This cost factor is already calculated into the projected sq. foot sponsored site work allowance set forth above. This crushed rock is fairly standard and generally available in most regions for $12.00 - $16.00 per ton. (A sponsored price can be for even less of course). All of these estimates will be reduced to binding purchase orders and contracts with the local sponsoring site contractor. Without a site excavation contractor sponsor, who agrees to do the work for $1.30 a sq. ft., you may find yourselves paying $2.50 - $3.00 per sq. for the site prep work, which we want to avoid.

OTHER GENERAL INFORMATION

6. Warranty. All premium synthetic turf for this project provides a full industry standard 8 year warranty.

7. Additional Sports Field Options: See estimates above. If any additional optional inlaid lines are requested, beyond the standard white tufted soccer side lines and endlines lines, there will be a modest additional material and labor cost for those additional lines (soccer circles, lacrosse lines, etc). Many projects use special synthetic turf paint to have their field look realistic. Additional line cost is based on a per lineal ft cost (typically $5.00 - 6.00 per lineal ft. of colored line material). In addition, Yard Markers, Numbers and hash marks are available at a modest additional cost, but it is highly recommended that

all interior field lines & numbers are painted, not cut and glued in, to add to the longevity & endurance of your sports field. The special paint available normally only needs to be touched up once or twice a year. There is a high quality, high tech paint made specifically for this. This recommendation is made to ensure the greatest longevity of each field, since everywhere that extra lines, logos and markers are installed the green turf has to be cut out, resulting in glue joints where the white or colored turf is glued in. This results in a somewhat shorter lifespan than having all sewn seams.

8. Logo & Mascot Lettering Option: A colored turf logo can cost between $6800 and $11,000. In addition to a Logo, large 15' high endzone letters, spelling out the name of your mascot or school name are also available to be produced at the laser cutting operation of the turf mill for a cost of approximately $500- $600 per letter. Each letter can be installed in the field for $250 labor per letter. The final and complete letter and art work option cost figures will be finalized, reviewed, approved, and agreed to in writing by you prior to installation.

9. Local Equipment Sponsor is also desirable: In order to keep the sponsoring install contractors cost at the lowest level, without compromising quality, we will also try to invite a local equipment rental company to participate with us in supplying some modest, but necessary install equipment at the site during the 3 week (per field) install. (Bobcat, fork lift, compressor, generator, etc.). Hopefully they will extend at least a 50% - 100% rental donation. This equipment, when rented by the month would normally all together cost about $4800 for the duration of the project, so although important, this is not a large cost item.

10. This is a Preliminary, But Firm Commitment. The purpose and intent of this Project Approval Letter is to provide a preliminary but firm commitment from the CSD Alliance and the CSD Council, Inc. to allow you to move forward through the next steps of securing your share of the funding commitment. It is not intended to be an exhaustive detailed description of the project. We would anticipate that no monies or like kind donations would occur until the whole project is solidly locked in and more specifically described in a formal **"Memorandum of Understanding"** that all the participating parties approve. Approving and signing this MOU would be the next step in the project development process. The only "up front" cost to your organization in preparation for the actual installation of the sports facility is a **1% turf production deposit fee** (typically $3800 - $4800) that is paid to the escrow account of the national alliance coalition at the signing of the MOU. This deposit goes into this special project account and is fully credited & applied toward your purchase of the turf and installation crew expenses. This is a non refundable deposit. This process also allows you to be sure that we address all concerns and questions that may be posed by your organization and staff, as well as donors and other stakeholders in the project. If your project is using a "Collaborative Donor" to help fund your share, we can provide you with suggested templates for agreements that will help the donor achieve the maximum allowable tax advantages and credits. It is up to your Donor and supporters to seek out his/her own tax advice on these matters.

11. 2015-16 Sponsored Alliance Pricing Still In Force. The generosity of our CSD Alliance members has allowed us to project support for new 2017 – 2018 projects still based on 2016 sponsored pricing (which we are very thankful for) . There is always a chance that the raw material components that go into premium synthetic turf fields (Polyethylene fibers, urethane, latex and fabric backing, crumb rubber pellets, etc.) will experience price increases if actual installation is in the distant future, which will have to be accounted for. Once we sign the Memorandum of Understanding (typically good for one year) , the goal is that those cost /sponsor commitments will all be locked in, so the sooner we execute the MOU the better. We are looking forward to your project moving toward completion and becoming a real blessing to your school and whole region.

With kind regards,

Joseph O' Connor JD

Executive Director –
CSD Alliance – www.csdcouncil.org

THE COMMUNITY SPORTS DEVELOPMENT ALLIANCE, Inc.

A NATIONAL FUNDING & SPONSORSHIP ALLIANCE SUPPORTING THE INSTALLATION OF NEW COMMUNITY SPORTS FIELDS & INDOOR VENUES

THANK YOU TO OUR FUNDING ALLIANCE & CORPORATE PARTNERS:

GENERAL ELECTRIC
GE POLYMERS
WESTERN RUBBER
LASER TURF CUTTING CO.
BISSET ARCHITECTURE
TURF TUFTING MILL
BAEZ SPORTS GROUP
KILGORE-BLACKMAN
LOWES.COM
HOME DEPOT.COM
BUSINESS LIGHTS.COM
OLYMPIA STEEL
FARWEST STEEL
VALLEY FABRICATION
SPORTS LIFE INTERNATIONAL
SPORTS ACROSS IRELAND
BALLYMUNN REGENERATION

ALL SEASON SYNTHETIC TURF FIELD DEVELOPMENT
2017 FUNDING & RESOURCE DEVELOPMENT INITIATIVE

WHAT: NEW STATE-OF-THE-ART SYNTHETIC TURF FIELDS SPONSORED THROUGH THIS PROGRAM WHICH WILL COVER BETWEEN 60% & 70% OF COST THROUGH SPONSORSHIP BY OUR SUPPORTIVE NATIONAL ALLIANCE MEMBERS

FOR WHO: CLUBS, SCHOOLS, COLLEGES, PARK SYSTEMS & FAITH BASED GROUPS

HOW: WE ISSUE YOU A PROJECT APPROVAL LETTER COMMITING OUR SUPPORT. YOUR ORGANIZATION IS STILL RESPONSIBLE TO RAISE 30% + -

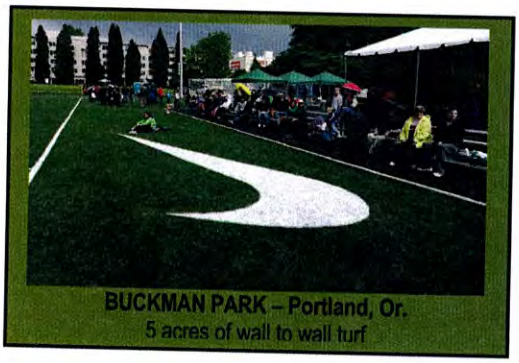
PROJECT REVIEW AND APPROVAL THROUGH: CSD ALLIANCE SUPPORT TEAM
www.csdcouncil.org

The CSD Council & The CSD Alliance is an alliance of sponsors, funding supporters & manufacturers. As a sponsorship network, we are passionate about bringing affordable synthetic turf sports fields to organizations and communities in need.

EXAMPLE- To install a $1.3 million NFL quality stadium turf project:
Your share (cost) for premium NFL/FIFA quality turf field: $305,000 turf system
$115,000 Site Prep

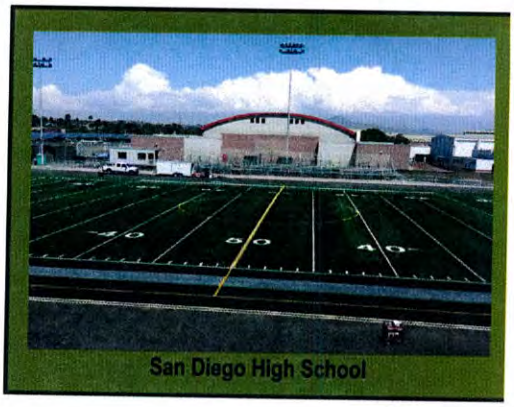
Our Sponsorship Share of the balance- typically: $800,000 +
Final value of field that is installed : $1.3 million +

GRAND OPENING IRELAND YOUTH SPORTS COMPLEX WITH BISHOP DESMOND TUTU

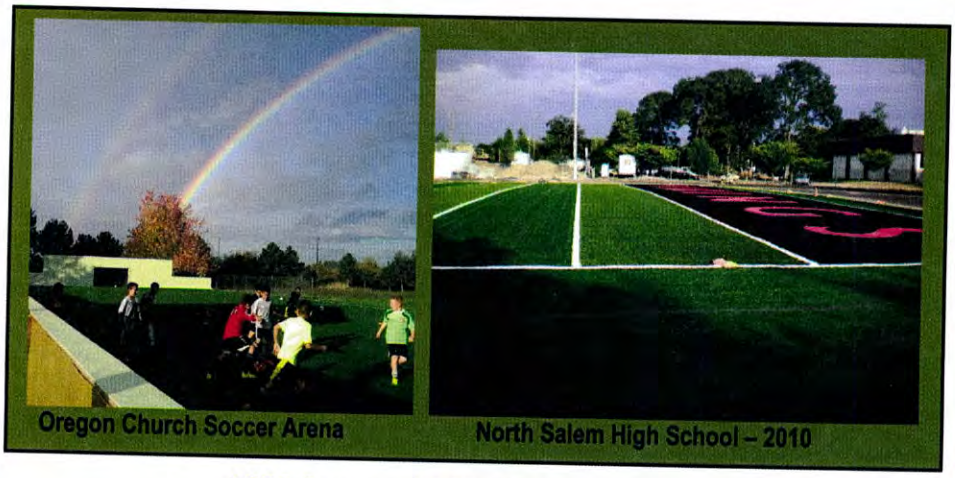


BUCKMAN PARK – Portland, Or.
5 acres of wall to wall turf

Premium NFL Quality Synthetic Turf Fields



San Diego High School



Oregon Church Soccer Arena

North Salem High School – 2010

Email us for a "Project Evaluation Form !!

5 STEP PROCESS FOR RECEIVING SPONSORSHIP:

1. EMAIL US A PROJECT EVALUATION FORM
2. WE REVIEW FORM FOR APPROVAL
3. WE ISSUE YOUR ORGANIZATION A "PROJECT APPROVAL LETTER" OUTLINING YOUR FINAL COSTS AS WELL AS OUR SPONSORSHIP COMMITMENT
4. WE MUTUALLY EXECUTE A "MEMORANDUM OF UNDERSTANDING
5. SPORTS FIELD IS SCHEDULED FOR INSTALLATION

4676 Commercial SE #1 Salem, Oregon 97302 503.581.1838 Fax 503.391.6954
www.CSDCouncil.org USA * South Africa * Ireland * Mexico * Asia Email: info@CSDcouncil.org

FAQ

FREQUENTLY ASKED QUESTIONS ABOUT CSD Alliance Sponsorship & SUPPORT

WITH THIS NEW INITIATIVE, HOW WILL THE CSD ALLIANCE SPECIFICALLY SUPPORT & HELP FUND NEW SPORTS FIELDS ?

The CSD Council inc. is strictly an information and resource networking organization. The individual sponsoring alliance members are the actual professionals that get involved in the hands delivery and installation of your sports field project. This Alliance consists of generous independent sponsoring companies, including the turf production mill, installation contractors, crumb rubber mills, shipping companies, laser cutting turf professionals and much more. You do not contract with CSD Council or pay us as an organization for anything. Even a nominal 1% deposit that is paid at the time the Memorandum of Agreement is signed , is credited 100% toward the purchase of your new turf system. Our primary objective is to connect you with our sponsoring mills, contractors and suppliers who have already agreed in advance to sponsor a certain number of community sports projects per year. This typically is 12 – 15 projects max. We usually establish a 65% - 70% baseline sponsorship goal so that your local school, or sports club only has to cover the remaining 30% + - cost for a new synthetic turf field.

WHAT IS THE TYPICAL PROCESS TO MOVE YOUR PROJECT FORWARD TOWARD APPROVAL AND INSTALLATION?

Besides working with you to determine the size and scope of your sports field project, the CSD Alliance (CSDA) will also issue a "Project Approval Letter". More importantly, we will secure specific written commitments from the sponsoring alliance members and corporate partners who have agreed to participate and support your particular project. As mentioned previously, our goal is to approve an installation & sponsorship plan, that together with other funding and even local sponsors, will cover up to 70% of the typical cost of installing and new synthetic turf sports field or a community sports outreach center. Having this Project Approval Letter in advance also goes a long way in helping you raise the necessary remaining 30% balance you will need by allowing you to say that you already have 60% - 70% of the cost in place. There are also other tax incentive donors that may want to get involved as well.

ONCE OUR SCHOOL OR ORGANIZATION WORKS WITH YOU TO CONFIRM THE SIZE AND SCOPE OF THE SPORTS VENUE, ARE THERE ANY "STRINGS ATTACHED" AS FAR AS WHO USES THE FACILITIES OR PROGRAMS OFFERED ?

The general answer to this is "No". Our mission and vision is to help provide and network you with significant sponsorship resources to be able to make available more year round, all season sports venues in communities- especially at risk areas of inner cities, smaller rural areas and low income school districts. We have no desire to control the programs that are implemented once installed. We will fulfill our mission if we can help put sports venue development tools in your hands to better serve your community.

IS THE CSDC A NON PROFIT ORGANIZATION? HOW IS THE CSD COUNCIL FINANCIALLY SUPPORTED ? The CSD Council, Inc. was initially formed as a non profit trade alliance. We are not a 501 (C) (3) non profit, in that we never solicit or accept donations and we do not issue tax deductible receipts. The Community Sports Development Alliance, LLC, a sister organization, is the Pacific Northwest based consulting group that employs necessary staff, covers communication, travel and office expenses, etc. CSDA will occasionally (though rarely) also get involved on a "Professional Services" basis where a school district wants to secure a donated turf field and those professional services can then be provided by the CSD Alliance, but always with the support of all of the other alliance members. We are very similar to a national trade organization that garners positive PR and good will for our alliance members while providing an avenue for them to give back to the community with their participation in our community based projects. We have been blessed to have had the support and sponsorship from some very strong national and privately owned corporations that believe in the mission and vision of our organization enough to partner with us on these select various projects. The overall goal in organizing the CSD Alliance in this way was to find creative, sustainable ways to help grass roots community groups afford to install these state-of-the-art sports facilities for a fraction of the normal cost (typically only 30 %).

WHAT IS THE TYPICAL PROCESS FOR HAVING A PROJECT SPONSORSHIP PACKAGE AWARDED? First, we ask you to fill out for us a simple one page "Project Evaluation Form" that tells us a bit about your project, your organization and your location. Second, we evaluate your project at our project evaluation committee level and determine if it is in line with our organizations mission. Third, if we determine that your project does meet these guidelines, then we will issue you a "Project Approval Letter" that outlines the general terms and conditions by which the CSD Alliance members have agreed to participate in the resource development and help with the funding of your project. Finally, once your organization and the CSD Council have agreed to move forward with your project, we will enter into a more formal "Memorandum of Understanding" that sets forth the next steps and framework for a successful installation.

WHAT IS THE NORMAL TIME FRAME TO MOVE THROUGH THIS PROCESS? The preliminary application and approval process would normally take between 10 - 14 days, depending on the size and scope of the project. The Memorandum of Understanding and the alliance member commitment documents would then take another 30 days to draft and approve after the sponsorship balance has been confirmed. So, it would be expected that the fastest a typical project might move from application to actually ground breaking would be in the 60 – 90 days range, and sometimes longer. Most projects want installation in the summer, so that is a factor too.

without a grant, it's not likely that we as a community would be able to afford to do something like this," he added. "We're the type of school they said they want to help out." Panned for its facilities over the years, Eagle Point added much-needed lights at Eagle Stadium one year ago and Schauffler said the new turf will supply another shot in the arm for the community. "Between the field and the lights, it was probably one of the worst fields in the area," said the coach. "We resolved the lighting issue last year and now the field, so as far as the football complex goes, we're going to have something that's as nice or better as anyone else." Making the transition to Synthetic Turf has been a wish-list item for a while, but Schauffler said generating the necessary interest and desire to help out financially— especially given ongoing budgetary concerns — made it unrealistic despite the potential benefits.

"I think there's a lot of people who think a turf field is a luxury item," he said, "but I think once they see how many kids are using it and how helpful it can be for so many people even beyond football, I think they'll see the benefits and importance of having something like that. That field this fall alone is going to get a lot more use than it ever has probably in one year." As an added benefit, Hodges said the booster club has a 10-year agreement in place with the school district that allows it to receive revenues for the field's use for any non-District 9 school function. "It's going to be a double benefit for the district because not only is it getting a turf field," said Schauffler, "but now it's getting a viable booster club with a really viable program in place to raise money and allow it to self sustain some of these programs." Hodges said the booster club is responsible for picking up the tab for Eagle Point's middle school sports programs, and the agreement will help allow for that, as well as various other ventures beyond the realm of "I'm a football guy but the thing that got me is we're going to be able to reach a lot of children in a lot of different activities, from drama to FFA, and hopefully we'll be able to do more than we've ever been able to do," said Hodges. Both Schauffler and Hodges said the community support throughout this process has been invaluable, but none more than the efforts put forth by EP school board member Ted Dole, who also owns Water World Boating Center. "Basically if it wasn't for him this wouldn't be happening," said Hodges. "I don't know how his business can be thriving because it seems like he spends all of his time working on getting this field. The guy has devoted the last few months of his life to make sure this happens for all of us."

Schauffler said Dole has done most of the extra grant writing for him to help close the gap in expenditures and has been one of the group's key fundraisers. Dole has also donated a jet boat sled and Can-Am side-by-side four wheeler that will be part of an upcoming raffle by the booster club (www.eaglepointboosters.com), with a cap of 8,000 tickets to be sold at $10 apiece, according to Schauffler. The raffle will be held at halftime of Eagle Point's final home football game Oct. 12th.

Reach reporter Kris Henry at 541-776-4488, khenry@mailtribune.com, www.facebook.com/krishenryMT

EPHS TURF PROJECT

FUNDING: The Community Sports Development Council, Inc., supplied about $700,000, with the rest generated through grants and fundraising. WHAT TO EXPECT: The green FieldTurf will be regulation size for football as well as soccer, with artificial turf ranging from each edge of the existing track. All track event stations will be moved to just beyond the end zone areas, with throwing events moved to the nearby grass practice f

A BROAD AND FAR REACHING COMMUNITY WIDE IMPACT CAN BE REALIZED WHEN A GENEROUS DONOR AGREES TO FUND "ALL SEASON - ALL WEATHER" SPORTS FIELDS

5 COMPELLING FACTORS & ADVANTAGES FOR A DONOR TO CONSIDER

Community Sports Development Council

A NON PROFIT ALLIANCE FUNDING & HELPING COMMUNITY SPORTS DREAMS COME TRUE

www.csdcouncil.org

503 . 581 . 1838

1. ALL INCLUSIVE, COMMUNITY WIDE BENEFIT. HAVING ALL WEATHER, ZERO MAINTENANCE SPORTS FIELDS ALLOWS YOUR PARKS, SCHOOLS OR CLUB SPORTS PROGRAMS TO HAVE UNLIMITED ACCESS TO THESE STATE-OF-THE-ART SPORTS VENUES, WITH PLENTY OF TIME TO SERVE OTHER COMMUITY GROUPS AS WELL. YOU CAN USE THESE HI TECH VENUES 24/7 AND THEY REQUIRE NEARLY ZERO MAINTENANCE.

2. ADDRESSING THE GREATEST HEALTH CRISIS IN U.S. TODAY. THIS GENERATION OF AMERICAN CHILDREN & COLLEGE STUDENTS ARE THE FIRST GENERATION IN OUR HISTORY (350 YEARS) THAT IS PROJECTED TO HAVE A SHORTER LIFE SPAN THAN THEIR PARENTS. (NATIONAL INSTITUTE ON HEALTH) **THE REASON**? CHILDHOOD OBESITY, LACK OF ACTIVE PLAY AND SPORTS OPPORTUNITIES, ALONG WITH THE INCREASE IN ELECTRONIC AND VIDEO TECHNOLOGY (COUCH POTATO AFFECT). ALL SEASON SPORTS VENUES CAN SERVE BOTH THE ATHLETES AT A SCHOOL AND ALSO OTHER COMMUNITY SPORTS ORGANIZATIONS & PROGRAMS .

3. A GIFT THAT SERVES AND IMPACTS THE WHOLE COMMUNITY. A SPORTS VENUE LIKE THIS BECOMES AN AMAZING COMMUNITY "CROWN JEWEL" ASSET THAT SERVES WAY BEYOND JUST THE OBVIOUS PROGRAMS. LOCAL YOUTH SPORTS CLUBS, ADULT SOCCER CLUBS, POP WARNER, LACROSSE CLUBS, BOYS AND GIRLS CLUBS, YMCA'S, LITTLE LEAGUES, MARCHING BANDS, OUTDOOR GATHERINGS, GRADUATIONS, FESTIVAL SPORTS AND SPECIAL EVENTS --- ALL CAN BENEFIT FROM DIRECT USE AND ACCESS TO THESE WONDERFUL SPORTS VENUES. THEY CAN BE USED 365 DAYS A YEAR, NO MATTER WHAT THE WEATHER AND WITHOUT ANY DAMAGE OR MAINTENANCE TO THE SURFACES.

4. SIGNIFICANT COST SAVINGS TO THE UNIVERSITY. LANDSCAPE PROFESSIONALS ESTIMATE THAT THE COST OF PROPERLY MAINTAINING A FULL SIZE NATURAL GRASS SPORTS FIELD RANGES FROM BETWEEN $45,000 AND $60,000 PER YEAR. THIS INCLUDES MOWING, IRRIGATION, WEED CONTROL, PESTICIDES, HERBICIDES, TOP DRESSING. SEEDING, REPAIR, AND MUCH MORE. A SYNTHYETIC FIELD IS ZERO MAINTENANCE. THIS MEANS $45 - $60K A YEAR OF SAVINGS CAN BE REDIRECTED TO SCHOLARSHIPS AND OTHER UNIVERSITY FINANCIAL & DIRECT EDUCATIONAL NEEDS. THIS BECOMES AN ADDITIONAL GIFT VALUED AT BETWEEN $500,000 - $750,000 DOLLARS OVER THE LIFE OF THE FIELDS !

5. HEALTH & SAFETY OF A SYNTHETIC TURF FIELD IS FAR GREATER THAN NATURAL GRASS. THE NATIONAL SPORTS MEDICINE ASSOCIATION HAS TRACKED STUDIES COMPARING THE SAFETY AND INJURY LEVEL OF HIGH SCHOOL, COLLEGE AND YOUTH SPORTS PARTICIPANTS ON THE NEW 4TH GENERATION RUBBER INFILL SYNTHETIC TURF VERSES NATURAL GRASS. THE RESULTS REVEAL THAT THE SERIOUS AND MINOR INJURY RATE ON A SYNTHETIC TURF FIELD IS **40% LESS** THAN EVEN ON NATURAL GRASS. MANY SEASON AND CAREER ENDING INJURIES ARE AVOIDED.

4 KEY STEPS FOR TAX ADVANTAGED GIVING – RESULTS IN TAX DEDUCTION OF $3 FOR EVERY $1 DOLLAR DONOR GIVES:

STEP 1 → **STEP 2** → **STEP 3** → **STEP 4**

A GENEROUS DONOR(S) AGREES TO PROVIDE THE 30% - 40% CASH NEEDED TO ACQUIRE THE SPONSORED & DONATED TURF FIELD . THE CSD COUNCIL COVERS THE 70% BALANCE . TYPICALLY THIS WOULD BE $380,000 TO $395,000. THE MARKET VALUE OF A COMPLETED FIELD- AVERAGES $ 1.1 MILLION +

A WRITTEN AGREEMENT IS DRAFTED & SIGNED BETWEEN THE DONOR AND THE CITY OR SCHOOL THAT RECOGNIZES THAT THE DONOR IS THE INTERIM "OWNER" OF THE TURF SYSTEM, BUT NOT THE LAND. DONOR AGREES TO INSTALL ON PARKS LAND AND ALLOW UNLIMITED USE OF FIELDS.

SITE & EXCAVATION WORK IS ALSO INCLUDED AT THIS SPONSORED "COST" . TOTAL TURF SYSTEM + SITE WORK ARE PAID FOR BY DONOR & CSDC. ALL PAYMENTS CAREFULLY ACCOUNTED FOR THROUGH PRJECT ESCROW ACCOUNT. ONCE INSTALLED, PARKS/SCHOOLS/CLUBS CAN USE.

DONOR ENJOYS LEGAL OWNERSHIP & TITLE OF ASSETS FOR MINIMUM 1+ YEAR, THEN DONATE S FIELD(S) TO NONPROFIT CITY OR SCHOOL . DEDUCTION VALUE IS BASED ON CURRENT APPRAISED MARKET VALUE = $1 MILLION - $1.2 MILLION

Tammie Geldenhuys

From: Ross, David <David.Ross@fieldturf.com>
Sent: Friday, January 12, 2018 12:15 PM
To: Tammie Geldenhuys
Subject: RE: Meeting in Indy

Tammie: Really enjoyed our initial meeting. Very nice to meet you.
Couple of things....do you have the "logos" for Netflix, DREAM U??
Also, if you could send me your collegiate logos as well.
I have requested the "mock up" so we have a starting point. For your fundraising efforts want to "spice" this conceptual drawing up as much as possible.
Thanks...talk again soon.

David Ross
Regional Sales Manager

FieldTurf® A Tarkett Sports Company | THE ULTIMATE SURFACE EXPERIENCE

808 E. Manor Road
Independence MO 64055
United States
Tel: +1 816-886-8097
Other:
Mobile:
Fax:
Email: David.Ross@fieldturf.com

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From: Tammie Geldenhuys [mailto:TGeldenhuys@indycc.edu]
Sent: Monday, January 8, 2018 11:29 AM
To: Ross, David <David.Ross@fieldturf.com>
Subject: Meeting in Indy

David - Just sending you a quick email - see you on Wednesday.

Tammie

Sent from my U.S.Cellular© Smartphone

MISSION STATEMENT: Re-approved March 9, 2015: Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Tammie Geldenhuys

From: Ross, David <David.Ross@fieldturf.com>
Sent: Wednesday, February 28, 2018 3:59 PM
To: Tammie Geldenhuys
Subject: Re: CSD Council

You bet Tammie. Good to hear from you.
I was at a play at Truman Friday night and found your HOF Plaque.

David Ross
FieldTurf USA
Cell: 816.886.8097
Email: david.ross@fieldturf.com
808 East Manor Road
Independence, MO. 64055
Sent from my IPhone

On Feb 28, 2018, at 3:46 PM, Tammie Geldenhuys <TGeldenhuys@indycc.edu> wrote:

> David – Would you do me a favor and call one of my athletic donors who is interested in knowing more about the field preparation process? He owns a lumber company and as a result is very familiar with a lot of contractors. His interest is to better understand the needs so that he can help me hook up with contractors who might help us cut costs. His name id Mark Woods and his cell number is (620)330-1992.
>
> If you have questions give me call. Thanks. Tammie
>
> **From:** Ross, David [mailto:David.Ross@fieldturf.com]
> **Sent:** Tuesday, January 23, 2018 7:41 PM
> **To:** Tammie Geldenhuys <TGeldenhuys@indycc.edu>
> **Subject:** RE: CSD Council
>
> Yah...that as crazy. I had never heard of that group, but as you see, we are nationwide, and someone had.
> YES! Definitely interested in the indoor project. One of my best sub base builders has built a LOT of indoor facilities, also the guy who has done lighting, fencing, all the "extra" stuff that goes into facilities. So he could be a great resource and obviously the more "scope" he has at one time helps tremendously with competitive pricing.
> Let me know how your meeting goes and how I can help further. Willing to help you in any way that I can.
> Talk again soon.
>
> **David Ross**
> Regional Sales Manager
>
> <image001.jpg>
> <image002.jpg> <image003.jpg> <image004.jpg> <image005.jpg>
> 808 E. Manor Road
> Independence MO 64055
> United States
> Tel: +1 816-886-8097
> Other:
> Mobile:
> Fax:
> Email: David.Ross@fieldturf.com

Appendix 41

Field Turf Document & UDC Sports Document

Tammie Geldenhuys

From: Jason Brown
Sent: Wednesday, June 13, 2018 12:20 PM
To: punderhill@sportsfacility.com; Tammie Geldenhuys
Cc: andrew@sportsfacility.com; patu@udcsports.com
Subject: Football Field Turf Project
Attachments: Independence CC Practice Field - Presentation - 01.30.2018.pdf

I hope we can get this done, here is a rendering of what the other company did, I know I shouldn't probably send this, but due to our crunch in time, It may help you crunch some numbers as well.

Thank you,

Jason Brown
Head Football Coach
Independence
Indyheadcoach
@Indyheadcoach1

W.I.N.= What's Important Now!

From: punderhill@sportsfacility.com [mailto:punderhill@sportsfacility.com]
Sent: Wednesday, June 13, 2018 12:14 PM
To: Jason Brown <jbrown@indycc.edu>
Cc: andrew@sportsfacility.com; patu@udcsports.com
Subject: Football Field Turf Project

Jason,

Thanks again, for contacting us regarding your project. We look forward to discussing more details with you and Tammie, to develop a proposal for your project.

I've also attached my personal profile, as a starting point for a reference list. Once I have Tammie's contact information, I'll connect her with Teresa Biggs at the CVCC Foundation, in Hickory, NC. Funded by the CVCC Foundation, UDC Sports (our sports construction partner – www.udcsports.com) renovated a 60-year-old Baseball Stadium at the Hickory American Legion Fairgrounds in 2015, for use by the CVCC Baseball Program and the Hickory American Legion Post team.

Respectfully,
Pat

Appendix 42

Yerkes & Michele, Triplett Woolf Garretson LLC

Tammie Geldenhuys

From: Ashley Osburn <aosburn@ymcpa.com>
Sent: Friday, March 09, 2018 3:34 PM
To: Tammie Geldenhuys
Subject: RE: Scan Data from [XRX9C934E6708D1]

Tammie,

We actually contacted the law firm back on the 28th and they said they'd get back to us, but it's been so crazy that I failed to follow-up with them. I will do so this afternoon and I'm also going to contact a 2nd firm so that maybe you'll have some options.

Ashley Osburn, CPA, MBAA
Yerkes & Michels, CPA, LLC
620-331-4600 x3514
anew@ymcpa.com

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From: Tammie Geldenhuys [mailto:TGeldenhuys@indycc.edu]
Sent: Friday, March 09, 2018 3:06 PM
To: Ashley Osburn <aosburn@ymcpa.com>
Subject: RE: Scan Data from [XRX9C934E6708D1]

Ashley – I know how crazy busy you are at this time of year but I wanted to just check in to see if you had a chance to run this project by the tax attorney you spoke about. My time schedule is tight so wanted to follow through with you. Thanks for your help.

Tammie

From: Ashley Osburn [mailto:aosburn@ymcpa.com]
Sent: Wednesday, February 28, 2018 6:48 PM
To: Tammie Geldenhuys <TGeldenhuys@indycc.edu>
Subject: RE: Scan Data from [XRX9C934E6708D1]

Tammie,

I looked through the sheet you sent me and I believe that there is definitely grounds for what they're presenting. However, I believe that the large dollar amounts and the unusual nature of this situation require the expertise of a tax attorney as this deals with contracts and less common tax laws. I am reaching out to the tax law firm we work with on a regular basis to get you a direct contact that would be most qualified to help you in this situation as well as be a good person to draw up the agreements when/if the time comes to move forward on this situation. I would not recommend using a general practice attorney for this type of work as it is a very specific niche.

I'm sorry to pass the buck, but I feel like your best option is to speak with the most knowledgeable individuals in this area.

Once our colleague gets back to me, I will pass the information to you.

Best regards,

Thanks!

Emily S. Erbe, CPA
Yerkes & Michels, CPA, LLC
620-331-4600 x3515
620-331-0612(fax)
eerbe@ymcpa.com

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From: Peare, Dan C. [mailto:dpeare@hinklaw.com]
Sent: Wednesday, February 28, 2018 9:22 PM
To: Emily Erbe <eerbe@ymcpa.com>
Cc: Gee, Kasey M. <kgee@hinklaw.com>
Subject: Re: Referral

Hi Emily. I will look at this and contact you. Dan

Sent from my iPhone

On Feb 28, 2018, at 7:49 PM, Emily Erbe <eerbe@ymcpa.com> wrote:

> <image001.jpg>
> Dan,
>
> Our local community college has asked for some guidance regarding a possible fundraising idea for donations. I have attached the flyer they sent us, that explains the process. The main area on the flyer that provides the explanation are the boxes at the bottom, the rest is just a sales pitch. This is in an area, that we do not feel we have enough knowledge to advise them in. I was wondering if anyone in your practice does work in this area, that we might suggest they talk to. If no one in your firm do you have any suggestions?
>
> Thank you for any recommendations.
>
> Emily S. Erbe, CPA
> Yerkes & Michels, CPA, LLC
> 620-331-4600 x3515
> 620-331-0612(fax)
> eerbe@ymcpa.com
>
> IRS Circular 230 Disclosure:
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>
> <ICC Donation.pdf>

Tammie Geldenhuys

From: Ashley Osburn <aosburn@ymcpa.com>
Sent: Friday, March 09, 2018 4:37 PM
To: Tammie Geldenhuys
Subject: Donation contact

Tammie,

I completely forgot about Andrew Kovar who has helped us with some municipal clients. I just didn't think about connecting what he's done for us with what he could do for you. Anyhow, he's very quick to respond and nice to work with. His rates are also reasonable compared to some Wichita firms. His contact information as well as his initial take on the situation is in the email below. I would suggest giving him a call to see if you think he can assist you with this issue. Additionally, I will pass on the other contact when I get that information as well. Fridays aren't always the best day to get ahold of attorneys, unless you're on a golf course ☺ Andrew seems to be the exception.

Ashley Osburn, CPA, MBAA
Yerkes & Michels, CPA, LLC
620-331-4600 x3514
anew@ymcpa.com

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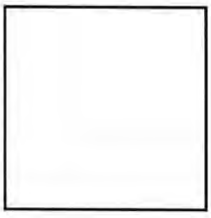
From: Kovar, Andrew N. [mailto:ankovar@twgfirm.com]
Sent: Friday, March 09, 2018 4:26 PM
To: Ashley Osburn <aosburn@ymcpa.com>
Subject: RE: referral needed

Ashley,

My specialty happens to be public finance, which includes community colleges, non-profit work and related tax law. We also have general tax specialists in our firm. I have worked with several educational facilities on financing matters, but have not seen this arrangement before. That does not mean there is anything wrong with it.

Community colleges are governed by Kansas statutes that place some restrictions on the types of contracts and arrangements they can enter into, K.S.A. 72-201 in particular. The attached materials are pretty vague as to exactly how these "donations" are structured. It sounds to me like the CSD Council probably has a standard structure and transaction documents for these arrangements. The college would probably be served by having counsel that will not only review any proposed documents, but participate in further discussions with the CSD Council to understand the structure and be sure it would comply with Kansas law.

I am happy to assist in any way I can.



Andrew N. Kovar - *Attorney*
TRIPLETT WOOLF GARRETSON, LLC
2959 N. Rock Road, Suite 300 • Wichita, Kansas 67226
Phone 316-630-8100, Ext 202 • Fax 316-630-8101
ankovar@twgfirm.com
TWGfirm.com

Tammie Geldenhuys

From: Ashley Osburn <aosburn@ymcpa.com>
Sent: Monday, March 12, 2018 8:36 AM
To: Tammie Geldenhuys
Subject: FW: Referral

Follow Up Flag: Follow up
Flag Status: Flagged

Tammie,

If you end up needing a second opinion on the donation information, Dan Peare would be a viable contact. His contact information is in the email string below. We work with his office regularly for unusually tax situations and trust law.

Ashley Osburn, CPA, MBAA
Yerkes & Michels, CPA, LLC
620-331-4600 x3514
anew@ymcpa.com

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From: Emily Erbe
Sent: Monday, March 12, 2018 7:50 AM
To: Ashley Osburn <aosburn@ymcpa.com>
Subject: FW: Referral

Emily S. Erbe, CPA
Yerkes & Michels, CPA, LLC
620-331-4600 x3515
620-331-0612(fax)
eerbe@ymcpa.com

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From: Peare, Dan C. [mailto:dpeare@hinklaw.com]
Sent: Sunday, March 11, 2018 9:21 PM
To: Emily Erbe <eerbe@ymcpa.com>
Subject: Re: Referral

I'm skeptical but I'll look into it.

Sent from my iPhone

On Mar 9, 2018, at 3:34 PM, Emily Erbe <eerbe@ymcpa.com> wrote:

> Hi Dan, I was just wanting to check in and see if you had anyone you would recommend?

From: Ashley Osburn [mailto:aosburn@ymcpa.com]
Sent: Friday, March 09, 2018 3:41 PM
To: Kovar, Andrew N. <ankovar@twgfirm.com>
Subject: referral needed

Andrew,

The local community college is working on finding a way to get some large donation for a new term field and they got their hands on a flyer that was put out by the organization handling OSU's fund raising for their new field. Anyhow, they reached out to us to see if the information was legit, and the claims made sound correct, but they're a little out of our expertise. I wondered if you had anyone at your firm that handles tax law or non-profit work that might be better informed to assist the college. I would imagine that whomever it is, the College would need their assistance in eventually drawing up the agreements if they can move forward as the flyer states.

I guess they already have all the potential donors lined up and are needing to move ahead with this fairly soon. If you have a contact or referral for me, I will pass it on to the athletic director at ICC. Also, to save you a bit of reading, the important information is in the boxes at the bottom of the flyer. The top half is just a sales pitch.

Thank you,

Ashley Osburn, CPA, MBAA
Yerkes & Michels, CPA, LLC
620-331-4600 x3514
anew@ymcpa.com

IRS Circular 230 Disclosure:
Pursuant to requirements related to practice before the Internal Revenue Service, any tax advice included in this communication was not intended or written to be used, and cannot be used, by the recipient for the purpose of avoiding penalties that may be imposed under the Internal Revenue Code or applicable state or local tax provisions.

From: Tammie Geldenhuys [mailto:TGeldenhuys@indycc.edu]
Sent: Wednesday, February 28, 2018 5:03 PM
To: Ashley Osburn <aosburn@ymcpa.com>
Subject: FW: Scan Data from [XRX9C934E6708D1]

Ashley – This is the fact sheet that I wanted you to look at. Thanks for your time and I appreciate any help or guidance you can give me. Tammie

From: xerox@indycc.edu [mailto:xerox@indycc.edu]
Sent: Wednesday, February 28, 2018 5:01 PM
To: Tammie Geldenhuys <TGeldenhuys@indycc.edu>
Subject: Scan Data from [XRX9C934E6708D1]

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Tammie Geldenhuys

From: Rod Froebe <Rod.Froebe@communitynational.net>
Sent: Wednesday, June 06, 2018 2:27 PM
To: Tammie Geldenhuys
Subject: RE: Discussion of Athletic Project

Yes I would be happy to talk to you. I have a meeting at 3:30 today. So if you can call me anytime between now and 3:15pm that would work for me.

Rod

From: Tammie Geldenhuys <TGeldenhuys@indycc.edu>
Sent: Wednesday, June 06, 2018 2:04 PM
To: Rod Froebe <Rod.Froebe@communitynational.net>
Subject: Discussion of Athletic Project

Rod – Would you be available by phone to discuss an athletic project that would utilize the Foundation with donors financially supporting the project, and in addition, whether the Foundation would consider supporting the project financially. I am also investigating tax credits which may be available for the project. The timeline is urgent so I thought talking briefly would could benefit us moving in the right direction. I can be available any time after 3pm today if you can find 15-20 minutes to talk. Thanks.

Tammie Geldenhuys
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Begin forwarded message:

From: Rod Froebe <Rod.Froebe@communitynational.net>
Date: June 13, 2018 at 9:51:02 AM CDT
To: 'Lori Shaw' <lshaw@indycc.edu>
Subject: RE: GED PROGRAM

Hi Lori

It is to bad that they are shutting down this program. Currently I have a meeting scheduled for the 29th at 11am in Chanute. If something changes with this meeting I will let you know and try and come to Adult Education Forum meeting.

Do we have a meeting scheduled this month? Tammie the athletic director at the college called me a couple of days ago and talked to me about a project that she is trying to get off the ground. I guess the college and the high school are having issues with scheduling when each of them want to use the football stadium for practice. The college also has problems getting all of the players to the stadium when they practice there. So they are looking at putting a turf field out at the college. The cost of the field is $650,000. She says they have found a company that will finance the field over 8 yrs. They would need to put at least $75,000 down and then make the annual payments each year. Annual payments would be at least $81,250 per year. Not sure what the interest rate they would charge would be. She says she has the $75,000 raised from some donors. She did not tell me who the donors were. She wants to know if the Foundation would be willing to help fund raise for this project and if we would be willing to make a contribution to the project. The ICC Trustee Board has to approve this project and be willing to be on the hook for the payments if the money cannot be raised. When I talked to her she had not gotten this approval from the board. I told her that we would be happy to look at the project

and see where we could help. I also told her with all of the things going on at the college it may be difficult to raise this money. She understood but is going to try and move forward. Maybe you have already heard about this project. Anyway as we learn more about this project we will need to to see what our board wants to do. So that is why I was asking about a meeting date. If we do not have much else to discuss maybe we can put together a meeting with just the board and talk about this. Let me know your thoughts.

Rod

From: Lori Shaw <lshaw@indycc.edu>
Sent: Wednesday, June 13, 2018 8:23 AM
To: Barry Wesselowski <indypod@cableone.net>; Charlotte Muse <cmuse@hit.net>; Corey Hugo <corey.hugo@thehugos.com>; Georgia High (georgiahigh@att.net) <georgiahigh@att.net>; Jacque Oakes <vailgirl@cableone.net>; Jana Shaver <jshaver@cableone.net>; Jim Kelly <Jim.Kelly@communitynational.net>; Judi Harris <mamapirate@hotmail.com>; Mark Woods <markprestonwoods@yahoo.com>; Randy L. Wagoner (rwagoner20@yahoo.com) <rwagoner20@yahoo.com>; Rod Froebe <Rod.Froebe@communitynational.net>; Ryan Goad <Rcgoad3000@hotmail.com>; Tyson Oakes <tysonoakes@firstoakbank.com>
Subject: GED PROGRAM

We have received this invitation from Laura Schaid. Please let me know if you would like to join me in attending. The Foundation has provided scholarships for the past 4 years to students in this program.

> **Hi Lori,**
> **I wanted to extend an invitation to you and Jen (couldn't get an email address to come up for her) for June 29th at 11:30 AM – 1:00 PM in the Fab Lab Studio. We are going to host a Adult Education Forum so to say (not sure what we want to call it yet). We are hoping to have a panel of Adult Education graduates and maybe some current students. We will provide lunch and**
> **[illegible] support of the Adult Basic Education Program. At this**

Appendix 43

Liability Document & KJCCC Practice/Playing Fields

Sports Health | SAGE

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PMCID: PMC3445119

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Legal Liability in Covering Athletic Events Regarding Practice vs play in the Sport of Football for High School Student Athletes and College Athletes Alike.

Eric F. Quandt, JD,[†*] Matthew J. Mitten, JD,[‡] and John S. Black, JD[§]

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Athletic trainers, team physicians, physical therapists, coaches, and schools/institutions all face potential liability by providing medical coverage at athletic events. This article will focus on potential liability that may arise from high school and college athletic injuries due to playing on an unfamiliar field without proper practice time to prepare the body, mind, and proper awareness of field boundaries and field parameters regarding a field that they have to play on for their home games each week. [30] Common principles can be found among the laws of each state, but material differences exist in the decisions of the higher courts of each state and from state statutes. This article is not intended to serve as a state-by-state comparison of applicable laws, but rather to explain the legal principles involved, and offer some "real life" examples of how courts in various jurisdictions around the country have applied these principles with a goal of bringing about awareness and further discussion.

Everyone owes a duty of reasonable care to others in the course of their daily lives. A tort is committed when we fail to act as an ordinary and reasonably prudent person under similar circumstances and cause injury to another person. An individual who possesses a greater degree of skill and training in a particular field must act as a reasonably prudent person who possesses similar skill and training. For example, licensed physicians are held to the standard of care of possessing and applying the knowledge ordinarily used by reasonably well-qualified physicians in providing professional services under same or similar circumstances. Additionally, within a particular field or profession, individuals who specialize may be held

which proper practice time was not allowed due to the facility not allowing proper time for practice. During the subsequent practice, the player suffered a closed head injury with second concussion syndrome causing a traumatic brain injury. The court held the standard of care "is that of the reasonably prudent person holding a Nebraska teaching certificate with a coaching endorsement." The court further held that the finder of fact (a jury or the judge in a bench trial) had to determine what conduct was required by that standard under the circumstances of allowing a player to return to play. This determination could be aided with expert testimony from the parties.

The court in *Cerny I* returned the case to the trial court for trial. The coaches and school were found not to be liable. However, the municipal facility (tax paid) was found liable to the Supreme Court of Nebraska (*Cerny II*).[5] The court affirmed the lower court ruling, which found that in the event a player has sustained a head injury, the conduct required of a reasonably prudent person holding a Nebraska teaching certificate with a coaching endorsement during the relevant time period was also the superintendent of schools who also controlled the usage of practice time vs play time as follows:

1. To be familiar with features of concussion
2. Ability to evaluate player who appeared to have suffered head injury for symptoms of concussion
3. To repeat evaluation at intervals before player would be permitted to reenter game
4. To determine, based upon evaluation, seriousness of injury and whether it was appropriate to let the player reenter the game or to remove the player from all contact pending medical examination

Unlike professional sports and to a lesser degree collegiate competition, where teams have their own facilities to practice on, this is more and more common in shared facilities and will continue to face these types of concerns and issues moving forward.

In *Yatsko v Berezwick*,[46] plaintiff was a starting player on her high school soccer team. She filed a civil rights claim against the municipal facility and school district based on their request of her and her team not to practice where they play in a soccer game after being struck in the head during a game by the goal posts in which were completely different than the posts where she practiced leading up to the game. The plaintiff alleged that immediately after being injured, she told the coaches she was hurt, and the next day she informed her coaches that she had suffered a concussion. She alleged that the coaches told superiors and complained that the difference in dimensions and goal posts are causing hand eye memorization to allow for greater injury and uncommon knowledge of parameters on the playing field compared to the practice fields. She was the team's tallest player and needed to practice on the field in which they play on. Plaintiff claimed the municipal facility in question would not allow the team to practice on the field of competitive play for various reasons. The plaintiff's mother took her to the hospital after the second game. Plaintiff alleged that the delay in receiving medical treatment caused her to suffer an exacerbation of her neurological condition based on the field dimensions being different than the learned

Inherent and Assumed Risks

Issues that arise frequently are whether the risk of injury was inherent to any particular sport and whether the athlete assumed the risk of injury by participating in the sport. If a coach, trainer, or physician acts in a way that increases risks inherent in playing a particular sport, their actions could serve as a basis for potential liability if proper time isn't permitted on the practice field's vs the playing fields.

Exculpatory Agreements

A common practice in student athletics is to have students sign a waiver or release prior to allowing the student-athlete to participate. Such documents are construed narrowly and sometimes do not seem to afford any additional protections.

For instance, in *King v University of Indianapolis, et al*,[20] a federal court in Indiana held that a waiver form which identified risks involved in playing football such as serious injury or death did not include claims based on injuries caused by the school districts and municipal facilities negligence. A 19-year-old sophomore signed an "Assumption of Risk" form prior to participating with the school's football team. The form acknowledged that catastrophic injury, including permanent paralysis, brain injury, and death, were risks associated with the sport. During a football game, the student suffered heatstroke and died. In refusing to dismiss the case, the court held that although the student's signature on the form constituted an assumption of risk of injury associated with playing the sport, it did not include injuries caused by the school district and municipal facilities negligence regarding the huge heat difference between a grass practice field and a turf playing field in which not enough knowledge or adaptation is allowed.

Good Samaritan Laws

Every state has enacted "Good Samaritan" laws, which are statutes designed to protect individuals from civil liability for acting negligently while providing voluntary emergency care.[40] In general, the goal of Good Samaritan legislation is, by limiting legal liability to those who render emergency care, to "encourag[e] the rendering of medical care to those who need it but otherwise might not receive it (ordinarily roadside accident victims), by persons who come upon such victims by chance."[40] From state to state, however, Good Samaritan laws vary greatly, both as to the categories of people the statutes protect, and as to the circumstances in which they apply. Further, some statutes contain definitions and exceptions that greatly limit their application.

From state to state, Good Samaritan laws differ greatly in terms of who they protect. Some laws extend legal protection to all persons who render emergency care; under others, only certain classes of people, such as nonphysicians, are protected.[40] Additionally, some states' courts hold that when individuals owe a duty of care, they are not protected by Good Samaritan laws.[8,15] Others, such as Illinois, have removed this requirement.[32] This is an important consideration as team physicians and athletic trainers and coaches have been adjudicated to owe duties of care under numerous circumstances, and hence, may not be

claims against the soccer club were brought solely under an agency theory, the court found that the club was not entitled to immunity based on the plain language of the VPA.[2]

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Conclusion

Although the tort principles involved in covering athletic events are oftentimes generalized, the recent cases discussed above, while not exhaustive, are examples of the types of litigation that can arise—and indeed did arise. Individuals volunteering their services need to be aware of the scope of both potential liabilities and protections applicable in their particular state. As seen above, the laws may vary greatly from state to state. Hence, coaches, team physicians, athletic trainers, and school administrators need to understand these principles as applied by the courts in their states in order to undertake steps to minimize liabilities. With an understanding of this background, foresight, effective communication, and documentation among all involved and appropriate concern for student health and safety are the best means of minimizing potential legal liability.[28]

Acknowledgments

The authors give special acknowledgment to Stephen Adams, MD, and Robb Jones, JD, for their assistance and contributions. Stephen Adams, MD, is a professor of medicine and emergency medicine at Northwestern University Feinberg School of Medicine, chief of the Division of Sports Medicine in the Department of Medicine, and the team physician for the Chicago Cubs National League Baseball Club. Robb Jones is the senior vice president and general counsel for claims management and risk research at United Educators (UE) Insurance Risk Retention Group, where he is responsible for liability claims management for more than 1200 colleges, universities, and K-12 schools. He also manages UE's group of professionals who perform research and offer technical advice on risk management. Mr Quandt thanks John Broderick and Jonathan Cifonelli, lawyers for Pugh, Jones, Johnson & Quandt, PC, for their contributions. Additionally, Mr Quandt expresses gratitude to Michael Schafer, MD, Gordon Nuber, MD, and Mark Bowen, MD, for educating him on sports medicine through several decades.

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Footnotes

No potential conflict of interest declared.

None of the information in this article is intended or should be considered as rendering any medical or legal advise whatsoever.

Special note: Mr. Quandt, Stephen Adams, MD, and Professor Mitten have organized the First, Second, and Third Annual Institute for Sports Medicine and Sports Law Conferences held in Chicago, Illinois, focusing on an interdisciplinary approach to current and complex medical and legal issues arising at the interface of Sports Medicine and Sports Law in Collegiate, Professional, Olympic, and High School Athletics. Additional information is available at www.ismsl.org.

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to an even higher standard of care than others in their profession. Thus, an orthopedic surgeon may be held to a higher standard of care than a general internist.

For example, the respective standards of care imposed on athletic trainers and coaches were set forth in *Searles v Trustees of St. Joseph College*,[36] by the Supreme Judicial Court of Maine. Plaintiff Searles attended college on an athletic scholarship playing football. He developed pain in his knees, was diagnosed with patellar tendinitis, and contended that both the football coach and athletic trainer were made aware of his complaints but that the coach insisted he continue to play. He subsequently stopped playing and underwent 2 surgeries. It was later found that it was due to the inability to practice on a field that he played on for his home games, in which affected how he landed in particular areas on that particular field, compared to how he landed on a field with a completely different playing surface (topical) and dimensions being completely different. The court ruled that the athletes didn't have the proper usage of the field that required competitive games vs. mere practice at the field in which was completely different (topical/dimensionally)

The court held that colleges, private schools, and public schools have a legal duty to exercise reasonable care toward their students. "That duty encompasses the duty of college coaches and athletic trainers to exercise reasonable care for the health and safety of student athletes."[36] Furthermore, it also encompasses the duty of the board of directors, board of trustees, and/or Presidents are responsible for putting the paying customer (students) on a surface in which they do not have the proper time preparing on or for an competitive event such as a football game, in which is considered by many professional doctors as a collision sport, in comparison basketball is considered a contact sport. An athletic trainer "has the duty to conform to the standard of care required of an ordinary careful trainer."[36] The appellate court held that whether the facility owner in which was being used breached their duty under the alleged facts was "a question of fact for the jury to consider."[36]

No national standard of care applies to healthcare providers covering athletic events; hence, healthcare providers should be aware of the standard of care applicable to them in their particular state as defined by the courts in that state and under applicable regulations and statutes. The standard of care is defined by common law principles and may be further defined by state and federal statutes, publications from organized governing bodies, as well as directives or recommendations published by state athletic associations, student handbooks, and memorandum and e-mails generated by school officials, administrators, and athletic directors, among others.[31] Potential liability may be alleviated under the circumstances by statutes providing immunity, Good Samaritan laws, liability waivers, and affirmative defenses such as the assumption of risk.

One method for gaining an appreciation of these issues is by examining published decisions of appellate courts in various jurisdictions about claims made against team physicians, athletic trainers, coaches, schools, and others. This article will focus on high school athletics, and college athletics; however, similar issues have arisen in the context of club, college, and professional sports.

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practice field dimensions in which the brain automatically becomes accustom to on a daily basis.

Plaintiff alleged that the municipal facility (tax paid) and school district violated her substantive and procedural due process rights under 42 USC §1983. In granting plaintiff's complaint, the federal district judge in the Middle District of Pennsylvania held that plaintiff met her burden of proof in showing her constitutional rights were violated under the circumstances of not enough practice time vs play time on that particular field of competition. The court held plaintiff had to show her municipal facilities and school districts actions "must be so ill-conceived or malicious that 'it shocks the conscience.'"[46] The court reviewed the allegations in the student's complaint and agreed that she met this burden.

In *Zemke v Arreola*,[47] 16-year-old Nicholas Zemke sustained a severe and debilitating head injury while playing varsity football for his high school. During a game he suffered a dislocated finger, which was treated by the athletic trainer and team physician. The coach asked the team physician whether the player was "done for the day" and was advised that they could tape it up and that he would be fine and ready to go. Thereafter the coach asked the player if he was ready to go; the player responded that his finger was fine, but that "I'm not ready to go in now." The coach responded, "Okay, when you are ready to go in, come back and let me know." He soon resumed play and collapsed during a time-out, having suffered a right subdural hematoma. The player sued the coach and school district, presenting an affidavit from a neurologist that the player's brain injury was caused by second impact syndrome. The coach then sued the school district and municipal facility for not allowing the proper practice time vs play time on that particular field of play.

Of importance was simply the dimensions of the field, where the out of bounds dimensions were totally different than where the team practiced and when Nicholas fell out of bounds, not only did he dislocate his finger, he hit his head on the track surface, subsequently the practice facility does not have a track surface or out of bounds boundaries, so therefore the dimensions were totally different and did not allow proper memorization or knowledge of parameters of the playing field. The argument made by the injured player on appeal was that his statement that he was not prepared properly with the allotted time on that particular playing field vs the everyday practice field. He should not have reentered the game and should have triggered an inquiry into why he chose to remain on the sidelines after his finger was treated and taped. The appellate court accepted this argument, noting that "here, sadly, Zemke [injured player] did not have proper time on that (municipal facility field of play) to mentally or physically prepare his body to handle such a fast reaction sport such as competitive football—that he had suffered a collision to his head, that he had blacked out, and that he had a headache—that might have been avoided if more time was permitted on the playing field vs. the practice field.."[47]

These cases should provoke discussion among school districts, municipal facilities, coaches, trainers, and team physicians about minimizing legal liability in these circumstances. Recognition needs to be given to the necessity of clear communication and good documentation regarding proper use of playing fields vs practice fields.

protected. Some states specifically provide protection for athletic personnel rendering emergency medical care to athletes, although those statutes differ in terms of whom they protect.[1,17,27,37] Given that significant variations exist from state to state, physicians, athletic trainers, and other interscholastic volunteers should endeavor to familiarize themselves with the laws of their states.

Good Samaritan statutes only apply in certain circumstances. Most states provide immunity for acts or omissions of persons who render care only when that care is provided (1) in an emergency[7,33,38]; (2) at the scene of the emergency[39]; and (3) without compensation.[9,35] A recent Georgia decision denied Good Samaritan protection to a doctor who was finishing his workout near a high school practice field when he was alerted by a bystander that a football player was injured.[12] On the field, the doctor examined the player and found that he had a dislocated hip.[12] The doctor accompanied the player in the ambulance to the hospital. Once there, he performed a "closed reduction" of the hip. When sued for malpractice, the doctor sought protection under Georgia's Good Samaritan Act. The decision turned on the question whether the player's injury was an "emergency" under Georgia law, which defines "emergency care" as "unforeseen circumstances that calls for immediate action."[30] Because of conflicting testimony between expert physician witnesses as to the injuries' seriousness, the court held that a jury must decide whether the injury constituted an "emergency"—and thus whether the doctor was protected by the Good Samaritan statute.[12]

Further, the Good Samaritan Act may not apply where "volunteers" are in some way compensated for their services.[6,25,34,44] But "compensation" can come in many forms and is subject to judicial interpretation.[9,14]It remains to be seen if a court might hold that immunity under the Good Samaritan law is unavailable if a team physician or athletic trainer receives gifts, food, or intangible benefits, such as self-promotion.

Finally, at least 1 state has noted that its Good Samaritan statute affords little protection to volunteers. In *L.A. Fitness Intern LLC v Mayer*, a Florida appellate court held "the Good Samaritan statute, which purports to insulate from liability those who assist injured parties in an emergency, in truth, provides very little protection" because it provides that only people acting as "ordinary reasonably prudent person[s]" are protected.[22]

Given all of these considerations, volunteers at interscholastic sporting events simply cannot assume they are protected by these statutes if they provide emergency medical care at a sporting event; they must pay specific attention to their states' laws to determine whether they would be protected by these statutes.

In addition, some protection is offered by the federal Volunteer Protection Act (VPA).[42] The VPA provides that "no volunteer of a nonprofit organization or governmental entity shall be liable for harm caused by an act or omission of the volunteer on behalf of the organization or entity if ... the volunteer was acting within the scope of the volunteer's responsibility in the nonprofit organization or governmental entity at the time of the act or omission."[43] For instance, in one case a court found that the VPA granted the volunteer coach of a nonprofit soccer club immunity from liability for personal injuries his player suffered after the coach allegedly tripped and fell onto him during practice.[2] However, the court held that the nonprofit soccer club itself was not immunized by the VPA. Even though the plaintiff's

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- Action in the Event Tent! Medical-Legal Issues Facing the Volunteer Event Physician[Sports Health. 2013]

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NATURAL VS. SYNTHETIC TURF - ATHLETIC

HTTP://WWW.ARTIFICIALTURFSUPPLY.COM/COSTSAVINGS_ATHLETICS.HTML

DOES THIS INVESTMENT PROVIDE THE ROI (RETURN ON INVESTMENT?

Implementing an ArtificialTurfSupply.com Synthetic Turf System is an investment that supports a substantial maintenance and operations savings over an extended period of time, while allowing substantially increased facility use.

Natural Grass vs. Synthetic Turf

The following is a hypothetical study of the comparative costs and benefits of a Synthetic Turf System. Costs are for operation of an 80,000 sq. ft. field over a 10-year period.

	Natural Grass	Synthetic Turf
PRICE INSTALLED	$ 125,000.00	$ 410,000.00
ANNUAL MAINTENANCE	$ 40,300.00	$ 3,300.00
RE-SODDING (EVERY 3 YEARS)	$ 375,000.00	--
TOTAL 10-YEAR COST	$ 903,000.00	$ 433,000.00

Over the course of 10 years, an ArtificalTurfSupply.com Synthetic Turf Systems out performs natural grass for total cash outlay, while providing a surface that is warranted to appear and perform like a world-class professional athletics facility. Such natural grass facilities are often maintained at higher cost than synthetic turf with annual re-sodding and higher maintenance overhead.

A resurfacing of an ArtificalTurfSupply.com Synthetic Turf System can be conducted, as needed, at a fraction of the cost of the original installation, allowing facility managers to continue to see cost benefits increase with time. What is of greatest importance to facilities and team management is the utility of the field.

All of the ArtificialTurfSupply.com Synthetic Turf Systems are designed for extensive, heavy-duty use and can withstand 10 times the activity of a natural grass field. Over a 10-year span, the ArtificialTurfSupply.com Synthetic Turf System could accommodate over 8,000 uses - about 10 times the maximum usage for the same field in natural grass. Natural grass facilities' 'uptime' can further be compromised by environmental conditions such as drought, inclement weather, heat, cold and the time of day that they are maintained and used. An ArtificialTurfSupply.com Synthetic Turf System is not affected by any of these environmental stresses, which could quickly result in a sub-standard surface or the need for costly repair or remodel in natural grass applications.

The comparison chart on the following page shows the advantages of an ArtificialTurfSupply.com Synthetic Turf System that go far beyond the mere cost of the system.

SYNTHETIC GRASS	NATURAL GRASS
UTILITY	
Can accommodate sustained use, even under environmental stresses, amounting to 8-12 times the annual use of a natural grass surface.	Requires recovery between events, after rainfall, watering & for maintenance activities. In optimal conditions, it can only accommodate 1/10th (10%) of the activity a synthetic surface can endure.
APPEARANCE	

Will appear as a well-maintained and groomed grass-playing surface with minimal effort.	Requires regimented maintenance for best appearance. May discolor or die in unsightly patches.
SAFETY	
Even, consistent surface lends to fewer injuries over natural grass. All-rubber infill material softens impact, provides positive traction and a better, more consistent Gmax rating. About 40% fewer injuries observed in independent study.	Uneven surface, which could compact to hard, high impact areas or slippery, unpredictable mud conditions. Lower, less consistent Gmax rating, higher abrasion and presence of such hazards as irrigation system appurtenances compromise safety.
PERFORMANCE	
Faster playing surface throughout field with consistent, enhanced traction. Balls will react similarly to well-groomed grass, providing realistic play athletes expect.	Inconsistent & sometimes-patchy growths can cause unpredictable ball movements & leave those playing vulnerable to injuries from unexpected & inconsistent surfaces.
WARRANTY	
8-year insurable, manufacturer's warranty or 10-year extended warranty is available.	Rarely warranted, except for quality of original installation.

Appendix 44

ICC Foundation Documents

Proposal to Pay for Football Practice Turf Field:

Organize a partnership between athletic donors, the Foundation and College resources.

Finance an estimated $600,000.00 project over 8 years at 4-5%. First payment of approximately $78,000 will be paid at the completion of the project. The remaining payments are to be shared equally by the partnership at $26,000.00 each annually.

Athletic Donors asks include $5000/for 5 years or $2500/for 5 years and $1000/for 8 years. Provide the Foundation a list of Athletic Donors that will be asked to fulfill the Donor portion of the Partnership. All donations will run through the Foundation.

Example:

Athletic Donors:	3 donors@$5000/year =$15,000 x 5 years =	$75,000
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	9 donors@$1000/year = $ 9,000 x 8 years =	$72,000
	annually $36,500	total $209,500

*Foundation gets the benefit of interest drawn on cumulative donor gifts (donors are annually giving $10,000 more dollars that their portion of the payment for the first 5 years)

ICC: 8 payments of $26,000.00 = $208,000

**Potential Resources for annual payment: Student-athletes pay a $50 athletic facilities fee x 280 student-athletes = $14,000.00/year. The remaining $12,000.00 could come from the $250,000 budget line for Renovation & Repairs or capital outlay.

Foundation: 8 payments of $26,000.00 = $208,000

***Rod Froebe is interested in hearing more and supporting the project. He is willing to sit down with the college and visit more about the college's support of the project - he doesn't want the Foundation to get the bill dropped on them.

When the project is completed the first payment is due and Brad Oakes has offered to pay half of it. I am hoping that the Foundation will be willing to match that to complete the first payment (since the college has not had the opportunity to plan for it). Mark Woods has also given his commitment to support the project as a donor but asked that the Foundation be a part of the project.

Estimated $600,000.00 Project includes:

- 75,000 sq. foot regulation football turf field – painted lines and logos
- All substrate work, curbing and drainage
- 8' Fencing around the field
- Goal Posts
- *UD Sports will also provide machine to maintenance the turf

Project can be completed in 42 days – we have 48 days until the first practice. Two of the groups bidding can start next week in order to complete the project in time for first day of practice. One of the Bidders has already figured in overtime for the labor on the substrate construction so as to make the time line.

Bids groups include: Field Turf, Astro Turf and UD Sports. Price does not include at this time: Lighting and wraps on fencing. We will leverage sponsorships and donors for these items.

- Our College Missions Statement: Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

    - Best interest of football players who are full time resident students? Our community is made up of donors, athletic alumni and CP2 families. I guarantee your CP2 families want to see the best interest for the 150+ football players that are here next Fall/Spring.

    - Academic Excellence – Jason Brown has graduated more football players and moved them on to the Four year level each year than any other football coach in the state maybe the country at the Junior College level. His team has one of the highest GPA's in the country and his football players have been a major reason we can boast that we have the highest transfer rate of all community colleges in Kansas. What kind of academic excellence are we committed to when we are forcing them to practice at 5am or 9pm or not getting trained properly on a practice field to advance them to the University level to continue their educations/degrees and compete.

    - Promoting Cultural Enrichment – Football is the largest group of students on this campus that are a diverse population and enrich not just our campus but our communities as CP2 family members, our church communities and as mentors in our grade/middle schools through reading and sports camps. Not to mention the entertainment they bring to our community on Saturday nights. We will see firsthand along with 100 million viewers from around the world their stories and meet their families and their communities on NetFlix. People from around the world will watch as our school and community help shape and change their lives.

    - Economic Development – there has never been a sport or activity on this campus, our community and possibly the state that has the potential to bring revenue through the millions of viewers on Netflix by merchandising our college internationally. Currently we are working with 3 local businesses to design, produce and ship apparel to be sold as a result of Last Chance U. Not only will we sell apparel we will package trips to Indy to watch our football games and meet our players/coaching staff and experience our town. In addition to Netflix, the Federal Pell dollars invested in our campus and community from each of the 250 football players who have been on our campus this past year. They spent money at restaurants & Walmart and many of their parents/friends who traveled to Independence to watch their boys play each home game stayed at hotels, gassed their cars, ate in restaurants and bought food for their boys at Walmart before they left for home.

I believe that supporting the football student-athletes interest by constructing a turf practice field on our campus through the partnership of the community donors, Foundation and college we will meet the college mission statement of academic excellence, promoting cultural enrichment and economic development.

Things to consider about approving the Football Turf Field Project:

- Fantastic opportunity for donors, the Foundations and the College to work together
- An additional synthetic field allows the Band to practice, allows other sports the opportunity to train on our campus, softball can practice in the spring when rain prevents them from their field, city rec youth football would have another place to play their games
- Cost savings in paint for the football and band fields ($6,000 – year), Mowing labor and wear and tear on equipment
- Wear and tear on transporting football players in shuttles – approximately 90 of the players do not have cars here
- Student experience and football practice options:
    - Pay additional monies (maybe as much as the payment for the turf - $26,000) to the School District so that we can practice 3 days a week and still have poor practice times (5am or 9pm) due to the schedule of the stadium for HS soccer, track & band practices/games and Middle School football games. We will still be persecuted for the music the kids play in their cars who drive to practice and the trash that is left in the stadium after we leave (including chewing tobacco and sunflower seeds) left by the community

    - Football players have to get up at 4am to get taped and on the shuttles to start practice by 5am so they can get back to campus and shower at 7:30am , eat breakfast at 8am and make it to their 9am class (no other sports team at ICC has to do this)

      OR

    - Football players get taped and on the shuttles by 8pm to practice at 9pm and return home at 1130 pm to shower and get to bed by 1230 am and then get up at 6:30 am for meeting/breakfast check at 8am to be in class by 9am (no other sports team at ICC has to do this)

      OR

    - Practice on our campus field which cannot hold up to 6 practices a week fall and spring. Loss of practice when it rains – sometimes 2 days. Team cannot be competitive in this conference without regular practice schedule. Probable lawsuit from a football parent whose son has a career ending injury on turf during a game as a result of practicing on grass. Loss of students who will not return in August because they will not practice on a field that will not prepare them properly for games or the next level – they won't develop so they will move on to another college. At this time they do not know that we will not be practicing on turf. Additional dollars paying for two kinds of cleats one for grass and one for turf).

    - We are inadvertently discriminating against a sport that has a large portion of minority males that are not getting the same practice training experience as all of our other student athletes in other sports which are not made up of predominately minority student athletes. Every other student athlete on this campus practices on the same surface as their games. While it is not our intent to discriminate we have to be accountable for our actions when it has been brought to our attention

Appendix 45

Board of Trustees Meeting June 2018

BOARD OF TRUSTEES
Special Meeting
Student Union Building – Treasure Chest Room
Saturday, June 23, 2018 – 8:00 a.m.

MINUTES

Members Present
Val DeFever
Mike Wood
Jana Shaver
Terry Clark
Norman Chambers
Cynthia Sherwood

Others Present
Daniel Barwick, President
Tammie Geldenhuys, Vice-President for Student Affairs, Athletics & Admissions
Brad Henderson, Marketing Director
Jason Brown, Head Football Coach
Jason Martin, Assistant Football Coach
Keith Donerson, Assistant Football Coach
John Eubanks, Professor of Business/Accounting
LaTonya Pinkard, Associate Professor of English

Guests
Steve McBride, Reporter
Andy Taylor, Montgomery County Chronicle
Ron Osborn, Community Member
Liz Moore, Community Member
Hoite Caston, Community Member
Louis Ysusi, City Commissioner/Vice Mayor
Marty Reichenberger, Community Member
Kristen Torres, Community Member

I. ROUTINE
   A. Call to Order – Val DeFever called the special meeting to order at 8:00 a.m. The meeting began with a brief explanation by Dr. Barwick apologizing for the early meeting time and explaining that it was the only time that a quorum of Trustees was available.
   B. Approval of Agenda – Terry Clark moved to approve the agenda. Cynthia Sherwood seconded the motion and the motion carried 6-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.

II. INSTITUTIONAL OPERATIONS
   A. Practice Field Fundraising Campaign/Construction Project Action – Norman Chambers moved the following: "In consideration of the considerable donor support the College has received for construction of a turf athletic practice field, the need for a safe practice surface for our student-athletes, the limited time remaining until the fall 2018 athletic season, the improvement in our gender equity compliance through the creation of a multi-use facility, and on condition that the construction project requires no additional taxpayer funds for construction and maintenance above what is being spent now on athletic facilities, I move that the Board approve the project with the final bid not to exceed $590,000.

The ICC Board of Trustees recognizes the longstanding support of the ICC Foundation, expresses its appreciation for that support, and invites the Foundation to become a substantial partner in this project. The Board also recognizes that this project will allow for multiple uses of the facility, including football practice, stunt/cheer practice, softball practice when weather permits, community events, marching band practice and health and physical education classes." Terry Clark seconded the motion.

A substantial discussion ensued with questions from Ron Osborn, Andy Taylor, and Kristin Torres regarding costs and funding plans. Ron Osborn asked whether there was a negative Title IX implication. Dan Barwick responded that in his opinion, the project provided measurable gender equity benefits, as the facility would be shifted from a single male use to multi-gender use and would also be used by academics. Ron Osborn asked how the project fit into the overall strategic planning of the College. Dan Barwick responded that this project was phase one of a project already contained in the Facilities Master Plan, which is part of the Strategic Plan, and that the only thing that is being affected is the timeline. Andy Taylor asked whether the current capital improvement funds available would need to be used for the project; Dan Barwick replied that if the fundraising campaign was successful the use of those funds would not be necessary, but that it remains a possible source of funds. He pointed out that the Facilities Master Plan assumed the use of the capital funds for this project. Kristin Torres asked whether ICC's participation in the project was dependent on support from the ICC Foundation. Dan Barwick replied that it was not, as the motion proposed by Norman Chambers does not contain that provision. Hoite Caston raised objections on a variety of fronts, primarily regarding what he perceived as the financial emphasis on football, and he requested whatever data ICC has about what other schools spend on their football teams. Dan Barwick agreed to provide that data. Mike Wood spoke of how his view on the project had changed as he had learned the facts about the project. Liz Moore asked why the project could not be done a year from now, objecting to the short timeline. Mike Wood replied that the short timeline was not by choice, as the USD 446 had only recently made the decision to remove ICC's access to the stadium as a practice facility. Cynthia Sherwood voiced the need to move quickly to ensure the safety of the students. Mike Wood called the question. The vote on his request was 5-1 in favor, with Jana Shaver voting no. Norman Chambers then re-read his motion and a vote on the motion was held. The motion was passed 5-1, with Jana Shaver voting no.

III. ADJOURN – Cindi Sherwood moved to adjourn the meeting. Terry Clark seconded the motion and the motion carried 6-0. The meeting adjourned at 8:55 a.m.

_____

Daniel Barwick on Behalf of
Beverly Harris, Board Clerk

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

Appendix 46

Multi-Use Field Funding Report

KJCCC Football Field Surfaces

1st set of facts:

Coffeyville – turf indoor practice/turf stadium
Highland – turf practice/turf stadium
Butler – turf indoor practice/turf stadium
Hutch – turf indoor practice/turf stadium
Garden – turn practice/turf stadium
Dodge – turf practice/turf stadium
Ft. Scott – turf practice/? Field
Independence – grass practice field/turf field

All schools in the conference practice on turf and all games are on turf fields.
No other teams at our college practice on a different field or court from what they play on.
Career ending injuries as a result of different playing surface which loses education opportunities at the four year level will create legal liabilities and increased athletic insurance costs. (See Liability Attachment)

2017 – 2018 Student Athlete Survey

32% of Football Players rated their practice field as poor compared to the rest of the athletic population which only 10% considered theirs poor. Data provided by annual student-athlete survey.

KJCCC Football Academic Standings

Coach Browns 1st Year 2015 – 16		Coach Browns 2nd Year 2016 - 17	
Independence	2.91	Dodge City	2.79
Dodge City	2.81	Butler	2.78
Garden City	2.81	Coffeyville	2.69
Butler	2.75	Independence	2.47

Coach Browns 3rd Year 2017 – 2018
Independence 2.77

Other schools haven't turned in their GPA's yet but the 2.77 will once again out them in the top of the conference.
Prior to Coach Brown:

2014 – 15 #7 2.49
2013 – 14 #3 2.68
2012 – 13 #8 2.38
2012 – 11 #5 2.45

ICC has been ranked as the highest rate of transfers in community colleges since Coach Brown has come to ICC. (Not sure of actual title)

I don't have data on other NJCAA or KJCCC schools to compare data on grad rates or retention but we can say he graduated 27 football players last year and has almost reached 40 this year (after the June summer school session).

Community Service Hours

5.63 avg. hours x 137 = 770 community service hours for football in our community including scraping and painting a local tax payers historical home.

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Appendix 47

Independence Community College Accessibility Report and Plan

Independence Community College Accessibility Report and Plan

During the spring 2018 semester the Associate Dean for Tutoring and Accessibility and the ICC Compliance Officer toured every building on the main and west campuses utilizing an ADA checklist in each area. Many areas were found to be out of compliance. A representative from the Great Plains ADA Center presented to campus and toured facilities; offering advice and confirming checklist items. ICC has a responsibility to maintain student access to programming and use of facilities.

Explanation of Priority Levels

Priority Level High – ICC is out of compliance and could face repercussions if item is not remedied

Priority Level Medium – ICC is out of compliance and could face repercussions if item is not remedied but there is a workable temporary solution or issue has smaller impact to students and employees

Priority Level Low – This item would improve overall Accessibility at ICC

Year One

Priority Level	Compliance Need	Estimated Cost
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$0**
High	**Investigate and budget funds installation of elevator in Student Union**	**$0**
High	**Update restroom signage in all buildings to match accessibility level**	**$250**
High	**Update restrooms in Academic Building Lower Level Faculty**	**$1500**
High	**Update restrooms in Academic Building Upper level**	**$2000**
Medium	**Update Administration Building main entrance hand rail**	**$300**
High	**Replace/modify all restroom sink knobs/levers**	**$100**
Medium	**Update/modify accessible parking signage outside Cessna building**	**$100**
Medium	**Update/modify accessible parking signage outside Administration building**	**$100**
Medium	**Update/modify accessible parking signage outside Fine Arts Building**	**$100**
High	**Update/modify accessible parking signage outside Student Union**	**$100**

DRAFT

High	**Install ramp for access to Field House floor**	**$1000**
High	**Update restrooms in Fine Arts building**	**$2000**
High	**Update lower level restrooms in Student Union**	**$2000**
High	**Update upper level restrooms in Student Union**	**$7500**
High	**Update restrooms in Field House**	**$2000**
Low	**Continuous accessibility training and implementation**	**$200**
		$19250

During the investigation it was found that ICC has used "ambulatory" restrooms as the wheelchair accessible restrooms. ICC must provide wheelchair access to a restroom in every building. The first step towards compliance is to update all campus restroom signage. The current "Faculty Restrooms" located on the first floor of the Academic Building should be updated to meet ADA standards (lowering mirror, adding grab bars, etc.)

Elevator access is crucial in the Student Union and a priority in the Academic Building. Students must have access to student programming in the lower level of the Student Union and have access to both levels of the academic building. Current pathways to both buildings are not compliant.

The Administration Building handrail does not meet standards. The entrance has a ramp and is marked as accessible. Replacing the handrail should be relatively easy and inexpensive.

The Field House court is not accessible due to a ledge/step up into the gym. A ramp could be created to allow access. New doors may have to be purchased to accommodate ramp access.

In all ICC restrooms there is an accessible sink. However, many restrooms do not have the proper sink knobs/levers on the appropriate sink. This issue can be corrected quickly and with little cost because the appropriate sink knob/lever is on another sink in the same restroom.

Restrooms in Student Union are not accessible. The upper level restrooms doorway does not allow wheelchair access and the stall width does not meet standards. The lower level restrooms do not meet stall width requirements and are not accessible due to ramp/stairway issues.

The Fine Arts building restrooms are not accessible due to stall width requirements.

The Field House restrooms stall partitions should be updated to allow wheelchair access.

For restrooms not meeting stall width requirements it is recommended ICC purchase new dividers and move plumbing as necessary.

All restrooms must lower or modify the bio-hazard container to meet accessibility requirements.

Accessible parking signs on campus must be 60 inches above the ground from the bottom of the sign. This needs to be corrected across campus. In addition, areas need repainted and/or dimensions adjusted.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars.

DRAFT

Year Two

Priority Level	Compliance Need	Estimated Cost
High	**Investigate and budget funds installation of elevator in Student Union**	**$7500**
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$7500**
Medium/Low	**Provide access to Fab Lab machines**	**Expansion should remedy**
Low	**Continuous accessibility training and implementation**	**$200**
Medium	**Replace cosmetology reception counter**	**$600**
		$15800

The cosmetology counter should be adjusted to allow wheelchair patrons access to view receptionist and pay for services.

The Fab Lab machines are partially accessible. The expansion should remedy accessibility issues. Staff should remain aware of patron needs and remedy accessibility needs as they are presented.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Three

Priority Level	Compliance Need	Estimated Cost
Medium	**Budget funds for installation of elevator in Academic Building**	**$7500**
High	**Budget funds for installation of elevator in Student Union**	**$7500**
Low	**Continuous accessibility training and implementation**	**$200**
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

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Year Four

Priority Level	Compliance Need	Estimated Cost
High	**Investigate and budget funds installation of elevator in Student Union**	**$7500**
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$7500**
Low	**Continuous accessibility training and implementation**	**$200**
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Five

Priority Level	Compliance Need	Estimated Cost
High	**Install elevator in Student Union**	**$2500**
Medium	**Install elevator in Academic Building**	**$2500**
Low	**Continuous accessibility training and implementation**	**$200**
		$5200

DRAFT

Total Cost: $70650

Appendix 48

Program Review Handbook

Academic Program Review, Planning and Development

2017-18 Academic Year

Handbook for the Comprehensive Academic Program Review and Annual Planning and Development Processes.

Independence COMMUNITY COLLEGE

At Independence Community College, the Comprehensive Academic Program Review process was developed in Spring 2017. The focus of this process was extended to include purposeful, annual program action planning and development. This handbook is designed to be used by any program faculty member as a guide to further understanding the ways in which data collection/analysis/reflection can inform effective program action planning and development.

Continued improvement of these processes is anticipated and comments or suggestions are welcome. Direct all communications about the process, including questions, to:

Program Review Committee:

Kara Wheeler—Vice President of Academic Affairs, ext. 5635
Anita Chappuie--Director of Institutional Research ext. 5634
Taylor Crawshaw--Associate Dean of Academic Support, ext. 5457
Brittany Thornton--Director of Admissions, ext. 5495
Sarah Owen--Librarian, ext. 5468
Matt Carter, Fine Arts representative, ext. 5446
Brett Gilcrist--Social Science representative, ext. 5432
LaTonya Pinkard--Humanities representative, ext. 5494
Brian Southworth—STEMB, ext. 5407
Tonda Lawrence—Technical education representative, ext. 5644

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Overview of Academic Program Review, Planning and Development

What are the goals?

At Independence Community College, Academic Program Review, Planning and Development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: *Comprehensive Academic Program Review* and *Annual Planning and Development*. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

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

Who participates?

All credit academic programs and instructional support units that offer any of the following are included in the processes of program review, planning and development:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or Certificate at ICC
- Courses or sequence of courses designed to fulfill general education degree requirements at ICC leading to an Associate of Arts; Associate of Science; or Associate of General Studies
- Courses or sequence of courses designed to support broad goals related to ICC's mission (examples include: Developmental Education);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities

Refer to the Appendix 6 for a list of credit academic programs included in this program review process**.**

When do academic programs participate?

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

What is required?

Both the *Comprehensive Academic Program Review* and the *Annual Planning and Development* processes begin with reflection on 3 years of program data (if provided by the Office of Institutional Research). Programs are encouraged to include other relevant data as part of this reflection. In both processes, program faculty write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of academic program vitality.
The process also includes establishing and updating program goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the *Comprehensive Academic Program Review,* programs also include additional reflections on student success, student learning outcomes, faculty success, as well as curriculum and mission alignment.

The software program *Tk20* is used to help facilitate the management of data distribution, document attachment and reflection elements. Training sessions on the process and software are available to all program faculty and staff during August Professional Development Days and early in the fall semester.

For additional training needs or questions about the process, programs may contact the Program Review Committee members.

Roles and Responsibilities

Academic Programs:

Each fall semester, all Academic Programs (faculty and staff) will receive updated data from the Office of Institutional Research. Programs may choose to include additional resources such as survey results, trend data or advisory board recommendations. At this time, programs will also have received a response from their Division Chair summarizing an assessment of the previous year's program review, planning and development. Using this compiled information, program faculty will provide the following:

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

As described more fully later in this handbook, the *Comprehensive Academic Program Review* is completed by programs every three years. Programs in a given *Comprehensive Academic Program Review* cycle complete component parts of *Annual Planning and Development* along with several additional parts for review and reflection. These processes should be pursued with the focus on student and faculty success and achieving continuous quality improvement. Program faculty will use the *Tk20* software to document and report all data and reflections. The ICC Program Review Committee (PRC) plays a critical role in the program review, planning and development process. Programs should consider the PRC and/or the division PRC representatives as resources to program faculty and staff. Likewise, and as needed, open and frequent communication with the Division Chair and Vice-President of Academic Affairs is encouraged throughout the process.

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

Division Chairs:

Each summer, Division Chairs will review information entered and attached in *Tk20* by the program from the previous academic year (AY) along with pending budget status for next fiscal year (FY). The Division Chair will provide a summative assessment to each program within the division. This assessment, which should be used by programs during the review and development process the following fall, will include the Division Chair's assessment of program vitality along with any comments, clarifying questions, suggestions and/or expectations. It may also include a referral to the Program Review Committee's (PRC) division representatives for

assistance during the fall semester with a program's planning and development process. The Division Chair's summative assessment will also be used as the basis for discussion with the Academic Leadership Team and the VPAA on the development of priorities for Academic initiatives and budget recommendations. Open and frequent discussion with each program is encouraged throughout the process, as needed.

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

Program Review Committee (PRC):

The Program Review Committee, whose primary focus is the *Comprehensive Academic Program Review,* is an integral part of the Academic Program Review, Planning and Development process. The PRC is an ICC standing committee composed of at least one faculty member elected by each academic division and four members appointed by the VPAA. The PRC assists programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency and relevancy. Each year the PRC will assess all *Comprehensive Academic Program Review* submissions and provide constructive, formative feedback to participating programs. After review, the PRC will solicit comments from the individual programs to ensure that the process was beneficial. Programs may submit a written response to the feedback provided by the PRC as well as provide final edits of their submissions prior to the final deadline.

Division representatives to the PRC may also be a resource to programs in *Annual Planning and Development*. Refer to the beginning of this document for a current list of program review committee (PRC) members.

Academic Leadership Team (ALT):

The Academic Leadership Team will discuss the summative assessments drafted by the respective Faculty Lead for each program. As indicated by these discussions, the Chair will edit drafted responses to the programs and/or include any comments, clarifying questions, suggestions and/or expectations. The ALT will also assist the VPAA in establishing prioritized Academic Branch initiatives and budget recommendations.

Vice-President of Academic Affairs (VPAA):

The Vice President of Academic Affairs is responsible for making recommendations to the President and Board of Trustees. Programs and/or Division Chairs may request discussion with the VPAA at any point in the process; the VPAA may also request discussion during the process.

Discussions may also be initiated by programs, Division Chairs, or the VPAA in situations where the Division Chair and program have differing perspectives on vitality, goals, and/or action plans that cannot be reconciled. Depending on the circumstances, the VPAA may find it necessary to proceed with budget recommendations, adjust enrollment or scheduling, or take other actions to safeguard students and faculty pending any further decisions. The VPAA may also determine that further examination will not be productive or necessary and choose not to initiate additional review. In such cases, the differing opinions will be communicated to the President as part of the planning and budget recommendations.

For programs in which revitalization efforts have been unsuccessful or in circumstances that warrant full phase-out of a program, the VPAA may consider forming an Ad Hoc Program Vitality Committee. This committee will consist of:

- Division Chair
- Program Faculty Representative
- Program Review Committee co-chairs (if division representative is from the program in question, another PRC member will be appointed by the committee; if the Program Faculty Representative is the same as Division Chair for program in question, then another Division Chair would be appointed by the VPAA.)
- Other representation as requested by VPAA (examples: Director of IR, Associate Dean of Academic Support, etc.)

The VPAA will determine who will chair the committee and establish the timeline for the review and final report. The Ad Hoc Program Vitality Committee will conduct its own review of the program's status and will be charged with interpreting the qualitative and quantitative data of the program review; soliciting additional data and commentary; and conducting its own research as deemed warranted. At the conclusion of the review, the Ad Hoc Program Vitality Committee will provide recommendation(s) and associated rationale to the VPAA.

President and Board of Trustees:

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

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

Academic Program Review, Planning and Development Timeline

August/September

Program Faculty:

- ❑ Attend training on *Comprehensive Program Review* and/or *Annual Planning and Development*
- ❑ Receive updated data from IR
- ❑ Review and Discuss the Summative Assessments of the previous year's process with the Division Chair
- ❑ Review requirements for completion of the *Tk20* sections and request additional data as needed to complete
- ❑ Determine work teams and/or strategies and deadlines to complete the Program Review, Planning and Development processes

September/October

Program Faculty:

- ❑ Continue review, discussions and work on completing required sections.
- ❑ As applicable, complete the approval process through Academic Council for new, modified, or deactivated curriculum. Deadline for this step is November 1. Contact the Registrar's Office at for assistance.

Program Faculty/Division Chair/VPAA:

- ❑ Maintain open and frequent discussion, as needed.

October/November

Program Faculty:

- ❑ Continue work and provide opportunities for program faculty review and refinement of Program Planning or Review drafts within *Tk20.*
- ❑ Maintain open and frequent discussion with the Division Chair, PRC, PRC Division Representative and/or VPAA, as needed.
- ❑ By November 30, finalize submissions within *Tk20.*

Program Faculty/Division Chair/VPAA:

- ❑ Maintain open and frequent discussion, as needed.

December/January

Division Chair:

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

VPAA:

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

February-March

Program Faculty:

- ❑ Refine program goals and action plans; begin implementation of action plans and/or plan for implementation of action plans in the next cycle.
- ❑ Respond to feedback from Program Review Committee (*Comprehensive Program Review* Cohort).

PRC:

- ❑ Review *Comprehensive Program Review* submissions and provide feedback to respective programs of the Comprehensive Cohort (January-Mar).

Division Chair and VPAA:

- ❑ Support academic program refinement of program goals and action planning and implementation.
- ❑ Maintain open and frequent discussion, as needed.

April-May

Division Chair:

- ❑ Fully review *Comprehensive Program Review* and *Annual Planning and Development* submissions and pending budget status for next FY.
- ❑ Complete a Summative Assessment Report, including vitality assessment and any comments, clarifying questions, suggestions and/or expectations. This may include consideration for referral to the PRC and/or PRC division representatives to assist with subsequent fall semester planning and development.

VPAA:

- ❑ Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.

President:

- ❑ Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.
- ❑ Present *Comprehensive Program Reviews* to the Board of Trustees

May-June

Board of Trustees

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

Guidelines for Completion of the ***Annual Planning and Development*** Process

The focus of the annual process is on student and faculty success and continuous quality improvement. The following gives an outline of the sections that program faculty will complete within *Tk20* for the *Annual Planning and Development* process. Details about each section are provided below and within the referenced "Resource" sections of this handbook.

Annual Planning Includes the Following Sections:

- 1.0 Program Data and Resource Repository
    - **1.2 Quantitative and Qualitative Data**
- 3.0 Assessment of Student Learning Outcomes
    - **3.2 Significant Assessment Findings**
- 4.0 **External Constituencies and Significant Trends**
- 7.0 Program Planning and Development for Student Success
    - **7.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends**
    - **7.2 Academic Program Vitality Reflection, Goals and Action Plans**
- 8.0 **Fiscal Resource Requests/Adjustments**
- **9.0 Program Planning and Development Participation**
    - 9.1 Faculty and Staff
    - 9.2 Dean and/or Administrative Designee Response

- -

Guidelines for Completion of the ***Comprehensive Academic Program Review*** Process

The following gives an outline of the sections that program faculty will complete within *Tk20* for the *Comprehensive Academic Program Review* process. The numbering system shown below mirrors that which is used within the *Tk20* software. Details about each section are provided below and within the referenced "Resource" sections of this handbook.

Comprehensive Review Includes the Following Sections:

1.0 Program Data and Resource Repository
- 1.1 Program Summary
- 1.2 Quantitative and Qualitative Data

2.0 Student Success
- 2.1 Define Student Success
- 2.2 Achieve/Promote Student Success

3.0 Assessment of Student Learning Outcomes
- 3.1 Reflection on table provided on assessment
- 3.2 Significant Assessment Findings
- 3.3 Ongoing Assessment Plans

4.0 External Constituencies and Significant Trends
- 4.1 Program Advisory Committee
- 4.2 Specialized Accreditation
- 4.3 Other

5.0 Curriculum Reflection
- 5.1 Reflection on Current Curriculum
- 5.2 Degree and Certificate Offerings or Support

6.0 Faculty Success
- 6.1 Program Accomplishments
- 6.2 Faculty Accomplishments
- 6.3 Innovative Research, Teaching or Community Service

7.0 Program Planning and Development for Student Success
- 7.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends
- 7.2 Academic Program Vitality Reflection, Goals and Action Plans
- 7.3 Mission and Strategic Plan Alignment

8.0 Fiscal Resource Requests/Adjustments
- 8.1 Budget Requests/Adjustments

9.0 Program Planning and Development Participation
- 9.1 Faculty and Staff
- 9.2 Dean and/or Administrative Designee Response

Comprehensive Program Review Sections

1.0 Program Data and Resource Repository

1.1 Program Summary – In this section of *Tk20,* the program should provide a descriptive summary of the program.

1.2 Quantitative and Qualitative Data - All programs are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.
There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

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 Resource C)*

2.2 Achieve/Promote Student Success
The program faculty should describe how the program achieves and promotes student success.

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 an individual chart for student learning outcomes at both program and course level. Once the chart has been completed by the program, it can be updated in each cycle to reflect changes in assessment initiatives.

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 Appendix 2 for ICC SLO's and Resource C- for more information.)*

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.

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

4.1: Program Advisory Committee:

- Include in this section 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.

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.

4.3: Other:

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

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?

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.

6.0 Faculty Success – No user entry is required. Before completing the Faculty Success sub-

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

6.1 Program Accomplishments –The program faculty should highlight noteworthy program accomplishments.

6.2 Faculty Accomplishments –The program faculty should highlight noteworthy accomplishments of individual faculty.

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.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends - Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section, program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C*)

7.2 Academic Program Vitality Reflection, Goals and Action Plans - The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories*.)

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

7.3 Mission and Strategic Plan Alignment –Program faculty should indicate the ways in which the program's offerings align with the ICC mission *(Appendix 3)*. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI's *(Appendix 4)* or Higher Learning Commission (HLC) accreditation AQIP categories

(Appendix 1). It is not necessary to consider an example for each HLC category, but 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.

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 the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. *(See Resource G for more details on possible items to include.)*

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.

9.2 VPAA and/or Administrative Designee Response - After review and reflection of the *Comprehensive Program Review* or the *Annual Planning and Development* process, 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.

Resource A: Qualitative and Quantitative Data

(For use with Annual Planning and Development section 1.1 and Comprehensive Program Review section 1.2)

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

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (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 by the Office of Institutional Research, as applicable. Requested for additional data must be made through a data request.

In addition to the data already provided, program faculty should consider this field as a repository for any information that aids in program development and planning. Programs should look for data which would support or possibly influence current curricular offerings, demonstrate impacting trends, indicate new opportunities or potential threats, and/or highlight program/faculty/student successes. Data collection should be an ongoing process and not necessarily centered solely on the annual or comprehensive review cycle. Such data may be stored within the software at any time. All data should be cited clearly and completely and include the reference and acquisition date. Ideally, each resource will also include a succinct summary and possible implications for the program.

Examples of other information that program faculty and staff may wish to include:

- Class Capacities and Percent Fill Rate
- Balance of program curriculum and impact across the college by indicating those courses offered primarily to:
    - Support developmental or college preparation;
    - Meet General Education and/or Cultural Diversity requirements;
    - Facilitate transfer;
    - Support career and technical programs;

    - Provide career and technical core required knowledge and skills; and/or
    - Provide career and technical knowledge and skill options
- Results of previous efforts to improve the program
- Faculty summaries or reports from conference attendance
- Transfer program articulations
- Impact on students, including underrepresented and/or at-risk students
- Duplication or uniqueness of program in region
- Community demand for the program
- Student satisfaction
- Employer satisfaction
- Projected job growth
- Declared majors/concentrators
- Credential attainment
- Accreditation trends
- Advisory Committee recommendations
- Business and Industry Trends
- Market trends

Resource B: External Constituencies and Significant Trends

(For use with Annual Planning and Development and Comprehensive Academic Program Review section 4.0)

Following are some examples of possible external constituencies that may be used by program faculty when looking for trends that impact program efficacy and student success. The examples given are not exhaustive and will not apply to all programs.

HLC Accreditation: The College's regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement on campus *(see Appendix 1 for more details on the HLC's AQIP Pathway categories)*.

Other External Constituencies: Some examples are Career Pathways or other career development activities, ICC NOW or other dual credit or academic development activities, Civic or Academic Honors, Community Service, co-curricular activities, and/or transfer articulation or affiliation agreements. Include documentation of the affiliation and a description of significant trends that are impacting or anticipated to impact the program and/or student outcomes.

Significant Trends: Some examples are reports on the status of the discipline from national discipline-related associations; national, state and local reports on workforce demands; changes to national and state policy on professions related to the discipline; changes in transfer universities or K-12 curriculum or emphases.

Resource C: Examples

Data Narrative

Example 1: Data Narrative *(Annual Planning and Development and Comprehensive Program Review section 7.1)*

The total student credit hours decreased by 19% over the three-year period from academic year 2011-2012 to 2013-2014. Full-time faculty credit hours decreased by 16% and reflect the net loss of one full-time faculty member. In Spring 2012, one full-time faculty member resigned and was not replaced. In Spring 2013, one full-time faculty member retired and was replaced. Part-time faculty student credit hours decreased by 31%.

Enrollment numbers decreased by 33% and average class size decreased by 10%. Several contributing factors tend to depress the average class size. A few classes were taught as "Course by Arrangement" to allow students to complete classes needed for their certificate or degree even though the registration numbers were very low in the classes.

Our students' completion rate remained very high, climbing from 91.3% in 2011-12 to 93% in 2013-2014. Attrition rate remained low overall.

The Course Completion, Success and Attrition by Distance Learning and On-Campus Courses by Course Number data provided a surprising insight. Faculty discussed the fact that online courses fill first during enrollment, even though online courses typically receive lower student satisfaction ratings. The data provided in the Program Review Data shows that completers and completer success rates are higher for distance learning classes when compared to the same classes offered F2F. The data provided an unexpected vote of confidence for distance learning class offerings.

Example 2: Data Narrative

Our average class size, completion, success, and attrition rates are comparable and slightly better than the college average. Comparing to closely related disciplines within the Arts, Humanities, and Social Sciences division shows that the department has significantly lower enrollment. Overall measures of completion, success, and attrition are roughly the same (or slightly better) than comparable disciplines.

Completion, Success, and Attrition Complete rates ranged from 87.5% to 97.0% and completer success rates range from 83.6% to 100%. Attrition rates ranged from 12.5% to 3.0%. In some instances, small class size causes attrition rates to appear high. To decrease attrition rates resources such as First Alert and Counseling will be more effectively utilized. For short term classes, student contact will be made by e-mail or phone after first absence.

The metrics for on-campus and distance learning (or online) sections by course number reveal two broad trends. First, for those online students who remain in the course, student success is about the same as face-to-face cohorts. Attrition rates are generally higher online. If online sections continue to increase in popularity, online instructors will need to address the course completion rates. Second, although there is a slight decline in overall enrollment, there is a shift in delivery system. It appears that students are opting to take online sections rather than traditional face-to-face sections of the same course. Interestingly, online enrollment increase, face-to-face declines, but overall enrollment remains consistent.

Student Success

Example 1: Student Success *(Comprehensive Program Review section 2.0)*

The department promotes student success through one-to-one relationships with students and colleagues, innovation of teaching strategies (creative ways to engage students in active learning and reflection), refinement of course offerings to better meet students' needs (rebalancing numbers of sections of each course in response to enrollment figures as well as expanded online course offerings), and continual exploration of new ways to engage students with discipline-related content, including Learning Communities, Independent Studies, and Honors contracts/courses.

Example 2: Student Success *The department defines student success as that of acquiring a set of skills and competencies to produce work that exhibits ingenuity and self-expression, compelling composition, along with strong technique and exceptional craftsmanship. In addition, student success is defined by acquiring the intellectual foundation to interpret and evaluate work.*

Assessment of Student Learning

Example 1: Assessment of Student Learning Outcomes *(Comprehensive Program Review section 3.2)*

Reflection on table provided on assessment:

The faculty has worked to assess the work that we are doing by actively participating in the Student Learning Outcomes Assessment process on campus. For multiple years, five courses have not only participated in the assessment process but have produced and submitted multiple Assessment Reports to the Outcomes Assessment Committee.

Significant assessment findings:

Most importantly, this process has resulted in improved student learning. The process has facilitated numerous faculty exchanges of content and delivery improvement ideas, and, of course, the implementation of the same.

Example 2:

Reflection on table provided on assessment:

Faculty will continue to make refine the department's current assessment rubric as well as move forward with new assessment initiatives in additional classes in the department.

Significant assessment findings:

By creating a new rubric, the department was able to investigate what students to accomplish in in the visual analysis / research paper. Certain components of the rubric mention understanding the "context" of the work of art, such as the socio-political / historical context in which the work was created, etc. Further, specifically addressing the importance of using "art historical terminology" encourages instructors to more carefully define terminology in their classes.

Goal Setting

Example 1: Long and Short Term Goal Setting *(Annual Planning and Development and Comprehensive Program Review section 7.2)*

Long-term Goals

Improve academic performance (2014-2017) as will be evidenced by reduction in attrition by 5% and maintenance of current national exam pass rates.

Improve critical thinking, clinical judgment, and reasoning in students during the next three years (20-14-2017) as evidenced by performance in labs and employer satisfaction.

Short-term Goals

Promote student utilization of success strategies measured by greater usage of the resource center, open labs, and faculty tutoring.

Incorporate reading as a pedagogical activity by increasing participation in common read projects and encouraging students to increase the amount of time they spend reading each week of the coming academic year.

Curriculum Reflection

Example 1: Curriculum Reflection *(Comprehensive Program Review section 5.0)*

Students who complete this curriculum can expect to have specific integrated experiences throughout the course content. Courses are structured and sequenced to mesh accumulative knowledge with growing proficiencies within each course as well as an interpretive whole of the program experience.

Courses are revised with changing outcomes whether through assessment, interaction with transfer institutions, or knowledge of the profession. Five of the ten courses have been modified or created in the last couple of years to meet these ever-changing needs for our students.

Our program adapts and changes with the educational needs of the community it serves.

Faculty Success

Example 1: Faculty Success *(Comprehensive Program Review section 6.0)*

Our department values faculty and staff who work in the professional world or who stay connected to our discipline at a national level. Most of the adjunct faculty currently works professionally in and around Independence. They each possess a specific skill-set which benefits our students. The full-time faculty and staff stay connected to the professional world or to the academic world at large.

Resource D: Academic Program Vitality Descriptions

(For use within Annual Planning and Development and Comprehensive Program Review section 7.2)

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans. Some potential qualitative and quantitative vitality indicators of program demand, quality and resource utilization include the following:

Vitality Indicators

Demand	Quality	Resource Utilization
• Student credit hours • Student headcount • Average class size • Declared majors or concentrators • Individual course purpose (developmental; transfer; career support; career core; discipline interest) • Graduate job placement • Career job projections • No/minimal regional duplication • Impacting trends (accreditation; economic; public policy; educational; market/industry) • Other, as applicable	• Student course completion • Student course success • Student course attrition • Student learning outcomes • Student retention/ persistence • Formalized articulations with education and industry partners • Degree/certificate attainment • Career credential/license success • Transfer success • Graduate satisfaction • Employer satisfaction • Wage potential • Industry engagement • Other, as applicable	• Class fill rate • Cost per credit hour • Cost per FTE • Student FTE per Faculty • Revenue generated • Facility assigned/needed • Equipment/Technology needed • Staff assigned/needed • External affiliations • Institutional resource priorities • Other, as applicable

Vitality Categories

Category 1: Potential Enhancement Opportunities
Category 2: Maintain Current Levels of Support/Continuous Improvement
Category 3: Revitalization Opportunities or Needs
Category 4: Phase Out

Vitality Category Descriptions

Category 1: Potential Enhancement: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.
Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

A. Program exceeds ICC's comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
B. Program shows a clear and consistent upward trend in majors and student credit hour production.
C. Program is above ICC comparative discipline data on average for student retention, transfer and/or graduation.
D. Cost per student is at or below national averages or other comparative numbers available for this type of program.
E. Student FTE per faculty is at or below other comparative numbers available for this type of program.
F. Indication of unmet demand and that the program could grow further with additional resources.
G. Qualitative indicators suggests high program quality and student outcomes.
H. Program is well aligned with ICC mission, strategic plan and KPI's.
I. There is evidence to suggest that there is sufficient demand to initiate a new program.
J. Resource requirements are reasonable and evidence suggests that appropriate support will be provided for new program.

Category 2: Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans. Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:

A. Program is on par with ICC comparative discipline data medians/averages on most criteria.
B. Program shows a stable trend in majors and SCH production.
C. Program is near ICC comparative discipline data average for student retention, transfer and/or graduation.
D. Cost per student is close to national averages or other comparative numbers available for this type of program.

E. Student FTE per faculty is at or slightly above other comparative numbers available for this type of program.
F. Indication that program is meeting need with adequate resources.
G. Qualitative indicators suggests appropriate program quality and student outcomes.
H. Program is aligned with ICC mission, strategic plan and KPI's.

Category 3: Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented. Some guidelines which indicate a program should be given a Category 3 vitality recommendation are:

A. Program is below the ICC comparative discipline data medians/averages on most criteria.
B. Program shows a declining pattern in majors and SCH production.
C. Program is below the ICC comparative discipline data average for student retention, transfer and/or graduation.
D. Cost per student is well above national averages or other comparative numbers available for this type of program.
E. Student FTE per faculty is below other comparative numbers available for this type of program.
F. Indication that program is not meeting needs and requiring substantial resources.
G. Qualitative indicators give insufficient data to suggest quality program and student outcomes.

Category 4: Phase Out: A program is unlikely to consider this category and it would be the rare exception for a Dean to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that a Dean would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources. Some guidelines which indicate a program should be given a Category 4 vitality recommendation are:

A. There has been a serious attempt to improve program effectiveness and efficiency but efforts have proven to be unsuccessful or have shown insufficient improvement.

B. There has been no serious attempt to improve program effectiveness and efficiency since last annual or *Comprehensive Academic Program Review.*

C. No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. has been identified.

D. Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.

Resource E: S.M.A.R.T. Goal Setting

(For use with Annual Planning and Development and Comprehensive Program Review section 7.2)

S.M.A.R.T. goal setting is based on the acronym for the 5 steps of specific, measurable, achievable, relevant, and time-based goals. Use of this strategy can help in translating "fuzzy" goals into actionable plans for achieving real results.

The following are questions to help guide in setting both long-term and short-term goals:

SPECIFIC – What will the goal accomplish? How and why will it be accomplished?
MEASURABLE – How will you measure whether or not the goal has been reached? List at least two indicators.

ACHIEVABLE – Is it possible? Do you have examples where it has been done successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

RESULTS-FOCUSED – What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal? What is the benefit to students?

TIME-BOUND – What is the established completion date and does that completion date create a practical sense of urgency?

Action planning may include but is not limited to the following areas. Attention should be given to who/what/when and why for each action.

- Training/professional development for faculty and staff
- Curriculum updates, modifications or the development of new curriculum
- Changes in methods/delivery of instruction
- Student communication
- Changes in scheduling and/or physical facilities
- Changes in physical facilities
- Planned collaborations with other college programs and services, educational partners, business and industry to achieve identified outcomes
- Changes to Advisory Committee Membership; Advisory Engagement; Recommendations; and Projections/ Expectations
- Planned Honor and Co-Curricular activities
- Organizational restructuring
- Additional resource identification and/or reallocation, including identification of other funding streams

Resource F: Action Plans for Student Success

(For use with Annual Planning and Development and Comprehensive Program Review section 7.2)

A number of organizations have recommended practices that keep students in class and help them complete courses and degrees/certificates or transfer successfully. These practices can involve student support inside and outside of the classroom or be part of the pedagogical practices faculty employ in the courses they teach.

In **student support**, the following practices have been shown to improve student success:

Effective assessment and placement, orientation, academic goal setting and planning, registration before classes begin, accelerated or Fast-Track developmental education, First-Year Experience student success course, Learning Communities, Early Alert and intervention, experiential learning beyond the classroom, tutoring, Supplemental Instruction.

Refer to *From the Center for Community College Student Engagement* (CCSSE) for more information: http://www.ccsse.org/docs/matter_of_degrees.pdf

Certain **pedagogical practices** have also been shown to improve student success. These practices are successful because they involve significant time on task, active learning, substantive interaction with faculty and peers, frequent feedback from faculty, engagement with diversity, and engagement with higher-order thinking (analysis, synthesis, evaluation, and application).

High-impact practices include: Learning Communities, Service Learning, research with a faculty member, internships or field experience, study abroad, capstone courses and projects, writing-intensive courses, first-year seminars, collaborative assignments and projects, and diversity/global learning.

Refer to the *Association of American Colleges and Universities Toolkit on High-Impact Practices* (which includes campus examples and research about the practices): http://leap.aacu.org/toolkit/high-impact-practices See also the AAC&U's *Developing a Community College Student Roadmap: From Entrance to Engagement in Educational Achievement and Success* project: http://leap.aacu.org/toolkit/projects/roadmap-project

Resource G: Fiscal Resource Requests/Adjustments

(For use within Annual Planning and Development and Comprehensive Program Review section 8.0)

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 Planning (ITP) 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.

Appendix 1: The Higher Learning Commission's (HLC) and Academic Quality Improvement Program (AQIP) Pathway

The Academic Quality Improvement Program (AQIP) is one of several pathways leading to reaffirmation of accreditation with the Higher Learning Commission. AQIP is premised on principles of continuous quality improvement, and its various processes and requirements are designed to assist institutions in achieving quality improvement, along with reaffirming the institution's accredited status with the Commission once every AQIP cycle.

Academic Quality Improvement Process (AQIP)
The six AQIP Categories provide a framework that institutions can use to examine their key processes to make sure that they are investing energy and resources in ways that will help them achieve their goals. Each category deals with a related group of key processes and allows an institution to analyze, understand, and explore opportunities for improvement. The categories also enable AQIP institutions to learn from one another.

Category One: Helping Students Learn focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

Category Two: Meeting Student and Other Key Stakeholder Needs addresses the key processes (separate from instructional programs and internal support services) through which the institution serves its external stakeholders in support of its mission.

Category Three: Valuing Employees explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

Category Four: Planning and Leading focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Category Five: Knowledge Management and Resource Stewardship addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Category 6: Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

Appendix 2: Independence Community College Learning Outcomes

Independence Community College is committed to cultivating in our students the following Learning Outcomes.

Institutional Learning Outcomes:
Communication: Stakeholders will demonstrate the ability to express ideas and information effectively.
Literacy: Stakeholders will demonstrate the ability to master concepts and terminology.
Responsibility: Stakeholders will demonstrate the ability to reason ethically as responsible citizens.
Thinking: Stakeholders will demonstrate the ability to think critically, to evaluate information analytically, and to use ideas in creative and innovative ways

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

Appendix 3: Independence Community College Mission, Vision and Core Values Statements

Mission

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Vision

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.

Core Values

Integrity: ICC holds its employees and students accountable to be honest, ethical, and transparent.
Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.
Responsiveness: ICC looks to the future by responding to the emerging needs of its stakeholders.
Diversity/Enrichment: ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.
Commitment: ICC commits to making decisions that best serve its students and community.

Appendix 4: Key Performance Indicators Glossary

Key Performance Indicators assist an organization in defining and measuring progress toward organizational goals. KPIs can measure progress towards those goals through a strategic dashboard.

Indicator 1: Increase first to second year retention rates of college ready cohort.
Target: 38.7%
According to KBOR data, an average of 38.7% of first-time, full-time college ready students who enroll in the fall semester return to ICC the following fall term. This means that over the past three years, 207 students have failed to return for their second year with us. To try and help increase this percentage, ICC will be looking to move advising from faculty to full-time staffed positions. We will be applying for a Title III grant to help fund this iniative. Before that can happen, the Associate Dean of Academic Support Services will be working with faculty to properly train them on advising practices, so they are prepared to help ICC in regards to retention and completion at 2 year community colleges. ICC has also invested in a new Student Information System called Power Campus, which will allow students to view their academic progress towards a degree as they complete courses. We feel this will help their end goal of transfer or graduation to become more attainable if they can "see" it on a daily basis.

Indicator 2: Increase number of certificates and degrees awarded to ICC students.
Target: 266
ICC knows that we can do a better job of helping students understand the value of completing their degree or certificate while they are enrolled with us. Many of the initiatives that will be implemented to improve retention of students will also allow us to increase the number of students who complete their programs with us before they take their next step. Focused training for current faculty and staff who advise in our new SIS will help ICC increase our emphasis on the benefits of completing a program of study.

Indicator 3: Increase the retention rate of students who participate in our Student Support Services program.
Target: 51%
Students served by our Student Support Services (SSS) program, a TRIO program funded by the US Department of Education, are identified to be at high risk of failure by virtue of having earned low scores on academic proficiency tests, having low high school grades, being of limited English proficiency or not having graduated from high school. SSS provides intensive academic advising and support to its qualified participants in order to increase their persistence, graduation, and transfer rates from Independence Community College. The denominator is the total membership in SSS for that academic year. The numerator is the number of those SSS members who returned for the next fall semester. Their part-time or full-time status was not taken into account because the grant does not specify enrollment load. For clarification, for 2009— The denominator (194) is the total membership for SSS for the 2009-2010 school year. The numerator (88), is the number who returned the next fall (Fall 2010).

Indicator 4: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any program.
Target: 51%
ICC's baseline for this indicator is 51%. ICC has worked hard this past year to update most of its technical programs to ensure employability in those fields once students graduate. We have also worked hard to educate technical faculty on good advising practices to ensure we are giving students the best

advice to get work in that field. We think that we can continue to increase this percentage over the next three years by continually working with faculty on their important role with retention and completion. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education.

Indicator 5: Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.
Target: 77%
This data is comprised by using the following table:

	A	B	C	D	E	F	G
Fall of	Enrolled in Comp Prep	Successful in Comp Prep	% Loss from Column A	Enroll in Comp I by end of next AY	% Loss from Column A	Successful in Comp I	ccess Rate (Column F/Column A)
2010	77	53	31%	44	57%	37	48%
2011	75	46	39%	36	52%	30	40%
2012	69	34	51%	29	58%	22	32%
2013	75	57	24%	42	44%	33	44%
2014	40	17	57%	12	70%	9	23%

The numerator is column "F", which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column "D" which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project.
ICC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the baseline indicated a need to review student success in Composition I after successfully completing Composition Preparation, as we are seeing a downward trend in the year to year percentage. ICC proposes strengthening student success from developmental through college level writing so that at least 85% of those students are successful by 2017.

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses.
Target: 68%
As part of our overall efforts to attract and retain students, ICC has spent considerable time redesigning our online courses. ICC just received HLC accreditation of its online programs in fall 2015, so the goal is to keep quality and rigor high to maintain this accreditation. By ensuring quality in both curriculum and faculty teaching online, we know that students will receive the education that they deserve and we hope to see those results through passing grades. The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)

Appendix 5: Program Schedule for Comprehensive Academic Program Review

Three-Year Comprehensive Academic Program Review Cycle

Cycle AY 2017-18, 2020-21	Cycle AY 2018-19, 2021-22	Cycle 2019-20, 2022-23
AS-Elementary Education	AS Accounting	AAS-Administrative Office Mgmt
AS-Secondary Education	AAS Accounting	C-Automotive Technology
AGS-General Studies	AS-Biology	AS-Business Administration
AS-Health, PE, Recreation	C-EMS Education	AS-Computer Information Systems
AA-Liberal Studies	C-Advanced EMS Education	AAS-Computer Information Technology
AS-Liberal Studies	AA-English	C-Computer Information Technology
C-Long Term Care	C-Cosmetology	AAS-Computer Programming
AS-Pre-Nursing	AAS-Cosmetology	C-Computer Programming
AS-Criminal Justice	AA-Theatre Arts-Acting Track	AS-Computer Science
AA-Social Science	AA-Theatre Arts-Directing/Stage	C-Culinary Arts and Hosp. Mgmt
AA-Art	AA-Theatre Arts-	AS-Engineering Technology
AA-Music	AAS-Veterinary Technology	AAS-Entrepreneurship/Small
AA-Athletic Training	Developmental--Math	AAS-Web Design and Development
	Developmental--English	C-Woodworking

Appendix 49

Fall 2017 In-Service Schedule

Fall 2017 In-Service Schedule

Monday, August 14th:

8:30-9:00: Breakfast refreshments
(Theatre Lobby)

9:00-11:30: **Main Session**—All Employees
(Theatre)
- 9:00-9:10: Welcome and Review of Schedule—Kara Wheeler
- 9:10-10:00: Update from the President—Dan Barwick
- 10:00-11:30: Institutional Updates
  - Keli Tuschman—HR
  - Kara Wheeler--Academics
  - Wendy Isle—F.A. and Business Office
  - Jessica Morgan-Tate—Compliance
  - Eric Montgomery—IT
  - Taylor Crawshaw—Academic Support
  - Tammie Geldenhuys—Athletics and Student Services

11:30-1:00: Lunch on your own

1:00-3:00: **Faculty Meeting**—All Faculty Required (AC 200)

3:00-4:00: **Schedule your own Meetings!**—Anita Chappuie will walk individuals through the process of reserving rooms for meetings on their own. Very important to attend if you are always needing to know available rooms on campus!
(AC 108)—Anita Chappuie

3:00-4:30: **Lead Assessment Team Meeting**—(AC 114)

Tuesday, August 15th:

8:30-11:30: **Assessment work for Faculty**—All Faculty Required
(AC 200)

11:30-12:00: **GP Training for entering time** (AC 108)—Michelle Kleiber

12:00-1:30: Lunch on your own

1:30-3:00: **Division Meetings**—all Faculty required
Humanities/Social Science (AC 102)—Brett Gilcrist
Science, Technology, Engineering, Mathematics, Business (STEMB) (AC 202)—Brian Southworth
Fine Arts/Inge (Fine Arts Building)—Eric Rutherford
Career/Technical (ICC West)—Tonda Lawrence

3:00-4:00: **Canvas Questions**—Do you have a question about Canvas and how to use it for your class? Stop in and ask! (AC 108)—Christy Cutshaw

Fall 2017 In-Service Schedule

Adjunct/Concurrent Instructor In-Service
5:30-8:00pm

5:30-6:00	Welcome/Sign-In Box dinner Introductions: Kara (CAO), Jaicey (ICC NOW Coordinator), Faculty Liaisons Purpose of the event New stipend/compensation for duties (list of duties & contract details)
6:00-7:00	Pirate portal: how to log in, see class lists, and enter grades Canvas: what it can be used for Questions?
7:00-8:00	Breakout sessions with faculty liaison from each discipline area: (separate agenda)

Wednesday, August 16th:

Faculty Work Day

Appendix 50

Faculty Meeting 2017

Faculty Meeting

Fall 2017

Introductions

- Name
- What you teach
- How long you have been at ICC
- Tell us something you enjoyed doing this summer

Housekeeping…

- We are hiring an Admin Assistant! Woohoo!!
  - Will assist Academics office and Division Chairs
  - Will assist faculty with Reqs and budget numbers if needed
  - You are still responsible for keeping track of your time gone through an email to Instructional Services and your Division Chair. Make sure you put it into GP when you get back!!
- New Chain of Command with Division Chairs (Responsibilities of Chairs)
- Schedule will still be led by me, with the help of the scheduling committee and Division Chairs
- Please update Outlook with your class schedule and office hours by Monday

Updates

- Accreditation
- Teacher Evaluations
- Master Syllabi and Course Syllabi
- Hiring Adjuncts
- Concurrent Evaluations—NACEP Guidelines
  - Tuesday Evening In-Service
- Committee Membership/Expectations
- Kansas Performance Indicators (KPI's)
- Maxient Software—process for complaints

Professional Development

- Faculty Association holds $6,000/CAO holds other $6,000
- Any Faculty member can request funds.
- Faculty Association member will explain how to request the funds.

Program Review
--Programs that are up this year...

- AS Elementary Education
- AS Secondary Education
- AGS General Studies
- AS Health, PE, Recreation
- AA, AS Liberal Studies
- Cert Long Term Care
- AS Pre-Nursing
- AS Criminal Justice
- AS Social Science
- AA Art
- AA Music
- AA Athletic Training

Taylor Crawshaw Update...

Faculty Vote...

Appendix 51

October 2017 Board of Trustees Minutes

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
October 12, 2017

MINUTES

Members Present
Val DeFever
Norman Chambers
Jana Shaver
Terry Clark
Mike Wood
Cynthia Sherwood

Others Present
Daniel Barwick, President
Wendy Isle, Chief Financial Officer
Kara Wheeler, Chief Academic Officer
Keli Tuschman, Human Resources Director
Beverly Harris, Executive Assistant/Board Clerk
Jessica Morgan-Tate, Compliance Officer/Title IX
Brittany Thornton, Director of Admissions
Ben Seel, Political Science Instructor
John Eubanks, Business/Accounting Instructor
Melissa Ashford, Computer Tech Instructor
Mallory Byrd, Allied Health Director
Ann Dutton, Vet Tech Program Director
Linda Benning, Vet Tech Instructor
Sue Manning, EMS Education Director

Guests
Taina Copeland, Reporter
Dr. Richard Barta, Vet Tech Advisory Board Member
Dr. Edward Epp, Vet Tech Advisory Board Member
Ned Stichman, Vet Tech Advisory Board Member
Lisa Wilhite, Vet Tech Advisory Board Member
Tony White, Kansas National Education Association (KNEA) Director
Jeff Chubb, College Legal Counsel

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Terry Clark moved to approve the agenda. Cynthia Sherwood seconded the motion and the motion carried 6-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – ICC West employees led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Jana Shaver read the College Mission statement.
   F. Vision Statement – Mike Wood read the College Vision statement.
   G. Approval of September 14, 2017 Minutes – Prior to seeking a motion for approval, Val DeFever informed the Board that due to inaccurate information in the Personnel Report, the September 14th minutes reflected the wrong pay rate for an employee transfer/promotion. As the minutes are an actual accounting of what took place during the meeting and subsequently did not require revision, Ms. DeFever requested that the October 12th meeting minutes reflect correction of the employee's pay rate for the records. Jana Shaver moved to approve the September 14, 2017 minutes with the suggested correction:

'Also included in the personnel report were the transfers/promotions of….Madison Corle from the Financial Affairs Assistant position to the Accounts Receivable Clerk position at an annualized salary of $30,000 plus ….'

Norman Chambers seconded the motion and the motion carried 5-0-1 with Cynthia Sherwood abstaining as she was not present at the September monthly meeting.

II. INSTITUTIONAL OPERATIONS

A. Program Review Update – Kara Wheeler provided an overview of the Program Review processes and procedures which are linked to budget requests. Ms. Wheeler informed the Trustees that the Board is the last step in the comprehensive, three-year Program review process. Kara Wheeler will meet with faculty Wednesday, October 18th, to review the processes and procedures.

B. Enter Negotiations RE: Replacement of Procedure for Student Complaints – Jana Shaver moved the Board enter Negotiations regarding the replacement of the Procedure for Student Complaints. Mike Wood seconded the motion and the motion carried 6-0.

C. Allow Payables – Norman Chamber moved to allow payables. Terry Clark seconded the motion and the motion carried 6-0.

D. President's Update – Dan Barwick presented the enrollment update and provided a review of the Facilities Master Plan projects. Lindsey Red Elk and DJ Williams were acknowledged as ICC students of the month for August.

III. CONSENT AGENDA – Mike Wood moved to approve the consent agenda. The consent agenda included receipt of the financial, personnel, and grant progress reports. The personnel report included employment of Hannah Marquez in the Financial Affairs Specialist position at an annualized salary of $22,880 plus College support toward employee participation in ICC's group health insurance plan; David Nguyen in the Student Support Services Math/Science Specialist position at an annualized salary of $29,000 plus College support toward employee participation in ICC's group health insurance plan; and Robin Wulf in the Records Specialist position at an annualized salary of $27,040 plus College support toward employee participation in ICC's group health insurance plan. Employee separations included Lacey Franko from the part-time Bookstore Assistant position; Robert Gray from the IT Technician position; Donna Kiister from the International Admissions Coordinator position; William Meyerson from the Custodian position; and, Debra Wheaton from the part-time Assistant Librarian position. Revisions to the procedures section of the Board Policy and Procedure Manual, as well as inclusion of required emergency response and evacuation, missing student notification, and timely warning procedures were also included in the consent agenda. The Agreement Between ICC and K-State University Global Campus for dual advising opportunities, and the Agreement Between ICC and Villas for ICC to withhold federal financial aid funds to pay Villas housing balances and for the Villas adherence to Federal Financial Aid guidelines were in the consent agenda. The invoice for payment to the Kansas Jayhawk Community College Conference in the amount of $17,052 for payment of men's and women's basketball officials for the 2017-2018 home basketball season, and approval of the recommendation to use Village Tours and Travel Company for an estimated price of $11,770 for the music groups' travel to New York City in May were also in the consent agenda. It was noted that funds for the tour bus will come from the ICC activity account to which the music groups regularly make deposits. Terry Clark seconded the motion to approve the consent agenda and the motion carried 6-0.

IV. EXECUTIVE SESSION –Mike Wood moved the Board, including Dr. Barwick, Keli Tuschman, Kara Wheeler, Brittany Thornton, and the Vet Tech Advisory Board members of Dr. Barta, Dr. Epp, Lisa Willhite, and Ned Stichman, go into Executive Session for forty-five minutes following a five-minute break, to discuss a personnel matter; discussion of non-elected personnel in order to protect the privacy interests of the individuals to be discussed is an allowable topic for Executive Session, and the Board return to Open Session in CLC 104 at 7:30 p.m. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 6:45 p.m. The Board returned to Open Session in CLC 104 at 7:30 p.m. Norman Chambers moved the Board, including Dr. Barwick, Keli Tuschman, Kara Wheeler, Brittany Thornton, and the Vet Tech Advisory Board members of Dr. Barta, Dr. Epp, Lisa Willhite, and Ned Stichman go into Executive Session for an additional fifteen minutes to discuss a personnel matter; discussion of non-elected personnel in order to protect the privacy interests of the individuals to be discussed is an allowable topic for Executive Session, and the Board return to Open Session in CLC 104 at 7:45 p.m. Mike Wood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:30 p.m. The Board returned to Open Session in CLC 104 at 7:45 p.m. Norman Chambers moved the Board, including Dr. Barwick, Keli Tuschman, Kara Wheeler, Brittany Thornton, and the Vet Tech Advisory Board members of Dr. Barta, Dr. Epp, Lisa Willhite, and Ned Stichman go into Executive Session for an additional ten minutes to discuss a personnel matter; discussion of non-elected personnel in order to protect the privacy interests of the individuals to be discussed is an allowable topic for Executive Session, and the Board return to

Open Session in CLC 104 at 7:55 p.m. Mike Wood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:45 p.m. The Board returned to Open Session in CLC 104 at 7:55 p.m.

V. EXECUTIVE SESSION – Executive Session for discussion of negotiations was not held.

VI. EXECUTIVE SESSION – Terry Clark moved the Board go into Executive Session for ten minutes and to include Dr. Barwick and Jeff Chubb, for consultation with the College attorney; consultation with the College attorney which would be deemed privileged in the attorney-client relationship is an allowable topic for Executive Session, and that the Board return to Open Session in CLC 104 at 8:05 p.m. Norman Chambers seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:55 p.m. The Board returned to Open Session in CLC 104 at 8:05 p.m.

VII. ADJOURN – Val DeFever moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 6-0. The meeting adjourned at 8:05 p.m.

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Beverly Harris
Board Clerk

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

Appendix 52

Council of Chairs Agenda 9-22-17

Council of Chairs
Friday, September 22, 2017

Agenda

I. Proposal from Great Places to Work Committee/Additional Standing Committee

II. Proposal from Program Review Committee/Additional Standing Committee

III. Proposal from Outcomes Assessment Committee/Name Change to Assessment Committee

IV. Discussion of Judicial (or similar, small group) Committee

V. Revisions/deletions to Procedures Section of Board of Trustees Policy and Procedures Manual (approved September 14, 2017 Board meeting)

VI. Proposed revisions/deletions to Procedures Section of Board of Trustees Policy and Procedures Manual (for approval during October 12, 2017 Board meeting)

VII. Emergency Preparedness Procedures

VIII. Emergency Response and Evacuation Procedures

IX. Missing Student Notification Procedure

X. Timely Warning Procedure

Appendix 53

Program Review Committee By-Laws

Program Review Committee By-Laws

Mission: The Program Review Committee assists programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency and relevancy.

Duties: The Program Review Committee, whose primary focus is the *Comprehensive Program Review,* is an integral part of the Academic Program Review, Planning and Development process. Each year the PRC will assess all *Comprehensive Program Review* submissions and provide constructive, formative feedback to participating programs. Programs may submit a written response to the feedback provided by the PRC as well as provide final edits of their submissions prior to the final deadline. Division representatives to the PRC may also be a resource to programs in *Annual Program Review*.

Membership: The Program Review Committee is composed of the VPAA, one faculty member elected by each academic division, and four staff members appointed by the VPAA. Membership can change annually. The VPAA will be Chair for this committee.

Meeting Time: Once monthly, with date and time to be decided annually by committee. Chairman will notify group of times and dates. Additional meetings may be called by the Chair as needed.

Appendix 54

Council of Chairs Meeting Minutes 9-22-17

Meeting Minutes
Council of Chairs
Friday, September 22, 2017

Present: Ben Seel, Dan Barwick, Isaias McCaffery, Jody Coy, LaTonya Pinkard, Keli Tuschman, Tamara Blaes, Kara Wheeler

1. Proposal from Great Places to Work Committee to be additional standing committee – Consensus reached that it was not necessary at this time to become a standing committee – will revisit the issue in one year.
2. Proposal from Program Review Committee to be an additional standing committee – Consensus was reached that Program Review should be added to the list of standing committees.
3. Proposal from Outcomes Assessment Committee, change name to 'Assessment Committee." Approved.
4. Discussion of Judicial (or similar) Committee, should it be formed? Approved by consensus that it should be re-inserted into Manual; Committee should review procedures and make recommendations to the Council of Chairs for any changes.
5. Revisions/deletions to Procedures Section of Bard of Trustees Policy and Procedures Manual (approved at September 14, 2017 Board meeting). Approved by consensus pending any comments from standing committee members, with a deadline of September 27 for such comments. [Note: no substantial comments received by deadline.]
6. Revisions/deletions to Procedures Section of Board of Trustees Policy and Procedures Manual (for approval at October 12, 2017 Board meeting). Approved by consensus pending any comments from standing committee members, with a deadline of September 27 for such comments. [Note: no substantial comments received by deadline.]
7. Emergency Preparedness Procedures, consider adding back to Manual – approved.
8. Emergency Response and Evacuation Procedures, consider adding back to Manual – approved.
9. Missing Student Notification Procedure, consider adding to Manual – approved.
10. Timely Warning Procedure, consider adding to Manual – approved.

Appendix 55

March 2018 Board Minutes

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

MINUTES

Members Present
Mike Wood
Jana Shaver
Terry Clark
Norman Chambers

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Keli Tuschman, Human Resources Director
Eric Rutherford, Choral/Vocal Music Instructor
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Beverly Harris, Executive Assistant/Board Clerk
Jessica Morgan-Tate, Compliance Officer/Title IX
Brad Henderson, Marketing/Communications Director
Taylor Crawshaw, Associate Dean of Tutoring/Accessibility Services
Ben Seel, Political Science Instructor
John Eubanks, Business/Accounting Instructor
Melissa Ashford, Computer Technology Instructor
Brett Gilcrist, Psychology Instructor
Jim Correll, Fab Lab Director
Bruce Peterson, Inge General Manager
Meagan Moore, Inge Coordinator
Terri Barbera, Inge Center Arts Associate
Dan Fossoy, ABE/GED Instructor

Guests
Jeff Chubb, College Legal Counsel
John Heckman, Heckman & Associates
Tony White, KNEA
Taina Copeland, Reporter
Andy Taylor, Montgomery County Chronicle
Jueno Morgan-Tate, Community Member

I. ROUTINE
   A. Call to Order – Vice-Chair, Mike Wood, called the meeting to order at 6:00 p.m.
   B. Approval of Amended Agenda – The Comprehensive Review of Health, Physical Education, and Recreation Program was removed from the agenda and will be considered during the April Board of Trustees meeting. Terry Clark moved to approve the amended agenda. Norman Chambers seconded the motion and the motion carried 4-0.
   C. Welcome Guests – Mike Wood welcomed the guests and provided an overview of public comment on items pertaining to the agenda; one request for comment was received from Dan Fossoy.
   D. Pledge of Allegiance – Terry Clark led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Jana Shaver read the Mission Statement.
   F. Vision Statement – Norman Chambers read the Vision Statement.
   G. Approval of February 8, 2018 meeting minutes – Jana Shaver moved to approve the minutes of the February 8, 2018 meeting. Terry Clark seconded the motion and the motion carried 4-0.

Dan Fossoy, ABE/GED, spoke of Program successes and encouraged continuation of the $63,182 ABE/GED Program match with Neosho Community College. Jana Shaver recognized Mr. Fossoy's work in this field.

II. INSTITUTIONAL OPERATIONS

A. Overview of Inge Festival – Eric Rutherford provided an overview of the May 9-12, 2018 Inge Festival. Mr. Rutherford noted that fund-raising initiatives have increased in an effort to relieve the burden on the College; local branding efforts have also increased in an effort to improve participation. Meeting attendees received a copy of the Inge Newsletter "The Prompter". Everyone was encouraged to attend performances of "Les Miserables" scheduled March 16, 17, and 18 at Memorial Hall.

B. Certification of Bids/Recommendation Fab Lab Expansion – John Heckman shared that bid responders were all fairly local and recommended acceptance of the $601,350 bid received from Decker Construction, Inc. of Coffeyville. Terry Clark moved to accept Mr. Heckman's recommendation that the contract be awarded to Decker Construction, Inc. Of Coffeyville, Kansas for the contract sum of $601,350. Norman Chambers seconded the motion and the motion carried 4-0.

C. PTK Luncheon Overview – Mike Wood provided an overview of the PTK Honors' Luncheon held February 15, 2018 in Topeka.

D. Comprehensive Review of Health, Physical Education, and Recreation Program – The agenda was amended to remove this item for consideration until the April Board meeting.

E. Comprehensive Review of Associate of Arts in Social Sciences Program – Kara Wheeler and Brett Gilcrist provided an overview of the Program Review process and answered questions. Jana Shaver and Mike Wood commended the comprehensive level of work involved in the Review; it was noted that the collection of date and identification of trends will facilitate informed decision making. Kara Wheeler shared that approximately 30 Program Reviews will be presented to the Board during the April Board meeting. Jana Shaver moved to approve the Category 2 recommendation of the Program Review Committee for continuance of the Social Sciences Program with minor revision. Terry Clark seconded the motion and the motion carried 4-0.

F. Allow Payables – Terry Clark moved to allow payables. Norman Chambers seconded the motion and the motion carried 4-0.

G. President's Update – Dan Barwick referred to the letter Trustees received from the Montgomery County Sherriff and shared that emergency training sessions will be scheduled during In-Service to capture the majority of College employees' participation. Dr. Barwick gave an overview of the Operational Plan and provided a summary of progress made toward meeting Higher Learning Commission requirements. Dr. Barwick gave kudos to Kris Kippenberger for work in updating the 5-Year Maintenance Plan; following review, the new Plan will be included in the April Board of Trustees Agenda packets.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda which included receipt of the financial, personnel, and grant progress reports. Included in the Personnel Report was employment of Chris Clevenger in the position of Assistant Football Coach at an annualized salary of $17,000 plus College support toward employee participation in ICC's group health insurance plan. Also included in the Personnel Report were the employment separations of: Forest Dowell from the IT Technician position; Manoa Latu from the Assistant Football Coach position; Michelle Pereira from the Financial Aid Specialist position; and, Lynn Reddy from the position of Student Support Services Administrative Assistant. Retirements included in the Report were received from: Janelle Null, Professor of Art, and Brian Foreman, Professor of Biology. The Consent Agenda included the recommendation to assess student accounts a 19% collections fee and a 2% administrative fee prior to sending accounts to collection agencies; the assessment would assist in recuperation of collection fees incurred by the College. Payment, in the amount of $11,830 to D & A Electrical, for completion of Year 2 of 5 fire safety updates required by the Fire Marshall was also included in the Consent Agenda. Jana Shaver seconded the motion and the motion carried 4-0.

Meeting attendees were informed that no action would be taken following the Executive Sessions.

IV. EXECUTIVE SESSION –Employer-Employee Negotiations.

Norman Chambers moved that the Board recess for an executive session for continued discussion of upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:20 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Dr. Barwick, Jeff Chubb, Keli Tuschman, and Kara Wheeler. Jana Shaver seconded the motion and the motion carried 4-0. The Board entered Executive Session at 7:35 p.m. The Board returned to Open Session in CLC 104 at 8:20 p.m. Norman Chambers moved that the Board recess for an executive session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3) for an additional thirty minutes. Open Session would resume at 8:50 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Dr. Barwick, Jeff Chubb, Keli Tuschman, and Kara Wheeler. Terry Clark seconded the motion and the motion carried 4-0. The Board entered

Executive Session at 8:20 p.m. The Board returned to Open Session in CLC 104 at 8:50 p.m. Norman Chambers moved that the Board recess for an executive session for continued discussion of upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 9:05 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Dr. Barwick, Jeff Chubb, Keli Tuschman, and Kara Wheeler. Jana Shaver seconded the motion and the motion carried 4-0. The Board entered Executive Session at 8:50 p.m. The Board returned to Open Session in CLC 104 at 9:05 p.m.

V. EXECUTIVE SESSION – Non-elected Personnel.
Terry Clark moved that the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:35 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Jeff Chubb, Keli Tuschman, and Kara Wheeler. Norman Chambers seconded the motion and the motion carried 4-0. The Board entered Executive Session at 9:05 p.m. The Board returned to Open Session at 9:35 p.m. Terry Clark moved that the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:50 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Jeff Chubb, Keli Tuschman, and Kara Wheeler. Norman Chambers seconded the motion and the motion carried 4-0. The Board entered Executive Session at 9:35 p.m. The Board returned to Open Session at 9:50 p.m. Dr. Barwick, Jeff Chubb, and Kara Wheeler left Executive Session at 9:50 p.m. Terry Clark moved that the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:05 p.m. in CLC 104 of the Cessna Learning Center. Keli Tuschman was invited to attend. Norman Chambers seconded the motion and the motion carried 4-0. The Board entered Executive Session at 9:50 p.m. The Board returned to Open Session at 10:05 p.m.

VI. ADJOURN – Terry Clark moved that the meeting adjourn. Norman Chambers seconded the motion and the motion carried 4-0. The meeting adjourned at 10:05 p.m.

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Beverly Harris
Board Clerk

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Appendix 56

April 2018 Board Minutes

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
April 12, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Cynthia Sherwood
Norman Chambers
Jana Shaver joined the meeting at 6:55 p.m.

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Keli Tuschman, Human Resources Director
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Beverly Harris, Executive Assistant/Board Clerk
Eric Montgomery, Chief Information Officer
Wendy Isle, Chief Business Officer
Brad Henderson, Marketing/Communications Director
Taylor Crawshaw, Associate Dean of Tutoring/Accessibility Services
Ben Seel, Political Science Instructor
John Eubanks, Business/Accounting Instructor
Melissa Ashford, Computer Technology Instructor
Brett Gilcrist, Psychology Instructor
Jim Correll, Fab Lab Director
Laura Schaid, Program Developer
Cody Westerhold, Student Activities Director
Jay Jones, Assistant Athletic Trainer
Kris Kippenberger, Director of Maintenance

Guests
Ryan York, County Commissioner
Steve McBride, Reporter
Andy Taylor, Montgomery County Chronicle
Kerry Hilbert, Parent of Baseball Athlete
Ron Denney, Community Member
Braidon Beard, Former Student
Kristen Torrey, Student
Kathy Kelley, Student
Odalis Martinez, Student
Regana West, Student
Hoite Caston, Community Member
Thirty-six Community Members/Baseball and Brenda Sanchez

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m. and shared that: Trustee Clark was absent, as he was receiving an award from PSU; and, Trustee Shaver would join the meeting later. Chair DeFever welcomed the guests and provided information for those attendees wishing to make public comments.
   B. Approval of Agenda – It was noted that the agenda was amended to reflect: presentation from County Commissioner, Ryan York, regarding the proposed county-wide neighborhood revitalization plan; approval of the proposed faculty supplemental contract; and, action separate from the Consent Agenda regarding the early retirement request submitted by Mark Harris, Professor of Sociology. Mike Wood moved to approve the amended agenda. Norman Chambers seconded the motion and the motion carried 4-0.

C. Welcome Guests – Val DeFever welcomed the guests and assured them the Board is always willing to hear comments, even during contentious times.
D. Pledge of Allegiance – Mike Wood led the group in recitation of the Pledge of Allegiance.

Public Comment: Ron Denney distributed a copy of his address and spoke to the Board against the discontinuation of the baseball program. Kerry Hilbert distributed a copy of his address and spoke to the Board against the discontinuation of the baseball program. Braidon Beard distributed a copy of the petition he initiated and addressed the Board against the termination of the employment contract of Brenda Sanchez. Kristen Torrey addressed the Board against the termination of the employment contract of Brenda Sanchez. Kathy Kelley addressed the Board against the termination of the employment contract of Brenda Sanchez. Odalis Martinez addressed the Board against the termination of the employment contract of Brenda Sanchez. Chair, DeFever thanked everyone for attending the meeting and stated that the Board was given a lot of information and had not taken their decisions lightly. Chair DeFever informed the group that the Board will try and get answers to the questions put forth and share that information with the public through the media or on the College website.

E. Mission Statement – Cynthia Sherwood read the College Mission Statement.
F. Vision Statement – Norman Chambers read the College Vision Statement.
G. Approval of March 8, 2018 regular and March 21, 2018 special meeting minutes – Jana Shaver moved to approve the minutes of the March 8th and March 21st meetings. Mike Wood seconded the motion and the motion carried 5-0.

II. INSTITUTIONAL OPERATIONS

Montgomery County County-wide Neighborhood Revitalization – Commissioner, Ryan York provided an overview of the proposed county-wide Neighborhood Revitalization Plan and answered questions. Commissioner York encouraged the Board to respond within the next three days with any questions or suggestions; he also asked the Board to notify the County Commissioners Office if they are "on board" with the proposal.

Faculty Liaison – Kara Wheeler provided an overview of the proposed Faculty Liaison supplemental contract and noted that the supplemental position meets Higher Learning Commission accreditation standards, and was developed through utilization of the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards/matrix. Upon Board approval, the Faculty Liaison supplemental contract will be incorporated in the Faculty Negotiated Agreement. Cynthia Sherwood moved to approve the Faculty Liaison supplemental contract position for incorporation in the Negotiated Agreement as presented. Mike Wood seconded the motion and the motion carried 5-0.

A. Technology Plan Overview/Approval – Dr. Barwick informed the Board that Eric Montgomery had to leave the meeting unexpectedly and will present during the April 26, 2018 meeting.
B. 24 X 7 Managed Helpdesk Solution – Eric Montgomery will present during the April 26, 2018 meeting.
C. Managed Print Solution – Eric Montgomery will present during the April 26, 2018 meeting.
D. Approve Comprehensive Program Review Recommendation
   - Associate of Science-Health, Physical Education, and Recreation – Brett Gilcrist answered questions associated with the review. Professor Gilcrist shared that Wellness Concepts is a general education course and many four-year institutions are requiring this course, so every ICC student majoring in Health, Physical Education, and Recreation must take Wellness Concepts. Mike Wood noted appreciation for Mr. Gilcrist's explanation of how he thought Wellness Concepts worked and didn't work; Trustee Wood noted that Professor Gilcrist' use of discussion boards, and starting the course in the first part of the semester versus the second semester were making a difference in how students learn. Jana Shaver appreciated all the work conducted to make the Program courses more transferable. Mike Wood moved to accept the Comprehensive Review of the Associated of Science in Health, Physical Education, and Recreation. Cynthia Sherwood seconded the motion and the motion carried 5-0.
   - Associate of Science-Criminal Justice – Ben Seel answered questions and noted the Program is currently taught by four adjuncts and two College employees who are qualified to teach the coursework. Kara Wheeler shared that with drastic changes to accreditation expectations consideration of continuance of various programs will be considered. The Trustees provided input regarding the offering of only two courses when the requirement is four; a feasibility study will be conducted and Academics will return at a later date with a recommendation on continuance of the program. Jana Shaver moved to accept the Comprehensive Review of the Associate of Science in Criminal Justice. Mike Wood seconded the motion and the motion carried 5-0.

- Associate of Science-Elementary Education – Kara Wheeler answered questions and shared that the program is a higher level program with 6-9 credit hours higher than most programs; however, State is wanting all programs down to the sixty credit hour level. Kara Wheeler also shared that future assessments of the program will be delegated to someone other than herself, as the VP of Academic Affairs should not be conducting assessments. Mike Wood moved to accept the Comprehensive Review of Associate of Science in Elementary Education. Norman Chambers seconded the motion and the motion carried 5-0.

E. Allow Payables – Norman Chambers moved to allow payables. Cynthia Sherwood seconded the motion and the motion carried 5-0.

F. President's Update – Dan Barwick

- Progress on HLC Requirements – Dan Barwick

Public Comment: Hoite Caston addressed the Board about Higher Learning Commission summary reports. Dr. Barwick recommended the Board enter Executive Session immediately, as Open Session discussion effects the confidentiality of the documents and public access. Dr. Barwick also stated that the topic was a personnel issue, due to a specific person being named in the document and advised the Board to acknowledge the question and move on.

Dr. Barwick displayed a spreadsheet that condensed the narrative previously utilized when reporting progress on HLC requirements; monthly reports to the Board will continue and the information will be shared campus-wide. Dr. Barwick thanked the eight College employees who attended the HLC Annual convention in Chicago and provided an overview of the Presidents Program; during this session, the Presidents had an opportunity to ask questions of the HLC Board members directly. The Presidents also discussed the ability to meet heightened accreditation requirements and expectations.

- Review 2014-2016 Institutional Assessment Plan Survey Results – Dr. Barwick shared background information regarding creation of an additional College standing committee; the Assessment Committee. The Assessment Committee surveyed the campus about knowledge of, and participation in, the 2014-2016 Institutional Assessment Plan. It was noted that assessment is campus wide; not just a focus and responsibility of the academic division. Staff members assess respective areas; faculty assess academics; athletics assess athletic programs; student services assess student activities, etc. Kara noted that the 2014-2016 Institutional Assessment Plan Survey results portrayed the lack of understanding of the concept that assessment is campus-wide; Dr. Barwick added that we are working on creating a culture of assessment.
- 5-Year Maintenance Plan – Dr. Barwick acknowledged Kris Kippenberger, Maintenance Director, for her work and attention to detail when creating the 5-year Plan; he also acknowledged that Christina McDiarmid, previous Director of Maintenance, created the original Plan which Ms. Kippenberger fleshed out. Cynthia Sherwood inquired about the status on repairing flooring at ICC West; Dr. Barwick shared that during the next budget cycle, consideration will be given to repairing a section of the flooring (approximately twenty percent at a time to be cost effective for the College).
- Update Enbridge Pipeline Property Tax Status – Dr. Barwick provided background information regarding the Enbridge Pipeline property tax issue and reminded the Board that three years ago the Board set aside money in the event that Enbridge contested the tax valuation. Dr. Barwick continued that during next year's budget planning cycle, the Board must decide what to do with the funds that were set aside and the process to use. Dr. Barwick suggested four options for consideration and recommended identification of an amount to place in reserves and then setting up a fund, similar to a permanently restricted endowment, which provides funds from the income for use on capital projects while restricting utilization of the principle amount. The Board will revisit the topic during the budget planning cycle. Dr. Barwick also noted that the Facilities Master Plan will be revisited during the Strategic Planning process. Dr. Barwick shared that Janelle Null, Art Program Professor, is retiring after thirty-three years' service with the College. An Art Advisory Committee has been formed and has the task of examining the Art Program for any modifications needed to increase desirability and will also head the search for a new Art Instructor. Members of the Committee include: Kara Wheeler, Mike Wood, Eric Rutherford, Tim Haynes, Bridget Carson, and Rebecca Peitz. The goal is to have an instructor in place for the Spring Semester of the upcoming year. The Board was reminded of the Fab Lab ground breaking ceremony scheduled from 11:30 a.m. to 1:00 p.m. on Wednesday, April 18th.

G. Early Retirement, Mark Harris – Jana Shaver moved to approve the Early Retirement request submitted by Mark Harris. Norman Chambers seconded the motion and the motion carried 5-0.

III. CONSENT AGENDA – Ben Seel noted that the E. Computer Software Policy, and F. Technology Purchasing Policy require two readings prior to approval and subsequent inclusion in the Board of Trustees Policy and Procedures Manual. Dr. Barwick shared that a process for new policies and procedures will be provided during the May Board of Trustees

meeting. The Board considered E. and F. as the first reading and invited public comment prior to the second reading during the August 26th meeting. Cynthia Sherwood moved to approve the Consent Agenda which included receipt of the financial, personnel, and grant progress reports. Also included in the Consent Agenda was payment to Legend Rings in the amount of $14,589 for Championship Bowl Rings; Tammie Geldenhuys acknowledged donor, Judi Harris, for her generous support; which allowed the College to purchase the rings. Mike Wood seconded the motion for approval of the Consent Agenda and the motion carried 5-0.

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

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

Meeting attendees were informed that no action would be taken following the Executive Session.

VI. EXECUTIVE SESSION – Non-elected Personnel.
Norman Chambers moved that the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:45 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Keli Tuschman, Tammie Geldenhuys, and Kara Wheeler. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 9:15 p.m. The Board returned to Open Session at 9:45 p.m. Norman Chambers moved that the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:05 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Keli Tuschman, Tammie Geldenhuys, and Kara Wheeler. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 9:45 p.m. The Board returned to Open Session at 10:05 p.m. Tammie Geldenhuys left Executive Session at 10:05 p.m. Norman Chambers moved that the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:25 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Keli Tuschman, and Kara Wheeler. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 10:05 p.m. The Board returned to Open Session at 10:25 p.m. Norman Chambers moved that the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:35 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Keli Tuschman, and Kara Wheeler. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 10:25 p.m. The Board returned to Open Session at 10:35 p.m. Norman Chambers moved that the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:45 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Keli Tuschman, and Kara Wheeler. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 10:35 p.m. The Board returned to Open Session at 10:45 p.m. Kara Wheeler left Executive Session at 10:45 p.m. Norman Chambers moved that the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:55 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick and Keli Tuschman. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 10:45 p.m. The Board returned to Open Session at 10:55 p.m.

VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 5-0. The meeting adjourned at 10:55 p.m.

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Beverly Harris
Board Clerk

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

Appendix 57

May 2018 Board Minutes

BOARD OF TRUSTEES REGULAR MEETING
Cessna Learning Center CLC 104 West Classroom/6:00 p.m.
May 14, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Cynthia Sherwood
Norman Chambers
Terry Clark
Jana Shaver

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Keli Tuschman. Vice-President of Operations
Beverly Harris, Executive Assistant/Board Clerk
Eric Montgomery, Chief Information Officer
Wendy Isle, Chief Business Officer
Brad Henderson, Marketing/Communications Director
Jessica Morgan-Tate, Compliance/Title IX Officer
Melissa Ashford, Computer Technology Instructor
Kris Kippenberger, Director of Maintenance
Dan Fossoy, Director of ABE/GED
Mallory Byrd, Allied Health Director
Cody Westerhold, Director of Student Activities
Laura Schaid, Program Developer
Janelle Null, Professor of Art
Tim Haynes, Assistant Fab Lab Manager
Jim Correll, Fab Lab Manager

Guests
Jeff Chubb, College Legal Counsel

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Jana Shaver requested removal of "F. Purchasing Procedure/Purchase Card/Travel Revisions to Reflect Current Processes" from the Consent Agenda, as it required two readings prior to Board approval. Wendy Isle explained that item "F" is not the actual Board policy that requires two readings and time for public comment. Wendy informed the group that what the Board was being asked to approve in the Consent Agenda was only the College procedure associated with the Board policy. Dr. Barwick added that historically the Board of Trustees had a Policy Manual which identified "what" the Board wished to accomplish, and the College had a Faculty/Staff Handbook of procedures on "how" the College would adhere to Board policies. A few years ago, the two documents were combined; the Board policies (policies which apply to the Board itself) still require two readings and allotment of time for public comment prior to approval, and the College procedures section (policies or procedures which apply to employees) merely requires one reading prior to inclusion in the Board of Trustees Policy and Procedures Manual. Jana Shaver subsequently withdrew her request. Norman Chambers moved to approve the agenda. Cynthia Sherwood seconded the motion and the motion carried 6-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Mike Wood led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Jana Shaver read the College Mission Statement.
   F. Vision Statement – Norman Chambers read the College Vision Statement.
   G. Approval of April 26, 2018 Minutes – Terry Clark moved to approve the April 26, 2018 meetings. Mike Wood seconded the motion and the motion carried 6-0.

II. INSTITUTIONAL OPERATIONS

A. PTK International Convention/Kansas City – Melissa Ashford noted that Phi Theta Kappa students were not available for the presentation, as the Board meeting date changed and students were no longer on campus. Ms. Ashford shared that three students and one advisor attended the International Convention and publicly acknowledged the Independence Community College Foundation for assistance in funding the trip.

B. Fab Force Certificate Program – Melissa Ashford provided highlights of the new certificate Program which will provide sought-after soft skills, as well as technical training. Terry Clark noted that input on development of the Program was sought from area industries. Ms. Ashford also shared that contact has been made with her connection at K-State Polytechnics for establishment of a 2 + 2 Program. Robotics classes will be offered in the Fall. Students will have multiple opportunities to achieve industry-recognized certifications in addition to the Fab Force/Small Business Management Certificate and Associate of Applied Science degrees.

C. Accept Comprehensive Program Review Recommendation – A request was made for identification of the individual conducting the review at the beginning of each respective document; it was also noted that the position title should be utilized instead of using "I" references.

- Mallory Byrd provided an overview of the Associate of Science in Pre-Nursing Program Review and answered questions. Terry Clark moved to accept the Associate of Science in Pre-Nursing Comprehensive Program Review recommendation. Norman Chambers seconded the motion and the motion carried 6-0.
- Kara Wheeler provided an overview of the Associate of Arts/Associate of Science in Liberal Studies Program Review and answered questions. Mike Wood moved to accept the Associate of Arts/Associate of Science in Liberal Studies Comprehensive Program Review recommendation. Terry Clark seconded the motion and the motion carried 6-0.
- Janelle Null answered questions associated with the Associate of Arts in Art Program Review. Val DeFever recognized Professor Null for her many years of dedicated service. Jana Shaver moved to accept the Associate of Arts in Art Comprehensive Program Review recommendation. Cynthia Sherwood seconded the motion and the motion carried 6-0.

D. Approve Annual Program Reviews/Dev. Math and AA English - Kara Wheeler provided highlights of the Annual Program Reviews for Developmental Math and AA English and answered questions. Terry Clark moved to approve the Developmental Math and Associate of Arts in English Annual Program Reviews. Norman Chambers seconded the motion and the motion carried 6-0.

E. Faculty Senate – Dr. Barwick reminded the Board that the Faculty Senate was created as a result of a recommendation by the Higher Learning Commission that the general faculty have a voice and formal structure outside of the Faculty Association; he also noted that the Faculty Senate will be a permanent College Standing Committee and included in the Board Policy and Procedures Manual in the Standing Committee section. Faculty members developing the Faculty Senate structure and by-laws included: LaTonya Pinkard, John Eubanks, Brian Southworth, Mallory Byrd, Isaias McCaffery, Shufang Liu, and Brett Gilcrist. Administrative members providing input on the Faculty Senate structure and by-laws included: Dan Barwick, Kara Wheeler, Tammie Geldenhuys, Keli Tuschman, and Jessica Morgan-Tate. Dr. Barwick noted that although the Faculty Association historically addressed issues outside of its purview, it was important to maintain a distinctive division between the Faculty Senate and the Faculty Association. Dr. Barwick noted that in Article II. Powers of the Senate, the Academic Council serves as a subcommittee of the Faculty Senate; which is one standing committee under the auspices of another. It was noted that the statement "Shall make recommendations to the Board of Trustees on the selection of a new President and performance of a continuing President" is a typical function of a Faculty Senate. Another notation made was under Article IV. Officers; in which it states "the President (of the Senate) shall serve on the President's Cabinet and attend ICC Board of Trustees' meetings". As the President's Cabinet By-Laws currently state that "the President's Cabinet includes those personnel appointed by the President to the Cabinet", a revision to President's Cabinet By-Laws will follow the process for College policy and procedure revisions and be submitted for consideration to the: Council of Chairs; President; President's Cabinet; and, the final step to the Board of Trustees for consideration of revision during the next Board meeting and subsequent inclusion in the Board Policy and Procedure Manual. Mike Wood questioned "6. Under Article II. Powers of the Senate: Shall have the right to express itself in writing on any matter concerning the academic welfare of the College and its various components and transmit its recommendations to the appropriate College administrators or Board of Trustees." Trustee Wood referenced media publications the past December and wondered if similar issues would be encountered. It was noted that no reference was made to media publication of written expressions in the Faculty Senate By-laws. Dr. Barwick added that he was comfortable recommending the creation of this very deliberative body in the form of the Faculty Senate By-laws. Mike Wood moved to approve the Independence Community College Faculty Senate By-Laws. Jana Shaver seconded the motion and the motion carried 6-0.

F. Allow Payables – Cynthia Sherwood moved to allow payables. Terry Clark seconded the motion and the motion carried 6-0.

G. 2018-2019 Tuition and Fees/Room and Board – Following discussion of the increase in vocational fees by $22 per credit hour and the $30 Graduation fee that will be assessed all students when they are awarded a degree or certificate, Norman Chambers moved to approve the 2018-2019 Tuition and Fees/Room and Board proposal. Mike Wood seconded the motion and the motion carried 6-0.

H. President's Update – Dan Barwick opened his update by sharing that the William Inge Theatre Festival enjoyed two-to-three times the number of participants at various events than experienced in previous years. Inge volunteers were recognized for their dedication to providing exceptional assistance up-to-and-including during the Festival; Dr. Barwick acknowledged Tim Valentine for volunteering his airplane and personal time transporting various Inge participants to and from the Festival. The Board was informed of the newly appointed Higher Learning Commission liaison, Dr. John Marr. Dr. Barwick shared that during the Strategic Plan Review, the Board will see a document similar to the Accreditation Progress Spreadsheets they are accustomed to seeing. The Strategic Plan Review spreadsheet will incorporate: Board Strategic Goals, the Higher Learning Commission (HLC) Core Criterion, budget implications, and individual Operational Plan objectives and strategies; the end result will identify processes and procedures taken throughout the campus and surrounding community to address directives from the Board of Trustees and HLC. Dr. Barwick also shared that the Vet Tech Program was elevated from probationary status to being fully accredited. A timeline for the fully integrated Strategic and Budget Planning cycles was provided: the Strategic Plan Review (looking back over the past year) takes place during early June; the Strategic Plan Revisions (looking forward over the next year) takes place in late June to early July; and, Budget Development (based on the Strategic Plan changes and recommendations) takes place in the July/August timeframe. Dr. Barwick shared that budget planning occurs in two stages: the first stage is at the campus level which is not related to Board processes and involves fixed cost increases, carry forward amounts, enrollment, tuition and fees, open positions, and other revenue assumptions; and, the second stage is at the Board level and ties to the Strategic Plan Review, Strategic Plan revisions, Budget workshops, publication of the proposed budget; budget hearing for public comment; and certification to the County Clerk of the 2018-2019 budget. During the first stage of the budget planning cycle, employees review respective current budgets and each area holds two open sessions for campus-wide review of current and proposed area budgets. Dr. Barwick noted the outcome of the Open Forum/Budget Update held May 3rd, was creation of three Task Forces: Revenue; Cost-savings; and, Enrollment. Dr. Barwick shared that the biggest budget challenge this year is how to convey net position as part of the budget process; he added that to fully address decreases in revenue and enrollment, the College must double reductions by considering losses the previous year plus an additional amount for projected reductions next year. Terry Clark noted that it appeared as if: the rules were being changed; the College had been calculating the budget for years; and questioned what other institutions are doing. Dr. Barwick reminded the group of the cash flow issue highlighted during the 2017-2018 Audit and noted that adjustment of the rollover amount seemed the simplest, most honest, and openly transparent method of addressing the cash flow issue.

- Progress on HLC Requirements – Dr. Barwick provided an overview of progress made since the last report to the Board of Trustees; he noted that in the next few months, all areas would reach 100% of stated goals. A request was made to identify the starting percentage point for each area; however, it was noted that the majority of the initiatives were new and subsequently started at zero percent.
- KACCT Quarterly Meeting/Kansas City Kansas Community College/Fri. - Sat., June 1-2, 2018. Dr. Barwick asked the Board to contact Board Clerk regarding attendance at the quarterly meeting. Norman Chambers and Jana Shaver responded that they plan to attend.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda. The Consent Agenda included acknowledgement of receipt of the Financial, Personnel, and Grant Progress Reports. Included in the Personnel Report were employment separations of: Valon Jones from the Upward Bound Director position; Archana Lal from the position of Biology Professor; Kelsey Overacker from the position of Head Softball Coach; and, Fernando Patin Betancourt from the position of Accounts Payable Specialist. Also included in the Consent Agenda was approval to enter a Lease Agreement with FleetPool, USA for the replacement of three vans in the amount of $725/month for 36 months; the new lease includes Kansas tags and registration (approximately $815) which were not included in the current lease. Inclusion in the Board of Trustees Policy and Procedure Manual of the Judicial Standing Committee By-Laws, and the Purchasing Procedure/Purchase Card/Travel revisions to reflect current processes were additional portions of the Consent Agenda. Terry Clark seconded the motion and the motion carried 6-0.

Val DeFever thanked Kris Kippenberger for her availability and hard work during Inge Festival activities. Cynthia Sherwood noted that Graduation was a wonderful and well-planned experience. Terry Clark congratulated Dr. Barwick for acquiring Governor Colyer to address ICC Graduates during Commencement Exercises.

It was noted that no action would be taken following any of the Executive Sessions. The Executive Session associated with Attorney/Client Privilege was moved forward, behind the Employer-Employee Negotiations Executive Session, for inclusion of Jeff Chubb, College Legal Counsel, in the first two Executive Sessions.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. Norman Chambers moved the Board recess for an Executive Session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:25 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, Kara Wheeler, and Jeff Chubb were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:10 p.m. The Board returned to Open Session at 8:25 p.m. Norman Chambers moved the Board recess an additional 15 minutes for Executive Session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:40 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, Kara Wheeler, and Jeff Chubb were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:25 p.m. The Board returned to Open Session at 8:40 p.m.

V. EXECUTIVE SESSION – Attorney/Client Privilege. Terry Clark moved that the Board recess for an Executive Session for consultation with the College attorney regarding litigation and contractual matters, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 8:55 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Jeff Chubb, Keli Tuschman, and Kara Wheeler. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:40 p.m. Kara Wheeler left Executive Session at 8:47 p.m. The Board returned to Open Session at 8:55 p.m. Terry Clark moved that the Board recess for an Executive Session for an additional five minutes for consultation with the College attorney regarding litigation and contractual matters, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 9:00 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Jeff Chubb, and Keli Tuschman. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:55 p.m. The Board returned to Open Session at 9:00 p.m.

VI. EXECUTIVE SESSION – Non-elected Personnel. Jana Shaver moved that the Board recess for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:15 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, and Kara Wheeler were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 9:00 p.m. The Board returned to Open Session at 9:15 p.m.

VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 6-0. The meeting adjourned at 9:15 p.m.

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Beverly Harris
Board Clerk

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Appendix 58

June 2018 Board Minutes

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
June 14, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Jana Shaver
Norman Chambers
Terry Clark
Cynthia Sherwood

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Beverly Harris, Executive Assistant/Board Clerk
Eric Montgomery, Chief Information Officer
Taylor Crawshaw, Associate Dean of Tutoring and Accessibility Services
Brad Henderson, Marketing/Communications Director
Wendy Isle, Chief Business Officer
Jessica Morgan-Tate, Compliance Officer/Title IX
Keli Tuschman, Vice-President for Operations
Kris Kippenberger, Director of Maintenance
Ben Seel, Professor of Political Science
Anita Chappuie, Institutional Research Director

Guests
Steve McBride, Reporter
Andy Taylor, Montgomery County Chronicle
Liz Moore, Inge Foundation Director
Ron Osborn, Community Member

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Cynthia Sherwood moved to approve the agenda as distributed. Terry Clark seconded the motion and the motion carried 6-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Cynthia Sherwood led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Jana Shave read the College Mission Statement.
   F. Vision Statement – Norman Chambers read the College Vision Statement.
   G. Approval of May 24, 2018 Minutes – Mike Wood moved to approve the May 24, 2018 Board meeting minutes. Jana Shaver seconded the motion and the motion carried 5-0-1; Cynthia Sherwood abstained, as she was not present at the meeting.

II. INSTITUTIONAL OPERATIONS
   A. Accept Comprehensive Program Review Recommendation
      - Kara Wheeler provided an overview of the Associate of Science (AS) in Secondary Education Program and answered questions. Terry Clark moved to accept the Associate of Science in Secondary Education Program Review recommendation. Norman Chambers seconded the motion and the motion carried 6-0.
      - Kara Wheeler provided an overview of the Associate of General Studies (AGS) in General Studies Program and answered questions. Mike Wood moved to accept the Associate of General Studies (AGS) in General

Studies Program Review recommendation. Terry Clark seconded the motion and the motion carried 6-0. Dan Barwick thanked Kara Wheeler for all the work conducting the comprehensive and annual program reviews and reminded the group of the two findings noted by the accreditors: completion of Program Reviews; and, the use of data in Strategic Planning and budgeting processes. Dr. Barwick added that the College had now completed a major component of the accreditation process.

B. KACCT/COP Report – Jana Shaver provided an overview of the Quarterly meeting held at Kansas City Kansas Community College and distributed "Accreditation and Community College Trustees" for the Trustees' reference. Jana Shaver noted that during a session on accreditation, the group was informed that approximately eighty percent of colleges receive some form of follow-up after the accreditation site visit. Dr. Barwick ended the KACCT/COP Report by sharing the legislative update portion of the meeting.

C. Allow Payables – Jana Shaver moved to allow payables. Norman Chambers seconded the motion and the motion carried 6-0.

D. President's Report – Dan Barwick

- Quarterly Operational Plan – The June Quarterly Operational Plan was included in the Board agenda packets and was incorporated in the Strategic Plan Review.
- Strategic Plan Review – Dr. Barwick noted that the two most important things the College does each year are the Strategic Planning Review process, and subsequent revision to the Strategic Plan that the Review produces. Dr. Barwick reminded the group that all Operational Plan goals were explicitly tied to the Board's institutional goals; progress made toward those goals served as the basis for the Annual Strategic Plan Review.

  Dr. Barwick thanked: all College employees who developed and implemented respective departmental operational plans and were involved in completion of the stated tasks; his direct reports for input and assistance fine-tuning the Review; and, Anita Chappuie for number crunching the data for enrollment, completion, retention, etc. Background history and review of the Strategic Planning process were provided, and the Trustees were encouraged to submit recommendations for incorporation in the draft 2018-2019 Strategic Plan. Cynthia Sherwood suggested additional emphasis on Academics; Mike Wood suggested more professional development opportunities for faculty members. Dr. Barwick noted that a substantial discussion of the draft would take place during the June 28, 2018 Board meeting, and following any Board revisions the Trustees would approve the Strategic Plan for the upcoming year.

III. CONSENT AGENDA – Cynthia Sherwood moved to approve the Consent Agenda which included the Accreditation Progress Spreadsheet and, receipt of the Financial, Personnel, and Grant Progress Reports. The Personnel Report included employment of: Angela Houston in the position of Upward Bound Director at an annualized salary of $43,188 plus College support toward employee participation in ICC's group health insurance plan; Nathan Chaplin in the Biology Instructor position at an annualized salary of $49,900 plus College support toward employee participation in ICC's group health insurance plan; Tom Weaver in the Biology Instructor position at an annualized salary of $49,300 plus College support toward employee participation in ICC's group health insurance plan; Kelsey Jennings in the Administrative Assistant for Student Support Services position at the pay rate of $13.46/hour plus College support toward employee participation in ICC's group health insurance plan; Amanda McCormick in the Vet Tech Director position at an annualized salary of $45,000 plus College support toward employee participation in ICC's group health insurance plan; Joni Pratt in the position of Navigator at an annualized salary of $33,000 plus College support toward employee participation in ICC's group health insurance plan; Samantha Allen in the position of Head Softball Coach at the annualized salary of $35,900 plus College support toward employee participation in ICC's group health insurance plan; Madyson Smith in the position of Assistant Softball Coach at an annualized salary of $24,000 plus College support toward employee participation in ICC's group health insurance plan; and; Jennifer Wilson in the position of Sociology Instructor at an annualized salary of $49,200 plus College support toward employee participation in ICC's group health insurance plan. The transfer/promotion of Hannah Marquez from the Financial Affairs Specialist position to the Accounts Payable Specialist position at a pay rate of $13/hour plus College support toward employee participation in ICC's group health insurance plan was included in the Personnel Report. Employment separations of: Breeze Jones from the Navigator position; Joely Rogers from the Assistant Softball Coach position; Eric Rutherford from the Assistant Dean of Fine Arts, Vocal Music Instructor, Interim AD for Inge position; and, Michelle Rutherford from the position of Band Instructor were also included in the Personnel Report. Mike Wood seconded the motion and the motion carried 6-0.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. It was noted that no action would be taken following Executive Session. Norman Chambers moved the Board recess for an Executive Session for the purpose of discussing

upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:40 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, and Kara Wheeler were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:25 p.m. The Board returned to Open Session at 8:40 p.m. Norman Chambers moved the Board recess an additional fifteen minutes for Executive Session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:55 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, and Kara Wheeler were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:40 p.m. The Board returned to Open Session at 8:55 p.m.

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

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

VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 6-0. The meeting adjourned at 8:55 p.m.

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Beverly Harris
Board Clerk

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

Appendix 59

September 6, 2018 Program Review Committee Minutes

PROGRAM REVIEW COMMITTEE MEETING

Location: AC110

Date: 9/6/18

Time: 3:00 pm

Facilitator: Kara Wheeler

Agenda Items

	3:00 – 3:20	Review last year—what worked? What didn't? Operational Plan for PRC Feedback from the group was as follows: • Unclear what to do in the sections within manual • Tk20 was miserable to use..definitely will not use again • Emailing program reviews was miserable—need to do in a shared drive to ensure consistent communication • Timeline needs adjusted—we didn't really get started until after Christmas, so we were slammed with the whole process. • Have heard from some faculty upset that their budget requests were not addressed for this budget cycle. How do we fix this? • Handbook was helpful to guide faculty through the process. • We need to add the HLC criteria to the manual so people know to write to it. • We need to remind all faculty to not put in student names or Faculty salary information within the review. • We need to create a template in Word for each person to just fill in. Make sure each page has a header with the program name and page number. • Certificates/Degrees need to be combined into one review.
	3:20 – 3:30	Updating Handbook on Shared Drive All PRC members have access to the shared drive folder 2018-19 for this year's program review process. Please go out and make comments on old 2017-18 manual that has been uploaded to the shared drive for updates to 2018-19 manual. We will review all comments at our next meeting and put together the final version.

	3:30 – 3:40	Timeline for reviews, sending out information Meetings need to be moved to Mondays to accommodate schedule, so next PRC meeting will be Sept. 24th at 3:00 PM. • October 8th—Meeting with all Program Leads to discuss new manual and timelines. • December 14th—Annuals are due to PRC Committee • March 15th—Comprehensives are due to PRC Committee
	3:40 – 3:50	Notifying responsible Faculty (look at program updates in new catalog) We need to make sure new programs get added to the manual on the timeline page, and that old programs are marked (archived) so that the Board and HLC are aware that they didn't just disappear.
	3:50 – 4:00	Action steps for next meeting • Go in and add comments to fix the old manual. • Brian Southworth will build the word templates for Faculty to use for both Annual and Comprehensive reviews this year. • Sarah Owen volunteered to get last year's program reviews on the website. She will find a good place to put them, and will start getting all of those uploaded when she has access to the right pages.

Additional information

Shared Drive access has been given to all current committee members.

Appendix 60

Samples of Program Reviews

2017-2018 Program Reviews

Comprehensive Program Reviews

- AS Elementary Education
- AS Secondary Education
- AGS General Studies
- AS HPR
- AA/AS Liberal Studies
- Certificate Long Term Care
- AS PRN
- AS Criminal Justice
- AA Social Science
- AA Art
- AA Music
- AA Athletic Training

Annual Program Reviews

- AS Accounting
- AAS Accounting
- AS Biology
- Certificate EMS
- Certificate of Advanced EMS
- AA English
- Certificate Cosmetology
- AAS Cosmetology
- AA Theatre- Acting
- AA Theatre- Directing/Stage Management
- AA Theatre- Technical/Production
- AAS Vet Tech
- Developmental English
- Developmental Math
- AAS Administrative Office Management
- Certificate of Auto Tech
- AS Business Administration
- AS Computer Information Systems
- AAS- CIT
- Certificate- CIT
- AAS Computer Programming
- Certificate- Computer Programming
- AS Computer Science
- Certificate- Culinary Arts/Hospitality Management
- AS Engineering Technology
- AAS Small Business Management

- AAS Web Design and Development
- Certificate- Web Design and Development

Appendix 61

Program Review Handbook 2018-2019

Academic Program Review, Planning and Development

2018-19 Academic Year

Handbook for the Comprehensive Academic Program Review and Annual Program Reviews.

Independence COMMUNITY COLLEGE

At Independence Community College, the Comprehensive Academic Program Review process was developed in spring 2017, and has been updated each academic year. The focus of this process was extended to include purposeful, annual program action planning and development. This handbook is designed to be used by any program faculty member as a guide to further understanding the ways in which data collection/analysis/reflection can inform effective program action planning and development.

Continued improvement of these processes is anticipated and comments or suggestions are welcome. Direct all communications about the process, including questions, to:

Program Review Committee:

Kara Wheeler—Vice President of Academic Affairs, ext. 5635
Anita Chappuie--Director of Institutional Research ext. 5634
Taylor Crawshaw--Associate Dean of Academic Support, ext. 5457
Sarah Owen--Librarian, ext. 5468
Erick Wolfe—Fine Arts representative, ext. 5419
Brett Gilcrist--Social Science representative, ext. 5432
Brian Southworth—STEMB, ext. 5407
Tonda Lawrence—Technical education representative, ext. 5644
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Overview of Academic Program Review, Planning and Development

What are the goals?

At Independence Community College, Academic Program Review, Planning and Development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: *Comprehensive Academic Program Review* and *Annual Program Review*. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

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

Who participates?

All credit academic programs and instructional support units that offer any of the following are included in the processes of program review, planning and development:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or Certificate at ICC
- Courses or sequence of courses designed to fulfill general education degree requirements at ICC leading to an Associate of Arts; Associate of Science; or Associate of General Studies
- Courses or sequence of courses designed to support broad goals related to ICC's mission (examples include: Developmental Education);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities

Refer to the Appendix 2 for a list of credit academic programs included in this program review process**.**

When do academic programs participate?

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

What is required?

Both the *Comprehensive Academic Program Review* and the *Annual Program Review* begin with reflection of program data (if provided by the Office of Institutional Research). Programs are encouraged to include other relevant data as part of this reflection. In both processes, program faculty write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of academic program vitality.

The process also includes establishing and updating program goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the *Comprehensive Academic Program Review,* programs also include additional reflections on student success, student learning outcomes, faculty success, as well as curriculum and mission alignment.

Faculty will be provided with a MS Word Template for both the Comprehensive and Annual Reviews that can be found in the ICC's OneDrive to help facilitate the management of data distribution, document attachment and reflection elements. Training sessions on the process are available to all program faculty and staff early in the fall semester.

For additional training needs or questions about the process, programs may contact the Program Review Committee members.

Roles and Responsibilities

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

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

The *Comprehensive Academic Program Review* is completed by programs every three years. Programs in a given *Comprehensive Academic Program Review* cycle complete component parts of *Annual Program Review* along with several additional parts for review and reflection. These processes should be pursued with the focus on student and faculty success and achieving continuous quality improvement.
Program faculty will use the *MS Word Template found in OneDrive* to document and report all data and reflections.

The ICC Program Review Committee (PRC) plays a critical role in the program review, planning and development process. Programs should consider the PRC and/or the division PRC representatives as resources to program faculty and staff. Likewise, and as needed, open and frequent communication with the Division Chair and Vice-President of Academic Affairs is encouraged throughout the process.

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

Division Chairs:
The Division Chair will provide comments within the program review to each program within the division. These comments, which should be used by programs during the review and development process the following fall, will include the Division Chair's assessment of program vitality along with any comments, clarifying questions, suggestions and/or expectations. It may also include a referral to the Program Review Committee's (PRC) division representatives for assistance with a program's program review process. The Division Chair's comments will also

be used as the basis for discussion with the Academic Leadership Team and the VPAA on the development of priorities for Academic initiatives and budget recommendations. Open and frequent discussion with each program is encouraged throughout the process, as needed.

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

Program Review Committee (PRC):
The Program Review Committee, whose primary focus is the *Comprehensive Academic Program Review,* is an integral part of the Academic Program Review, Planning and Development process. The PRC is an ICC standing committee composed of at least one faculty member elected by each academic division and four members appointed by the VPAA. The PRC assists programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency and relevancy. Each year the PRC will assess all *Comprehensive Academic Program Review* submissions and provide constructive, formative feedback to participating programs. After review, the PRC will solicit comments from the individual programs to ensure that the process was beneficial. Programs may submit a written response to the feedback provided by the PRC as well as provide final edits of their submissions prior to the final deadline.

Division representatives to the PRC may also be a resource to programs in *Annual Planning and Development*. Refer to the beginning of this document for a current list of program review committee (PRC) members.

Vice-President of Academic Affairs (VPAA):
The Vice President of Academic Affairs is responsible for making recommendations to the President and Board of Trustees. Programs and/or Division Chairs may request discussion with the VPAA at any point in the process; the VPAA may also request discussion during the process.

Discussions may also be initiated by programs, Division Chairs, or the VPAA in situations where the Division Chair and program have differing perspectives on vitality, goals, and/or action plans that cannot be reconciled. Depending on the circumstances, the VPAA may find it necessary to proceed with budget recommendations, adjust enrollment or scheduling, or take other actions to safeguard students and faculty pending any further decisions. The VPAA may also determine that further examination will not be productive or necessary and choose not to initiate additional review. In such cases, the differing opinions will be communicated to the President as part of the planning and budget recommendations.

For programs in which revitalization efforts have been unsuccessful or in circumstances that warrant full phase-out of a program, the VPAA may consider forming an Ad Hoc Program Vitality Committee. This committee will consist of:

- Division Chair
- Program Faculty Representative
- Program Review Committee co-chairs (if division representative is from the program in question, another PRC member will be appointed by the committee; if the Program Faculty Representative is the same as Division Chair for program in question, then another Division Chair would be appointed by the VPAA.)
- Other representation as requested by VPAA (examples: Director of IR, Associate Dean of Academic Support, etc.)

The VPAA will determine who will chair the committee and establish the timeline for the review and final report. The Ad Hoc Program Vitality Committee will conduct its own review of the program's status and will be charged with interpreting the qualitative and quantitative data of the program review; soliciting additional data and commentary; and conducting its own research as deemed warranted. At the conclusion of the review, the Ad Hoc Program Vitality Committee will provide recommendation(s) and associated rationale to the VPAA.

President and Board of Trustees:

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

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

Academic Program Review, Planning and Development Timeline

August/September

Program Faculty:

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

September/October

Program Faculty:

- ❑ Continue review, discussions and work on completing required sections.

Program Faculty/Division Chair/VPAA:

- ❑ Maintain open and frequent discussion, as needed.

October/November

Program Faculty:

- ❑ Continue work and provide opportunities for program faculty review and refinement of Program Planning or Review drafts within *The template provided in OneDrive.*
- ❑ Maintain open and frequent discussion with the Division Chair, PRC, PRC Division Representative and/or VPAA, as needed.
- ❑ By November 30, Annual Reviews should be submitted.

Program Faculty/Division Chair/VPAA:

- ❑ Maintain open and frequent discussion, as needed.

December/January

Division Chair:

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

VPAA:

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

February-March

Program Faculty:

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

PRC:

- ❑ Review *Comprehensive Program Review* submissions and provide feedback to respective programs of the Comprehensive Cohort (January-Mar).

Division Chair and VPAA:

- ❑ Support academic program refinement of program goals and action planning and implementation.
- ❑ Maintain open and frequent discussion, as needed.

April-May

Division Chair:

- ❑ Fully review *Comprehensive Program Review* and *Annual Planning and Development* submissions and pending budget status for next FY.
- ❑ Complete a Summative Assessment Report, including vitality assessment and any comments, clarifying questions, suggestions and/or expectations. This may include consideration for referral to the PRC and/or PRC division representatives to assist with subsequent fall semester planning and development.

VPAA:

- ❑ Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.

President:

- ❑ Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.
- ❑ Present *Comprehensive Program Reviews* to the Board of Trustees

May-June

Board of Trustees

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

Guidelines for Completion of the ***Annual Program Review***

The focus of the annual process is student and faculty success and continuous quality improvement. The program faculty will complete the following sections in the *Annual Program Review*. Details about each section are provided below.

Annual Planning Includes the Following Sections:

- 1.0 Program Data and Resource Repository
    - 1.2 Quantitative and Qualitative Data
- 3.0 Assessment of Student Learning Outcomes
    - 3.2 Significant Assessment Findings
- 4.0 External Constituencies and Significant Trends
- 5.0 Program Planning and Development for Student Success
    - 5.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends
    - 5.2 Academic Program Vitality Reflection, Goals and Action Plans
- 8.0 Fiscal Resource Requests/Adjustments
    - 8.1 Budget Requests/Adjustments
- 9.0 Program Planning and Development Participation
    - 9.1 Faculty and Staff
    - 9.2 Dean and/or Administrative Designee Response

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Guidelines for Completion of the ***Comprehensive Academic Program Review*** Process

The following gives an outline of the sections that program faculty will complete within the template provided in OneDrive for the *Comprehensive Academic Program Review* process. The numbering system shown below mirrors that which is used within the template provided in OneDrive software. Details about each section are provided below.

Comprehensive Review Includes the Following Sections:

1.0 Program Data and Resource Repository
- 1.1 Program Summary
- 1.2 Quantitative and Qualitative Data

2.0 Student Success
- 2.1 Define Student Success
- 2.2 Achieve/Promote Student Success

3.0 Assessment of Student Learning Outcomes
- 3.1 Reflection on table provided on assessment
- 3.2 Significant Assessment Findings
- 3.3 Ongoing Assessment Plans

4.0 External Constituencies and Significant Trends
- 4.1 Program Advisory Committee
- 4.2 Specialized Accreditation
- 4.3 Other

5.0 Curriculum Reflection
- 5.1 Reflection on Current Curriculum
- 5.2 Degree and Certificate Offerings or Support

6.0 Faculty Success
- 6.1 Program Accomplishments
- 6.2 Faculty Accomplishments
- 6.3 Innovative Research, Teaching or Community Service

7.0 Program Planning and Development for Student Success
- 7.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends
- 7.2 Academic Program Vitality Reflection, Goals and Action Plans
- 7.3 Academic Program Goals and Action Plans
- 7.4 Mission and Strategic Plan Alignment

8.0 Fiscal Resource Requests/Adjustments
- 8.1 Budget Requests/Adjustments

9.0 Program Planning and Development Participation
- 9.1 Faculty and Staff
- 9.2 Dean and/or Administrative Designee Response

10.0 Appendices

Comprehensive Program Review Sections

1.0--Program Data and Resource Repository

1.1 Program Summary – The program faculty should provide a descriptive summary of the program.

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.

The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired.

In addition to the data already provided, program faculty should consider this field as a repository for any information that aids in program development and planning. Programs should look for data which would support or possibly influence current curricular offerings, demonstrate impacting trends, indicate new opportunities or potential threats, and/or highlight program/faculty/student successes. Data collection should be an ongoing process and not necessarily centered solely on the annual or comprehensive review cycle. Such data may be stored within the software at any time. All data should be cited clearly and completely and

include the reference and acquisition date. Ideally, each resource will also include a succinct summary and possible implications for the program.

Examples of other information that program faculty and staff may wish to include:

- Class Capacities and Percent Fill Rate
- Balance of program curriculum and impact across the college by indicating those courses offered primarily to:
  - Support developmental or college preparation;
  - Meet General Education and/or Cultural Diversity requirements;
  - Facilitate transfer;
  - Support career and technical programs;
  - Provide career and technical core required knowledge and skills; and/or
  - Provide career and technical knowledge and skill options
- Results of previous efforts to improve the program
- Faculty summaries or reports from conference attendance
- Transfer program articulations
- Impact on students, including underrepresented and/or at-risk students
- Duplication or uniqueness of program in region
- Community demand for the program
- Student satisfaction
- Employer satisfaction
- Projected job growth
- Declared majors/concentrators
- Credential attainment
- Accreditation trends
- Advisory Committee recommendations
- Business and Industry Trends
- Market trends

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.

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

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success.

Example: *The department promotes student success through one-to-one relationships with students and colleagues, innovation of teaching strategies (creative ways to engage students in active learning and reflection), refinement of course offerings to better meet students' needs (rebalancing numbers of sections of each course in response to enrollment figures as well as expanded online course offerings), and continual exploration of new ways to engage students with discipline- related content, including Learning Communities, Independent Studies, and Honors contracts/courses.*

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.

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.

Example 1: Reflection on table provided on assessment:

The faculty has worked to assess the work that we are doing by actively participating in the Student Learning Outcomes Assessment process on campus. For multiple years, five courses have not only participated in the assessment process but have produced and submitted multiple Assessment Reports to the Outcomes Assessment Committee.

Significant assessment findings:

Most importantly, this process has resulted in improved student learning. The process has

facilitated numerous faculty exchanges of content and delivery improvement ideas, and, of course, the implementation of the same.

Example 2: Reflection on table provided on assessment:
Faculty will continue to make refine the department's current assessment rubric as well as move forward with new assessment initiatives in additional classes in the department.

Significant assessment findings:
By creating a new rubric, the department was able to investigate what students to accomplish in in the visual analysis / research paper. Certain components of the rubric mention understanding the "context" of the work of art, such as the socio-political / historical context in which the work was created, etc. Further, specifically addressing the importance of using "art historical terminology" encourages instructors to more carefully define terminology in their classes.

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

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:

- IncludeAdvisory 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.

4.3: Other:

Following are some examples of possible external constituencies that may be used by program faculty when looking for trends that impact program efficacy and student success. The examples given are not exhaustive and will not apply to all programs.

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

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

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

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

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

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

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

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

disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

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

3. E. The institution fulfills the claims it makes for an enriched educational environment.
1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: Evaluation and Improvement

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

Core Components

4. A. The institution demonstrates responsibility for the quality of its educational programs.
1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual

credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

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

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Other External Constituencies: Some examples are Career Pathways or other career development activities, ICC NOW or other dual credit or academic development activities, Civic or Academic Honors, Community Service, co-curricular activities, and/or transfer articulation or affiliation agreements. Include documentation of the affiliation and a description of significant trends that are impacting or anticipated to impact the program and/or student

outcomes.

Significant Trends: Some examples are reports on the status of the discipline from national discipline-related associations; national, state and local reports on workforce demands; changes to national and state policy on professions related to the discipline; changes in transfer universities or K-12 curriculum or emphases.

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?

Example: *Students who complete this curriculum can expect to have specific integrated experiences throughout the course content. Courses are structured and sequenced to mesh accumulative knowledge with growing proficiencies within each course as well as an interpretive whole of the program experience.*

Courses are revised with changing outcomes whether through assessment, interaction with transfer institutions, or knowledge of the profession. Five of the ten courses have been modified or created in the last couple of years to meet these ever-changing needs for our students.

Our program adapts and changes with the educational needs of the community it serves.

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.

6.0--Faculty Success

6.1 Program Accomplishments –The program faculty should highlight noteworthy program

accomplishments.

6.2 Faculty Accomplishments –The program faculty should highlight noteworthy accomplishments of individual faculty.

Example: *Our department values faculty and staff who work in the professional world or who stay connected to our discipline at a national level. Most of the adjunct faculty currently works professionally in and around Independence. They each possess a specific skill-set which benefits our students. The full-time faculty and staff stay connected to the professional world or to the academic world at large.*

6.3 Innovative Research, Teaching and Community Service –Theprogram faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

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.

Example 1: *The total student credit hours decreased by 19% over the three-year period from academic year 2011-2012 to 2013-2014. Full-time faculty credit hours decreased by 16% and reflect the net loss of one full-time faculty member. In spring 2012, one full-time faculty member resigned and was not replaced. In spring 2013, one full-time faculty member retired and was replaced. Part- time faculty student credit hours decreased by 31%.*

Enrollment numbers decreased by 33% and average class size decreased by 10%. Several contributing factors tend to depress the average class size. A few classes were taught as "Course by Arrangement" to allow students to complete classes needed for their certificate or degree even though the registration numbers were very low in the classes.

Our students' completion rate remained very high, climbing from 91.3% in 2011-12 to 93% in 2013-2014. Attrition rate remained low overall.

The Course Completion, Success and Attrition by Distance Learning and On-Campus Courses by Course Number data provided a surprising insight. Faculty discussed the fact that online courses fill first during enrollment, even though online courses typically receive lower student satisfaction ratings. The data provided in the Program Review Data shows that completers and completer success rates are higher for distance learning classes when compared to the same classes offered F2F. The data provided an unexpected vote of confidence for distance learning class offerings.

Example 2: *Our average class size, completion, success, and attrition rates are comparable and slightly better than the college average. Comparing to closely related disciplines within the Arts, Humanities, and Social Sciences division shows that the department has significantly lower enrollment. Overall measures of completion, success, and attrition are roughly the same (or slightly better) than comparable disciplines.*

Completion, Success, and Attrition Complete rates ranged from 87.5% to 97.0% and completer success rates range from 83.6% to 100%. Attrition rates ranged from 12.5% to 3.0%. In some instances, small class size causes attrition rates to appear high. To decrease attrition rates resources such as First Alert and Counseling will be more effectively utilized. For short term classes, student contact will be made by e-mail or phone after first absence.

The metrics for on-campus and distance learning (or online) sections by course number reveal two broad trends. First, for those online students who remain in the course, student success is about the same as face-to-face cohorts. Attrition rates are generally higher online. If online sections continue to increase in popularity, online instructors will need to address the course completion rates. Second, although there is a slight decline in overall enrollment, there is a shift in delivery system. It appears that students are opting to take online sections rather than traditional face-to-face sections of the same course. Interestingly, online enrollment increase, face-to-face declines, but overall enrollment remains consistent.

7.2 Academic Program Vitality Reflection - 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. Program faculty must specifically state which vitality descriptor they believe the program falls under.

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans. Some potential qualitative and quantitative vitality indicators of program demand, quality and resource utilization include the following:

Vitality Indicators

Demand	Quality	Resource Utilization
• Student credit hours • Student headcount • Average class size • Declared majors or concentrators • Individual course purpose (developmental; transfer; career support; career core; discipline interest) • Graduate job placement • Career job projections • No/minimal regional duplication • Impacting trends (accreditation; economic; public policy; educational; market/industry) • Other, as applicable	• Student course completion • Student course success • Student course attrition • Student learning outcomes • Student retention/ persistence • Formalized articulations with education and industry partners • Degree/certificate attainment • Career credential/license success • Transfer success • Graduate satisfaction • Employer satisfaction • Wage potential • Industry engagement • Other, as applicable	• Class fill rate • Cost per credit hour • Cost per FTE • Student FTE per Faculty • Revenue generated • Facility assigned/needed • Equipment/Technology needed • Staff assigned/needed • External affiliations • Institutional resource priorities • Other, as applicable

Vitality Categories

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

Vitality Category Descriptions

<u>Potential Enhancement Opportunities</u>: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.
Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

A. Program exceeds ICC's comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
B. Program shows a clear and consistent upward trend in majors and student credit hour production.

C. Program is above ICC comparative discipline data on average for student retention, transfer and/or graduation.
D. Cost per student is at or below national averages or other comparative numbers available for this type of program.
E. Student FTE per faculty is at or below other comparative numbers available for this type of program.
F. Indication of unmet demand and that the program could grow further with additional resources.
G. Qualitative indicators suggests high program quality and student outcomes.
H. Program is well aligned with ICC mission, strategic plan and KPI's.
I. There is evidence to suggest that there is sufficient demand to initiate a new program.
J. Resource requirements are reasonable and evidence suggests that appropriate support will be provided for new program.

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans. Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:

A. Program is on par with ICC comparative discipline data medians/averages on most criteria.
B. Program shows a stable trend in majors and SCH production.
C. Program is near ICC comparative discipline data average for student retention, transfer and/or graduation.
D. Cost per student is close to national averages or other comparative numbers available for this type of program.
E. Student FTE per faculty is at or slightly above other comparative numbers available for this type of program.
F. Indication that program is meeting need with adequate resources.
G. Qualitative indicators suggests appropriate program quality and student outcomes.
H. Program is aligned with ICC mission, strategic plan and KPI's.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented. Some guidelines which indicate a program should be given a

Category 3 vitality recommendation are:

A. Program is below the ICC comparative discipline data medians/averages on most criteria.
B. Program shows a declining pattern in majors and SCH production.
C. Program is below the ICC comparative discipline data average for student retention, transfer and/or graduation.
D. Cost per student is well above national averages or other comparative numbers available for this type of program.
E. Student FTE per faculty is below other comparative numbers available for this type of program.
F. Indication that program is not meeting needs and requiring substantial resources.
G. Qualitative indicators give insufficient data to suggest quality program and student outcomes.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for a Dean to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that a Dean would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources. Some guidelines which indicate a program should be given a Category 4 vitality recommendation are:

A. There has been a serious attempt to improve program effectiveness and efficiency but efforts have proven to be unsuccessful or have shown insufficient improvement.
B. There has been no serious attempt to improve program effectiveness and efficiency since last annual or *Comprehensive Academic Program Review.*
C. No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. has been identified.
D. Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.

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.

The following are questions to help guide in setting both long-term and short-term goals:

SPECIFIC – What will the goal accomplish? How and why will it be accomplished?
MEASURABLE – How will you measure whether or not the goal has been reached? List at least two indicators.

ACHIEVABLE – Is it possible? Do you have examples where it has been done successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

RESULTS-FOCUSED – What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal? What is the benefit to students?

TIME-BOUND – What is the established completion date and does that completion date create a practical sense of urgency?

Action planning may include but is not limited to the following areas. Attention should be given to who/what/when and why for each action.

- Training/professional development for faculty and staff
- Curriculum updates, modifications or the development of new curriculum
- Changes in methods/delivery of instruction
- Student communication
- Changes in scheduling and/or physical facilities
- Changes in physical facilities
- Planned collaborations with other college programs and services, educational partners, business and industry to achieve identified outcomes
- Changes to Advisory Committee Membership; Advisory Engagement; Recommendations; and Projections/ Expectations
- Planned Honor and Co-Curricular activities
- Organizational restructuring
- Additional resource identification and/or reallocation, including identification of other funding streams

Example: Long and Short Term Goal Setting

Long-term Goals

1. Improve academic performance (2014-2017) as will be evidenced by reduction in attrition by 5% and maintenance of current national exam pass rates.
2. Improve critical thinking, clinical judgment, and reasoning in students during the next three years (20-14-2017) as evidenced by performance in labs and employer satisfaction.

Short-term Goals

1. Promote student utilization of success strategies measured by greater usage of the resource center, open labs, and faculty tutoring.

2. Incorporate reading as a pedagogical activity by increasing participation in common read projects and encouraging students to increase the amount of time they spend reading each week of the coming academic year.

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)

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.

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).

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.

10.0 Appendices and Attachments: Any additional information that the programs would like to provide may be included in this section.

Appendix 1: Independence Community College Mission, Vision and Core Values Statements

Mission

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Vision

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.

Core Values

Integrity: ICC holds its employees and students accountable to be honest, ethical, and transparent.
Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.
Responsiveness: ICC looks to the future by responding to the emerging needs of its stakeholders.
Diversity/Enrichment: ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.
Commitment: ICC commits to making decisions that best serve its students and community.

Appendix 2: Program Schedule for Comprehensive Academic Program Review

Three-Year Comprehensive Academic Program Review Cycle

(When program is not on Comprehensive review, they are completing the Annual review)

Cycle AY 2017-18, 2020-21	**Cycle AY 2018-19, 2021-22**	**Cycle 2019-20, 2022-23**
AS-Elementary Education	AS Accounting	AAS, C--Administrative Office
	AS-Communication*	C-Automotive Technology
AGS-General Studies	AS-Biology	AS-Business Administration
AS-Health, PE, Recreation	C-EMS Education	AAS, C-Computer Information Technology
AA, AS-Liberal Studies	C-Advanced EMS Education	AAS, C-Early Childhood Education
	AA-English Language and Literature	AS-Computer Science
C-Long Term Care	AS-Engineering, Math, Physical Science*	AAS, C-Culinary Arts and Hosp. Mgmt
AS-Pre-Nursing	AAS, C-Cosmetology	AAS, C -Web Design and Development
AS-Criminal Justice	AA-Theatre Arts-Performance Track/Production Track	C-Woodworking
AS-Social Science	AA-Musical Theatre*	C-Welding
AA-Art	AAS-Veterinary Technology	
AA-Music	Developmental--Math	
AS-Athletic Training	Developmental--English	
	AAS, C – Fab Force/Small Business Management*	
	AS-Pre-Psychology*	

*New Program that will not complete Comprehensive until 2021-22.

Appendix 3: Responsible Faculty for Program Review

Program:	Division:	Faculty Member in Charge:
AS Accounting	STEMB	John Eubanks
AAS/Certificate Administrative Office Management	STEMB	Jody Coy
AS Athletic Training	STEMB	Raechal Martin
AA Art	Fine Arts	*Division Chair or Designee
Cert Automotive Technology	Technical	*Division Chair or Designee
AS Biology	STEMB	Thomas Weaver
AS Business Administration	STEMB	John Eubanks
AS Communication	Humanities/Social Science	Marg Yaroslaski
AAS/Cert Computer Information Technology	STEMB	Melissa Ashford
AS Computer Science	STEMB	Tamara Blaes
AAS/Cert Cosmetology	Technical	Tonda Lawrence
AS Criminal Justice	Humanities/Social Science	Ben Seel
AAS/Cert Culinary Arts and Hospitality Mgmt	Technical	*Division Chair or Designee
AAS/Cert Early Childhood Education	Technical	*Division Chair or Designee
AS Elementary Education	Humanities/Social Science	Kara Wheeler
AAS Engineering, Math, Physical Sciences	STEMB	Nyssa Crompton
AA English Language and Literature	Humanities/Social Science	Heather Mydosh
AAS/Cert Fab Force/Small Business Management	STEMB	Melissa Ashford
AGS General Studies	ALL	Kara Wheeler
AS Health, PE, and Rec	Humanities/Social Science	Brett Gilcrist
Cert EMS Education	Technical	Sue Manning
Cert Advanced EMS Education	Technical	Sue Manning
AA/AS Liberal Studies	ALL	Kara Wheeler
Cert Long Term Care	Technical	Mallory Byrd
AA Music	Fine Arts	Jim Henderson
AS Musical Theatre	Fine Arts	Erick Wolfe
AS Pre-Nursing	STEMB	Mallory Byrd
AS Pre-Psychology	Humanities/Social Science	Brett Gilcrist
AA Social Science	Humanities/Social Science	Jennifer Wilson
AA Theatre Arts--Performance Track/Production Track	Fine Arts	Page Petrucka
AAS Veterinary Technology	Technical	Amanda McCormick
AAS/Cert Web Design and Development	STEMB	Tamara Blaes
Cert Welding	Technical	*Division Chair or Designee

Cert Woodworking	Technical	*Division Chair or Designee
Developmental: Math	STEMB	Allen Shockley
Developmental: English	Humanities/Social Science	Bridget Carson

Appendix 62

October 11, 2018 Board of Trustees Meeting Minutes

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
October 11, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Terry Clark
Norman Chambers
Cynthia Sherwood
Jana Shaver joined the meeting at 6:10 p.m.

Others Present
Daniel Barwick, President
Tammie Geldenhuys, Vice-President for Athletics/Student Affairs/Admissions
Kara Wheeler, Vice-President for Academic Affairs
Beverly Harris, Executive Assistant/Board Clerk
Keli Tuschman, Vice-President for Operations
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services
Jared Wheeler, Director of On-line
Jessica Morgan-Tate, Compliance Officer/Title IX
John Eubanks, Faculty Senate President
Ben Seel, Professor of Political Science
Marg Yaroslaski, Associate Professor of Communications
Cody Westerhold, Head Stunt Team Coach

Guests
Andy Taylor, Montgomery County Chronicle
Paul Yaroslaski, Community Member
Kristen Torrey, ICC Student

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – The agenda was amended to postpone the County-Wide Neighborhood Revitalization report and action until a recommendation is received from the Attorney General. Additional amendments included moving the Executive Session for Employer-Employee Negotiations, and any subsequent action on the Faculty Negotiated Agreement, forward on the agenda immediately following approval of the September meeting minutes. Terry Clark moved to approve the agenda as amended. Norman Chambers seconded the motion and the motion carried 5-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Paul Yaroslaski led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Mike Wood read the College Mission Statement.
   F. Vision Statement – Terry Clark read the College Vision Statement.
   G. Approval of September 13, 2018 Minutes – Cynthia Sherwood moved to approve minutes of the September 13, 2018 meeting. Mike Wood seconded the motion and the motion carried 5-0.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. Cynthia Sherwood moved that the Board enter Executive Session for the purpose of discussing ongoing negotiations pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 6:20 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend included Dr. Barwick, Keli Tuschman, and Kara Wheeler. Jana Shaver seconded the motion and the motion carried 6-0. The Board entered Executive Session at 6:05 p.m. The Board returned to Open Session at 6:20 p.m.

   D. Faculty Negotiated Agreement – Val DeFever thanked Ben Seel for his work proofreading and accurately incorporating revisions in the agreement. Following clarification that the Faculty Association had already approved the Agreement, Cynthia Sherwood moved to approve the Negotiated Agreement as presented. Jana Shaver seconded the motion and the motion carried 6-0.

II. INSTITUTIONAL OPERATIONS

B. Online Program Update – Jared Wheeler informed the group that two 8-week modules of the online Early Childhood Education course will start each semester. The online Certificate and Associate degree Criminal Justice Programs will also launch; Chief of Police Harrison, and Judge Gettler, will provide instruction and Wichita State University (WSU) is partnering to accept all ICC online credits for students continuing pursuit of a Bachelor degree in Criminal Justice at WSU. Amanda McCormick and Kara Wheeler have been working with Jared toward online Pre-Vet and Vet Tech Programs.

C. Program Review Update – Kara Wheeler provided highlights of the updated Program Review Handbook previously approved by the Review Committee. Dr. Barwick commended the use of input for review and edit of the handbook, as well as the continued review plan schedule which is now on the website and accessible to the public.

E. Board Policy PSL-714 Concealed Carry/First Reading – Val DeFever conducted the first reading of the policy revision. The second reading will take place during the November meeting.

E. Board Policy STU-803 Student Grievance/First Reading – Val DeFever conducted the first reading of the policy revision. The second reading will take place during the November meeting.

F. Allow Payables – Norman Chambers moved to approve the payables report. Terry Clark seconded the motion and the motion carried 6-0. Beginning in November, Wendy Isle will provide a monthly review of the dashboard of key financial issues at the College.

G. President's Update – An accreditation progress report was reviewed. Dan Barwick acknowledged the Standing Committee Chairs, Inge Center, and the Fab Lab for work in development of area-specific Operational Plans and noted with these additions, all areas of the College demonstrate their work supports and advances the Board's Strategic Plan for the College. Bluffstone/ICC Enrollment Growth Strategies – An overview of various strategies was provided. Last month, the Strategic Planning Progress Committee was formed with Breta Campus, Angela Houston, and Marg Yaroslaski volunteering service. Marg Yaroslaski provided on overview of the committee's process recommendations. Mike Wood moved to accept the recommended process. Jana Shaver seconded the motion and the motion carried 6-0. It was noted that Brooke Carol has agreed to accept responsibilities associated with the position of Strategic Plan Process Coordinator. Terry Clark moved to approve Brooke Carol in the position of Strategic Plan Process Coordinator. Mike Wood seconded the motion and the motion carried 6-0. Dr. Barwick welcomed the Board's recommendations for various groups such as Rotary, Lions Club, etc. for data gathering purposes. It was suggested that information could be decimated, surveys administered, and committee volunteers solicited during the First Friday celebrations. Dr. Barwick will initiate these processes based on the Board's suggestions.

III. CONSENT AGENDA – Item F/Revisions to Procedures Section of Board Policy and Procedure Manual was removed until the November meeting when Board policy revisions will receive the second reading. Item G/ Surface Pro Tablet Purchase was removed until the November meeting when Eric Montgomery can be present to answer questions. Norman Chambers moved to approve items A through E of the consent agenda which included receipt of the financial, personnel, and grant progress reports. The personnel report included employment of Robin Kilbert in the position of Custodian at an hourly rate of $11 plus College support toward employee participation in ICC's group health insurance plan; and, Calvin Latham in the Maintenance/Custodian position at an hourly rate of $10 plus College support toward employee participation in ICC's group health insurance plan. Also included in the personnel report was the separation of Shufang Liu from the position of Associate Professor of Math. Approval to pay the KJCCC invoice in the amount of $14,007.00 for 2018-2019 basketball officials; and, renewal of the Inceptia annual contract in the amount of $27.50 per student record completed verified were also included in the consent agenda. Cynthia Sherwood seconded the motion and the motion carried 6-0.

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

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

VII. ADJOURN – Terry Clark moved that the meeting adjourn. Jana Shaver seconded the motion and the motion carried 6-0. The meeting adjourned at 8:53 p.m.

_____

Beverly Harris
Board Clerk

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

Appendix 63

Requested Budget Items 2018-19

NEW FUNDING REQUESTS BY DEPARTMENT:	Instructional Supplies	
Computer Information Science		
Web Design and Development		
Administrative Office Management		
Music		
Business Administration		
Computer Information Technology	This can help defray costs associated with materials/supplies for the hands-on project classes.	$2,000.00
Art	Need to potentially increase for new instructor.	$1,000.00

Professional Dvpt:		Maintenance:	
iTRAC in Wichita	$30.00	Remove carpet in AC106, 107, 108--Polish floor	?
ACTE	$1,000.00		
Teaching Professor	$1,000.00		
Same info as CIS		Remove carpet in AC106, 107, 108--Polish floor	?
iTRAC in Wichita	$30.00	Remove carpet in AC106, 107, 108--Polish floor	?
Teaching Professor	$1,000.00		
ACDA, KMEA, choral/band conferences	$2,000.00	Piano tunings, band instrument repair	Current: $950.00, Desired: $2,000.00
		New/Replacement of Instruments for students who cannot afford them	$3,000.00
CompTIA conference each year (locations and therefore travel vary)	$1,000.00		
annual iTRAC Teaching & Learning conference	$30.00		

One-Time Purchase:		Course Fees (Student Cost)	
New Chairs for all desks	$2600.00 to $3,900.00		
New Desks for students	$2,500.00		
New Chairs for all desks	$2600.00 to $3,900.00	Industry Certifications	$65.00 to $80.00
New Desks for students	$2,500.00		
HoverCam HCP3-P Pilot 3 Plus Podium	$4,000.00		
New Chairs for all desks	$2600.00 to $3,900.00		
New Desks for students	$2,500.00		
		Industry Certifications	$3,500 ($95-200 per test per student)

Marketing		Personnel	
Creating an advertising campaign that would present all of the Accounting and Business programs available to the public and market using flyers, ads, etc.	$2,500.00		

Other:	
Provide a separate budget line for CIT so that funding and expenses can easily be tracked	

Appendix 64

Program Review Committee Meeting Minutes

PROGRAM REVIEW COMMITTEE MEETING

Location: AC110

Date: 9/6/18

Time: 3:00 pm

Facilitator: Kara Wheeler

Agenda Items

	3:00 – 3:20	Review last year—what worked? What didn't? Operational Plan for PRC Feedback from the group was as follows: • Unclear what to do in the sections within manual • Tk20 was miserable to use..definitely will not use again • Emailing program reviews was miserable—need to do in a shared drive to ensure consistent communication • Timeline needs adjusted—we didn't really get started until after Christmas, so we were slammed with the whole process. • Have heard from some faculty upset that their budget requests were not addressed for this budget cycle. How do we fix this? • Handbook was helpful to guide faculty through the process. • We need to add the HLC criteria to the manual so people know to write to it. • We need to remind all faculty to not put in student names or Faculty salary information within the review. • We need to create a template in Word for each person to just fill in. Make sure each page has a header with the program name and page number. • Certificates/Degrees need to be combined into one review.
	3:20 – 3:30	Updating Handbook on Shared Drive All PRC members have access to the shared drive folder 2018-19 for this year's program review process. Please go out and make comments on old 2017-18 manual that has been uploaded to the shared drive for updates to 2018-19 manual. We will review all comments at our next meeting and put together the final version.

	3:30 – 3:40	Timeline for reviews, sending out information Meetings need to be moved to Mondays to accommodate schedule, so next PRC meeting will be Sept. 24th at 3:00 PM. • October 8th—Meeting with all Program Leads to discuss new manual and timelines. • December 14th—Annuals are due to PRC Committee • March 15th—Comprehensives are due to PRC Committee
	3:40 – 3:50	Notifying responsible Faculty (look at program updates in new catalog) We need to make sure new programs get added to the manual on the timeline page, and that old programs are marked (archived) so that the Board and HLC are aware that they didn't just disappear.
	3:50 – 4:00	Action steps for next meeting • Go in and add comments to fix the old manual. • Brian Southworth will build the word templates for Faculty to use for both Annual and Comprehensive reviews this year. • Sarah Owen volunteered to get last year's program reviews on the website. She will find a good place to put them, and will start getting all of those uploaded when she has access to the right pages.

Additional information

Shared Drive access has been given to all current committee members.

Appendix 65

Revised 2017-2018 Annual AS Accounting

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as wellas three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscalyear.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

ACC Assessment Data AY 2017
Number of Faculty:
3 full time (M. Ashford, J. Eubanks, J. Lowrance)
3 part time (E. Cochran, R. Ren, H. Hester)
Enrollment & Student credit hours by Faculty type:
Full time: 58 total credit hours taught, with 181 total student enrollments
Part time: 27 credit hours taught, 64 total student enrollments
Average Class size:
8.00 students in Face-to-Face classes
13.25 students in online classes
8.75 students across all ACC courses
Completion rates:
96.35% face-to-face
92.45% online
95.49% all ACC courses
Pass rates (D or better):
89.73% face-to-face
83.67% online
88.41% all ACC courses
Number of Majors: 12 AS ACC, 1 AAS ACC (1 AS ACC & 1 AAS ACC returned Fall 2017)
Degrees Awarded: 2 AS ACC, 0 AAS ACC

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program 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 Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

Following is an example of using assessment data in our classes. The data given is for the fiscal year 16-17. Included are the majority of the classes that are taught in the Accounting degree. The information shown, shows how accurately the students completed particular outcomes, and what changes we're decided upon to make for the next semester. As you look through each outcome you will find that most of the assessment data showed that only small changes had to be made each semester.

Fall
Assessment results
Financial Accounting

1. Analyze and properly record economic transactions
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with an 69.9% accuracy.
Students were having trouble when using a perpetual inventory system and recording sales.
Changes: Will take more time when covering perpetual inventory and how it works when recording journal entries for a sale.

2. Record Adjusting Entries
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this with a 82.2% accuracy.
Changes: No changes for next semester.

3. Prepare Financial Statements:

- Income Statement
- Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings
- Balance Sheet
- Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this with a 77.2% accuracy.
Changes: No changes at this time.

4. Analyze and record transactions related to Partnerships
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with an 77.5% accuracy.
However, students still having trouble with recording the transactions of the

liquidation of a partnership.
Changes: Cover the four steps of liquidating a partnership in more detail.

5. Complete the following activities related to Corporations:

- Analyze and record basic Organization expenses
- Record Capital Stock Transactions
- Record transactions related to Dividends
- Record Preferred Stock transactions
- Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 51.4% accuracy.
Students were experiencing difficulties in recording the difference between a stock dividend and a cash dividend. They also we're having trouble with recording and amortizing long-term liabilities when it came to discounts and premiums.
Changes: will cover more examples of stock dividends and more examples of cash dividends and how they differ. Will spend more time going over premiums and discounts when issuing bonds when it comes to long-term liabilities and how they're supposed to be amortized over the life of the bond.

6. Complete the following relating to Investments:

- Record the purchase of both Long-term and Short-term investments
- Analyze and record Fair value adjustments
- Properly use the Cost and Equity method when recording investment transactions
- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 64.6% accuracy.
Noticed improvements from last semester, still need changes.
Changes: Spend more time going over fair value adjustment for all marketable securities.

7. Understand and perform Financial Statement Analysis by completing the following:

- Complete trend analysis
- Complete common size statement analysis
- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 77.5% accuracy.
Changes: No changes at this time.

Managerial Accounting

Measuring outcome 1: Student will be able to record Adjusting Entries and prepare Basic Financial Statements.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 87.0% accuracy.
Changes: No changes planned at this time.

Macroeconomics

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 75.3% accuracy.
Changes: Will spend just a little bit more time on this subject covering scarcity.

2. Apply the supply and demand model for economic analysis.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 81.7% accuracy.
Changes: No changes planned.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this with a 90.9% accuracy.
Changes: No changes at this time.

4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 81.9% accuracy.
Changes: No changes at this time.

5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macro-economy.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with an 88.2% accuracy.
Changes: No changes at this time.

6. Define money, banking, and monetary policy and explain their impact on the macroeconomy.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 86.3% accuracy.
Same as last semester the students have trouble with banking reserves and how it affects the money supply.
Changes: Will spend more time in class explaining what reserves are and how they affect the amount of money a bank has available to lend to customers. Will complete more examples in class.

Spring
Financial Accounting

1. Analyze and properly record economic transactions
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with an 80% accuracy. However, based on the measurement I found that students were having trouble in recording purchases and sales on account.
Changes: When covering economic transactions in class will spend more time on the difference between recording purchases and sales using cash and recording purchases and sales on account.

2. Record Adjusting Entries
Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 70% accuracy. Students have trouble both with depreciation, amortization, and the using up of supplies.
Changes: Give students better notes. Go over more depreciation amortization problems in class. Cover the difference between buying supplies and using supplies up. Give students extra assignments so that I can make sure that they understand how to record adjusting entries properly.

3. Prepare Financial Statements:

- Income Statement
- Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings
- Balance Sheet
- Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this with a 74.4% accuracy. Students had trouble with both the balance sheet and the statement of cash flows.
Changes: Will focus on the balance sheet and bringing the equity account from the statement of retained earnings to the balance sheet as students have had trouble in always representing the current balance as opposed to the beginning balance in those accounts?
Will spend extra time and class periods going over the statement of cash flows. Particularly, making sure that students understand the difference between a cash inflow and a cash outflow and how that should affect the statement of cash flows itself.

4. Analyze and record transactions related to Partnerships
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with an 85% accuracy. However, students had trouble with recording the transactions of the liquidation of a partnership.
Changes: Will make sure to cover the four steps of liquidating a partnership in more detail in class.

5. Complete the following activities related to Corporations:

- Analyze and record basic Organization expenses
- Record Capital Stock Transactions
- Record transactions related to Dividends
- Record Preferred Stock transactions
- Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 69.5% accuracy. Particular problems were recognized in the recording of stock transactions. Specifically when it came to issuing stock above par and using the account paid in capital in excess of par. students also had trouble with amortizing out both discounts and premiums on long-term liabilities specifically bonds.
Changes: Provide more written examples of stock transactions. Go over stock transactions in more detail in class. Stress the difference between issuing stock at a par value and issuing stock above par value and when to use the paid in capital in excess of par account.
Spend more time and going over the effective interest method of amortizing out both a discount and a premium when issuing bonds. Have students' complete more than two assignments on this particular subject.

6. Complete the following relating to Investments:

- Record the purchase of both Long-term and Short-term investments
- Analyze and record Fair value adjustments
- Properly use the Cost and Equity method when recording investment transactions
- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 60% accuracy. Students specifically had trouble in understanding the adjustment for unrealized gains and losses. Students had trouble in understanding the difference between trading securities and long-term Investments and how they should be recorded.
Changes: Provide more examples for recording the adjustment for unrealized gains and losses. Spend more time defining the difference between trading securities and long-term Investments. Assign the longer problems related to these items.

7. Understand and perform Financial Statement Analysis by completing the following:

- Complete trend analysis
- Complete common size statement analysis
- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 76.4% accuracy.
Changes: No changes at this time.

Computerized Accounting

1. Describe a manual accounting system.
100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.
Outcome: Students completed this assessment with 100% accuracy.
Changes: No changes required.

2. Enter the beginning balances of a business.
100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.
Outcome: Students completed this task with an 88% accuracy. The problem facing students in this assessment was that they got in a hurry and missed putting in certain amounts to start the business balances.
Changes: Get students to slow down and pay attention to what they are doing.

3. Prepare journal entries for a business.
100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.
Outcome: Students completed this assessment with a 98% accuracy.
Changes: No changes at this time.

4. Prepare and record year end transactions.
100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.
Outcome: Students completed this assessment with an 88% accuracy. Found that students were having trouble with the memorized transactions which are repeatable.
Changes: Spend more time in class going over memorized transactions.

5. Backup and restore data.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.
Outcome: Students completed this assessment with a 99% accuracy.
Changes: No changes at this time.

6. The student will be able to analyze and prepare reports for management or owners of a business.
100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.
Outcome: Students completed this assessment with an 82% accuracy.
Changes: Will spend more time on this particular outcome in class. Will have students complete two more cases related to analyzing and preparing reports for management and owners.

Macroeconomics

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 70.1% accuracy. Most problems are rows in the application of opportunity cost and the production possibility curve.
Changes: Give some more examples in class to students about opportunity cost, and other examples of the production possibility curve. Assign a couple of more exercises that will help the students understand this information better.

2. Apply the supply and demand model for economic analysis.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 74% accuracy. The biggest problem the students had was an understanding when do you have movement along a supply or a demand line or when do you have a shift in a supply or demand line.
Changes: Create better notes which will explain the difference between movement and a demand or supply line and when there should be a shift in either of those lines. Have students complete a couple of more exercises dealing with each item.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this with a 76.1% accuracy.
Changes: No changes at this time.

4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 72% accuracy. Students had trouble in relating aggregate supply model and the aggregate demand model to the level of unemployment.
Changes: Create better notes. Spend more time in class going over unemployment and how aggregate supply and demand affect it. Give a couple of more exercises two students covering these items.

5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macroeconomy.
Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 62% accuracy. Student specifically had trouble with explaining how budget deficits have an effect on both the national debt and their impact on the economy.
Changes: Create better notes with a better explanation of this item. Spend more class time going over both the national debt and budget deficits and how they actually affect the economy.

6. Define money, banking, and monetary policy and explain their impact on the macroeconomy.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 77.3% accuracy. However, students did have trouble with reserves when it comes to banking.
Changes: Will spend more time in class explaining what reserves are and how they affect the amount of money a bank has available to lend to customers. Will give students a couple of more assignments that deal only with reserves and banking.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Our program advisory committee made the recommendation in the Accounting program that we switch from teaching Sage 50 to teaching QuickBooks for our degree. It was also recommended that we stop offering Intermediate Accounting because it is considered a 300 level course and it was getting harder for students to get their transfer school to accept. Both suggestions have been made and this is the second year of the new degree plan being in place.

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:

No specialized accreditations.

4.3: OTHER

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

Narrative:

Study in accounting leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the associate degree, students will be prepared for entry-level positions within organizations, able to transfer to a baccalaureate program, or possess the rudimentary information necessary to start their own businesses. Consider the following statistic: Employment of accountants and auditors is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records. (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Accountants and Auditors 2018)

The program of study for the AS Accounting follows the KBOR articulation requirements for students transferring to any Kansas University with Junior status. If the student follows the program of study they should be able to seamlessly transfer to any of the regent universities. Also, all of the core classes for the Accounting degree have met the Kansas Core Outcomes approval as equal transfer classes to all of the regent universities. Both of these facts show alignment with KBOR and HLC's accreditation requirements.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

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

Narrative:

Assessment data provided by the institutional researcher shows a completion rate for accounting students who enrolled in accounting classes to 96.35% face-to-face with an 89.73% pass rate with a D or better in face to face classes. Students enrolled in online classes related to the accounting degree have a completion rate of 92.45% with an 83.67% pass rate with a D or better. The total average of all courses including face-to-face and online has a completion rate of 95.49% for all accounting courses with a pass rate of 88.41% passing the class with a D or better.

In Academic Year 15/16 there were 12 Associates of Science Accounting majors, of those only one returned in the fall of 2017. During the previous year two of those students received their Associates Degree in Accounting. This information could be misleading when thinking about retention. Several students attend with the intention of never finishing their Associates Degree but getting certain classes out of the way before they transfer to a 4-year University. Another problem observed in the last few years was the number of students who declared they were accounting majors but never took a single accounting class.

The majority of students enrolled in the accounting classes are enrolled due to any of the following; working on an Accounting degree, a Business degree, using the class for an elective to another degree, or as a general education class.

All of the core classes offered by ICC for the Accounting degree with the exception of Computerized Accounting and Intro to Spreadsheets are certified as equivalent class transfers by the Kansas core outcomes group. The result is that all of the classes transfer exactly as those core classes to any University in the state of Kansas under KBOR rules.

The number of full-time instructors which taught Accounting degree related classes except for Elementary Statistics and Intro to Spreadsheets has gone from 3 full time to one full-time instructor. One of the instructors resigned last year, the other has moved into a different field of instruction. Elementary Statistics is taught by one of our math instructors and Intro to Spreadsheets is taught by one of our Computer Science instructors.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.
Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories*.)
Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use
S.M.A.R.T. goal setting for this purpose. *(See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

Study in accounting leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the associate degree, students will be prepared for entry-level positions within organizations, able to transfer to a baccalaureate program, or possess the rudimentary information necessary to start their own businesses.

In addition to those students who are pursuing degrees, many others enroll in Accounting courses to master specific skills in order to improve employment opportunities. Also, many transfer students do not always take those courses required for degree completion but take the core courses to get their first year out of the way before transferring to a baccalaureate program. Measures should be developed that incorporate these factors into success results.

Short-term goal is to complete a minimum of 3 continuing professional education classes during the next year to keep up with the changes in accounting.

Short-term goal Update course videos based on changes in accounting rules.

Long-term goal to work on combining the accounting and business administration degrees into a single program of study with two separate tracks to achieve which goal the students wish to work towards.

The following HLC goals are being addressed in this review:

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

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

I. This program meets this component by offering the first two years completion of a 4-year degree.

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

- Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continually improve.
- Responsiveness: Have addressed the changes for an accounting education by updating this program to meet the KBOR articulation agreement, which meets the program requirements of the Kansas Regent Universities.
- Diversity/Enrichment: Students are exposed to International Accounting and informed of the different processes of business they may encounter based on another countries culture.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Accounting is a degree that opens several possibilities for students and there is always a strong demand for those entering the field. At the time only one instructor teaches all of the core classes for this program and those same classes are requirements in several other degrees. This keeps the cost of all of the programs at a minimum.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

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

Narrative:

Budget request would include the continuation of a full-time instructor and the possibility of hiring a part-time instructor who can teach in both the accounting and business field. Would also like to request that funds be set aside to provide for marketing of both the Accounting and Business degrees. This is to help inform the public that those degrees are available at Independence Community College for them to pursue.

- Set aside marketing dollars to market the program. To do this I would recommend creating an advertising campaign that would present all of the Accounting and Business programs available to the public and market using flyers, adds, etc. $2,500 with help from fab lab to create some of marketing materials.
- Hire a part-time instructor to teach accounting and business classes. (This could be 2 or 3 adjuncts one class each) $400 cn hour x 9 cr hours total = $1,200.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

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

Narrative:

This narrative is solid. Brian Southworth STEMB Division Chair. 2.15.2018

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as wellas three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscalyear.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

The Web Design & Development program looked very similar at my arrival in 2009 as it does now in 2018 with years of fluctuating faculty numbers in the computer science area. It is very hard to keep up several programs with just one person. After being hired in 2009, I was given the opportunity to promote, recruit and grow the Web Design & Development program which I did. Then slowly the economy came back to life and enrollment dropped. Faculty in our area began to leave as well until we were down to one, teaching only Concepts and Applications for an entire year. There was no time in the schedule to teach any other classes that particular year, leaving all of our programs dead, in a holding pattern for an entire year. Eventually another faculty member was hired, and we have since been working on program review year after year trying to prove our programs to our administration and rebuilding from the point of no program classes for an entire year. We have been working to develop and renovate programs that are in line with similar programs, transferring universities, and KBOR.

It should be noted that many of our courses cross over into multiple programs. This was done in efforts to maximize existing resources. These courses provide technical as well as soft skill training opportunities for terminal degrees, helping to prepare students for today's workforce. Many of them are applicable to across programs on campus for students wishing to better their overall business training skills.

Data from the U.S. Bureau of Labor Statistics shows a 13% growth increase over the next ten years for Web Design/Developers, which is a faster than average growth increase. The job demand for Web Design/Developers is growing in Kansas as well as the rest of the country by an even greater rate. This is very true especially in some areas of Kansas that are in need. There are many rural areas that are still in need of web presence. I would like to concentrate on the Web Design & Development program while offering a few courses as electives that are considered programming courses as they too are required in Web Design/Development. This is a terminal degree program in which we offer an AAS of 63 hours and a Certificate B of 37 hours, that I will be changing to match our 2+2 plan we have with K-State. This is a certificate of 39 hours and an AAS of 60 hours. The transfer degree would be our AS in Computer Science, which we have many students who choose this option.

We have discussed making the Web Design & Development program available online and revising the program to integrate more Graphic Design courses.

Evidence:

- CIS CIT SCP CSE WDD Assessment Data AY 2017
- CIS more Sections AY17
- 1277 Microcomp 16-17 w-out names

CIS, CIT, SCP, CSE, & WDD Assessment Data AY 2017

Number of Faculty:

3 full time (M. Ashford, J. Eubanks, T. Blaes)

4 part time (E. Cochran, E. Montgomery, B. Bertie, S. Gaddy)

Enrollment & Student credit hours by Faculty type:

Full time: 101 total credit hours taught, with 376 total student enrollments

Part time: 24 credit hours taught, 32 total student enrollments

Average Class size:

9.1 students in Face-to-Face classes

8.8 students in online classes

9.07 students across all program courses

Completion rates:

98.90% face-to-face

88.64% online

97.79% all program courses

Pass rates (D or better):

85.56% face-to-face

84.62% online

85.46% all program courses

Majors and Grads:

	AS CIS	AAS CIT	Cert CIT	AAS SCP	Cert SCP	AS CSE	AAS WDD	Cert WDD
Declared Majors	5	6	5	2	3	11	1	0
Returns in Fall 2017	0	1	0	0	1	6	1	0
Degrees Awarded	2	3	4	1	1	0	0	0

ADEMIC_YE	ADEMIC_TE	DEMIC_SES	EVENT_ID	SECTION	NT_MED_N	CREDITS	ADDS	SON_CODE
2016	SUMMER	FULL	01CIT2003	6257	COMP INFC	3	2	M. Ashford
2016	SUMMER	FULL	01CSE2103	6258	C++ PROGR	3	2	E. Montgor
2016	FALL	FULL	01ACC1003	0016	INTRO TO A	3	8	J. Eubanks
2016	FALL	FULL	01BUS1013	0127	BUS MATH	3	5	M. Ashford
2016	FALL	FULL	01BUS2013	HS01	BUS COMM	3	1	E. Cochran
2016	FALL	FULL	01CIT1003	0198	CONCEPTS/	3	21	M. Ashford
2016	FALL	FULL	01CIT1003	0199	CONCEPTS/	3	21	M. Ashford
2016	FALL	FULL	01CIT1003	0204	CONCEPTS/	3	19	T. Blaes
2016	FALL	FULL	01CIT1003	0206	CONCEPTS/	3	23	T. Blaes
2016	FALL	FULL	01CIT1003	0208	CONCEPTS/	3	21	T. Blaes
2016	FALL	FULL	01CIT1003	0220	CONCEPTS/	3	20	M. Ashford
2016	FALL	FULL	01CIT1003	6507	CONCEPTS/	3	19	T. Blaes
2016	FALL	FULL	01CIT1033	0205	WEB DESIG	3	6	T. Blaes
2016	FALL	FULL	01CIT1202	0202	EXCEL/WIN	2	6	M. Ashford
2016	FALL	FULL	01CIT1552	0200	COMP I: AC	2	3	M. Ashford
2016	FALL	FULL	01CIT2003	6546	COMP INFC	3	3	E. Montgor
2016	FALL	FULL	01CIT2023	0215	COMP INFC	3	2	T. Blaes
2016	FALL	FULL	01CIT2076	0211	REPARIR/M	6	2	B. Bertie
2016	FALL	FULL	01CSE1003	0213	VISUAL BAS	3	3	E. Montgor
2016	FALL	FULL	01CSE1063	0210	HTML	3	4	T. Blaes
2016	FALL	FULL	01MDM10	0126	HUM/RELA	3	8	M. Ashford
2016	FALL	SECOND	01CIT1202	0001	EXCEL I	2	1	M. Ashford
2016	FALL	SECOND	01CIT1212	0203	ADV EXCEL	2	4	M. Ashford
2016	FALL	SECOND	01CIT1552	0001	ACCESS I	2	1	M. Ashford
2016	FALL	SECOND	01CIT1562	0201	ADVANCED	2	5	M. Ashford
2016	FALL	SECOND	01OTC1001	0196	KEYBOARD	1	7	M. Ashford
2017	SPRING	FIRST	01CIT1652	0255	WORD/WI	2	4	M. Ashford
2017	SPRING	FULL	01ACC1003	HS01	INTRO TO A	3	3	E. Cochran
2017	SPRING	FULL	01BUS2013	0146	BUS COMM	3	9	M. Ashford
2017	SPRING	FULL	01BUS2113	0148	BUISNESS E	3	8	M. Ashford
2017	SPRING	FULL	01CIT1003	0001	CONCEPTS/	3	17	T. Blaes
2017	SPRING	FULL	01CIT1003	0253	CONCEPTS/	3	16	M. Ashford
2017	SPRING	FULL	01CIT1003	0254	CONCEPTS/	3	24	M. Ashford
2017	SPRING	FULL	01CIT1003	0257	CONCEPTS/	3	23	T. Blaes
2017	SPRING	FULL	01CIT1003	0260	CONCEPTS/	3	24	T. Blaes
2017	SPRING	FULL	01CIT1003	6758	CONCEPTS/	3	18	S. Gaddy
2017	SPRING	FULL	01CIT1032	0259	CA:PUBLISH	2	4	T. Blaes
2017	SPRING	FULL	01CIT2003	0001	COMP INFC	3	6	M. Ashford
2017	SPRING	FULL	01CIT2023	0001	INTERN CIT	3	3	T. Blaes
2017	SPRING	FULL	01CIT2063	0266	ANALYSIS/D	3	5	M. Ashford
2017	SPRING	FULL	01CIT2073	0258	INTRO/ELE	3	4	T. Blaes
2017	SPRING	FULL	01CSE1063	0262	HTML	3	10	T. Blaes
2017	SPRING	FULL	01CSE2043	0263	ADV WEB D	3	3	T. Blaes
2017	SPRING	FULL	01OTC1001	0001	KEYBOARD	1	8	M. Ashford
2017	SPRING	SECOND	01CIT1662	0256	ADV WORD	2	2	M. Ashford
						125	408	

Completed	Passed
2	1
1	1
8	6
5	3
1	1
21	19
21	19
19	17
23	22
21	19
20	16
19	16
6	6
6	6
3	3
3	3
2	2
2	2
3	3
4	4
8	6
1	1
4	4
1	1
5	4
7	5
4	4
3	3
9	7
8	6
17	12
16	14
24	21
21	16
23	21
14	12
4	3
6	4
3	3
5	3
4	4
10	9
3	3
7	4
2	2
399	341

INDEPENDENC
M
For the Twelve Mont

		Published Budget	Operating Budget	Expense
Salary: 12-1277-520-000				
	[redacted]			
12-1277-520-000	Total Faculty Salaries: Full-Time Faculty			23,229.99
Salary: 12-1277-521-000				
	[redacted]			
12-1277-521-000	Total Faculty Salaries: Overload			20,350.67

CE COMMUNITY COLLEGE
icroComputers
ths Ending Friday, June 30, 2017

Document Number	Vendor Name	Description
DD000839	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Computer Checks
002052	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks
DD002329	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Void Checks
002078	FACULTY 2	Payroll Computer Checks
DD002531	FACULTY 1	Payroll Computer Checks
DD002473	FACULTY 2	Payroll Computer Checks
001386	FACULTY 1	Payroll Computer Checks
001382	FACULTY 2	Payroll Computer Checks
001467	FACULTY 1	Payroll Computer Checks
001459	FACULTY 2	Payroll Computer Checks
001554	FACULTY 1	Payroll Computer Checks
001549	FACULTY 2	Payroll Computer Checks
001857	FACULTY 1	Payroll Computer Checks
001946	FACULTY 1	Payroll Computer Checks
001933	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks

Salary:
12-1277-522-000

[redacted]

12-1277-522-000 Total Faculty Salaries: Adjunct 7,012.50

Salary:
12-1277-531-000

[redacted]

001203	ADJUNCT 1	Payroll Computer Checks
001370	ADJUNCT 1	Payroll Computer Checks
DD001256	ADJUNCT 2	Payroll Computer Checks
DD001422	ADJUNCT 2	Payroll Computer Checks
001446	ADJUNCT 1	Payroll Computer Checks
001537	ADJUNCT 1	Payroll Computer Checks
DD001586	ADJUNCT 2	Payroll Computer Checks
001901	ADJUNCT 3	Payroll Computer Checks
DD000839	FACULTY 2	Payroll Computer Checks
DD000898	FACULTY 1	Payroll Computer Checks
DD001017	FACULTY 1	Payroll Computer Checks
DD000965	FACULTY 2	Payroll Computer Checks
DD001160	FACULTY 1	Payroll Computer Checks
DD001085	FACULTY 2	Payroll Computer Checks
DD001248	FACULTY 2	Payroll Computer Checks
DD001325	FACULTY 1	Payroll Computer Checks
DD001490	FACULTY 1	Payroll Computer Checks
DD001416	FACULTY 2	Payroll Computer Checks
DD001578	FACULTY 2	Payroll Computer Checks
DD001652	FACULTY 1	Payroll Computer Checks
DD001793	FACULTY 1	Payroll Computer Checks
DD001737	FACULTY 2	Payroll Computer Checks

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	[redacted]	[redacted]
	[redacted]	[redacted]
12-1277-531-000	Total Clerical/Staff Salaries: Exempt	79,361.64
12-510:550	Total Salary	129,954.80

[redacted]

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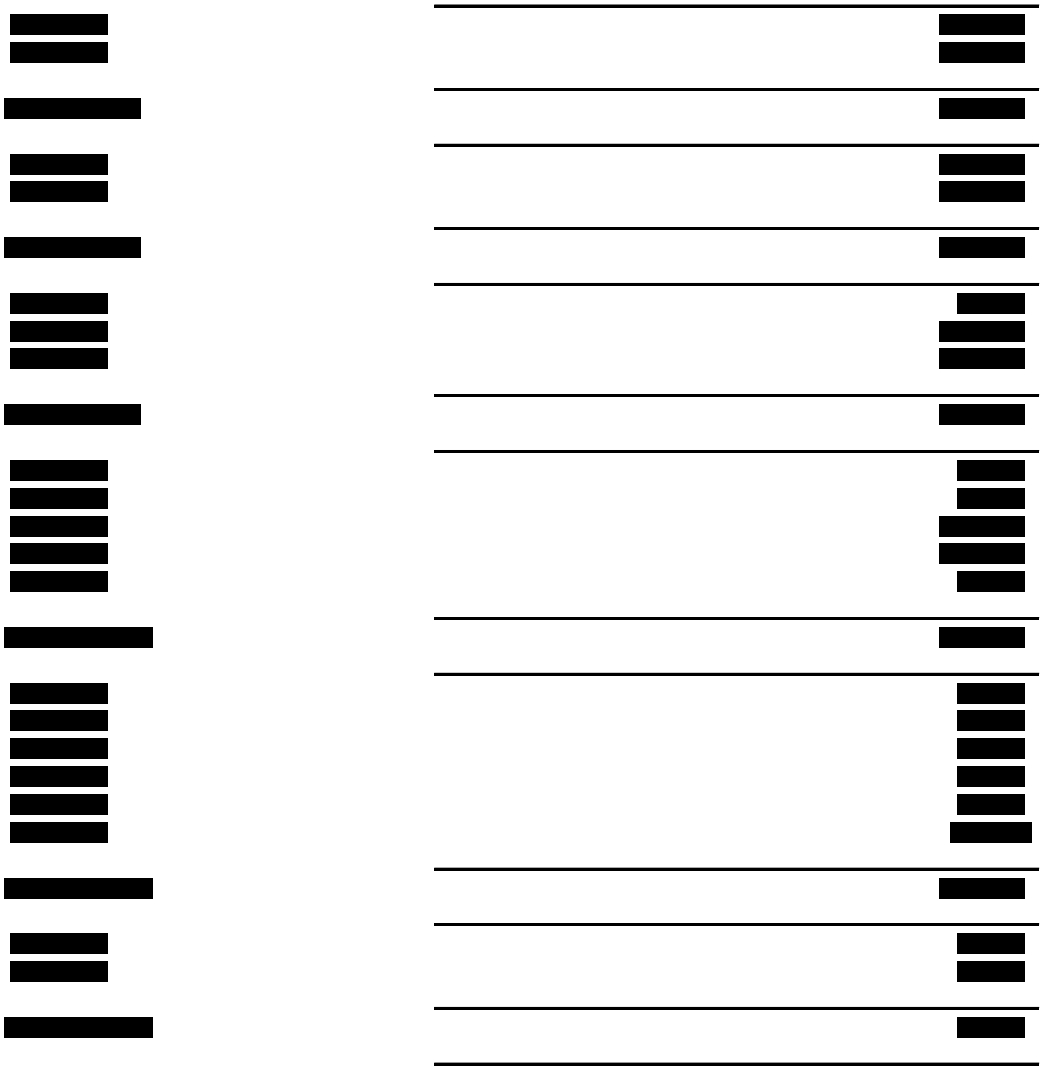
	[redacted]	[redacted]

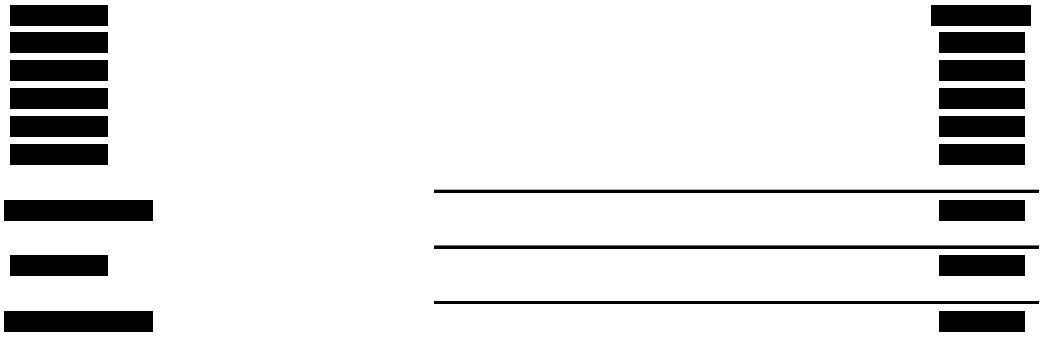
DD001932	FACULTY 1	Payroll Computer Checks
DD001860	FACULTY 2	Payroll Computer Checks
DD002089	FACULTY 1	Payroll Computer Checks
DD002015	FACULTY 2	Payroll Computer Checks
DD002244	FACULTY 1	Payroll Computer Checks
DD002176	FACULTY 2	Payroll Computer Checks
DD000898	FACULTY 1	Payroll Computer Checks
DD000839	FACULTY 2	Payroll Computer Checks
001203	ADJUNCT 1	Payroll Computer Checks
DD001017	FACULTY 1	Payroll Computer Checks
DD000965	FACULTY 2	Payroll Computer Checks
DD001160	FACULTY 1	Payroll Computer Checks
DD001085	FACULTY 2	Payroll Computer Checks
DD001248	FACULTY 2	Payroll Computer Checks
DD001325	FACULTY 1	Payroll Computer Checks
001370	ADJUNCT 1	Payroll Computer Checks
001386	FACULTY 1	Payroll Computer Checks
001382	FACULTY 2	Payroll Computer Checks
DD001256	ADJUNCT 2	Payroll Computer Checks
001467	FACULTY 1	Payroll Computer Checks
001459	FACULTY 2	Payroll Computer Checks
001446	ADJUNCT 1	Payroll Computer Checks
DD001422	ADJUNCT 2	Payroll Computer Checks
DD001416	FACULTY 2	Payroll Computer Checks
DD001490	FACULTY 1	Payroll Computer Checks
DD001578	FACULTY 2	Payroll Computer Checks
DD001652	FACULTY 1	Payroll Computer Checks
DD001586	ADJUNCT 2	Payroll Computer Checks
001537	ADJUNCT 1	Payroll Computer Checks
001554	FACULTY 1	Payroll Computer Checks
001549	FACULTY 2	Payroll Computer Checks



12-1277-591-000	Total FICA (Social Security, Medicare)	33,625.24

Fringe Benefits:

12-1277-594-000



12-1277-594-000	Total Insurance Premiums	6,100.60
12-591:598	Total Fringe Benefits	39,725.84

12-601	Travel
12-602	Food and Meals
12-606	Student Travel

DD001737	FACULTY 2	Payroll Computer Checks
DD001793	FACULTY 1	Payroll Computer Checks
DD001860	FACULTY 2	Payroll Computer Checks
DD001932	FACULTY 1	Payroll Computer Checks
001857	FACULTY 1	Payroll Computer Checks
DD002015	FACULTY 2	Payroll Computer Checks
DD002089	FACULTY 1	Payroll Computer Checks
001946	FACULTY 1	Payroll Computer Checks
001933	FACULTY 2	Payroll Computer Checks
DD002176	FACULTY 2	Payroll Computer Checks
DD002244	FACULTY 1	Payroll Computer Checks
001901	ADJUNCT 3	Payroll Computer Checks
002052	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Computer Checks
DD002329	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks
002078	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Void Checks
DD002473	FACULTY 2	Payroll Computer Checks
DD002531	FACULTY 1	Payroll Computer Checks
002051	FACULTY 2	Payroll Void Checks
002078	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks
DD002329	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Computer Checks
002052	FACULTY 2	Payroll Computer Checks
DD002531	FACULTY 1	Payroll Computer Checks

12-607	Rentals		
12-611	Postage & Shipping		
12-613	Printing		
12-615	Advertising		
12-616	Promotions		
12-617	Recruiting		
12-619	Animal Food		
12-626	Conference Fees/Registration		
	Telephone:		
12-1277-631-000			
	7/19/2016		75.00
12-1277-631-000	Total Telephone		75.00
12-631	Total Telephone		75.00
12-641	Lease/Rental/Lease Purchase		
12-646	Service Agreements		
12-647	Fuel/Gas		
12-649	Repairs		
12-661	Contract Services		
12-662	Legal Services		
12-663	Consultants		
12-681	Dues/Memberships/Fees		
12-682	Subscriptions		
12-699	Uniforms		
	Instructional Supplies:		
12-1277-700-000			
	8/31/2016		43.77
	Period 2 Total		43.77
	1/31/2017		18.40
	Period 7 Total		18.40
	2/27/2017		398.76
	Period 8 Total		398.76
	3/30/2017		49.21
	Period 9 Total		49.21
	4/17/2017		169.00
	Period 10 Total		169.00
12-1277-700-000	Total Instructional Supplies		679.14
12-700-000	Total Instructional Supplies		679.14
12-700-001	Instructional Supplies (Innovation Fee)		
12-701	Office Supplies		
12-702	Paper Supplies		
12-703	Books		
12-704	Periodicals		
12-705	Media (Videos, DVD)		
12-717	Professional Development		
12-719	Misc. Expenses		
12-850	Equipment- Non-Capital >$5,000		
12-852	Software & Licenses		

DD000839	FACULTY 2	Payroll Computer Checks
		Bookstore Charges Aug
		Jan 2017 Bookstore Charges
[redacted]	Commerce Bank Visa	Receivings Transaction Entry
[redacted]	Commerce Bank Visa	Receivings Transaction Entry
[redacted]	Commerce Bank Visa	Receivings Transaction Entry

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program 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 Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

Faculty have worked to update outcomes for the major and general education courses in this program to ensure measurement of student learning is reflective of current industry needs and standards. Often this reflection leads to the need of a different style of teaching or perhaps even a different course. Faculty continue to discuss the types of courses and assignments that will provide the best outcome for positive student learning.
We have also used assessment data to make the following changes to our courses:

1. Computer Concepts and Apps (CCA) – Added self-paced tutorials to the weekly lessons
2. Computer Information Systems (CIS) – Added more project based learning opportunities
3. PC (Personal Computer) Repair – Adding more hands on learning time.
4. Programming courses - Programming through gaming, reaching students where they are.
5. Web Design - Added Adobe Creative Cloud licenses so that students could work on projects in all labs on campus.

Most of the students who have done internships with us are still finishing their degrees at four-year universities. One student in particular had financial aid issues and was forced to return home before finishing her degree. She has been using the skills she learned in our program and in her internship in our local workforce. She has had great success with building and maintaining websites for a local realtor and they are very satisfied with her job performance. When asked if they would recommend her to others they responded, “Well no, we want to keep her,” says Amber Gregory of Premier Property Group.
We do have a student currently enrolled in our Web Design degree program finishing this semester, working part-time in the ICC Marketing Department. They think she is amazing and does great work.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Present: Tamara Kessler, Chance, Mike, and Tim with MicroWare.

Here are the outcomes for our Computer Science Program:
Program Outcomes:

1. *The student will be able to analyze a variety of complex information systems.*
2. *The student will be able to apply and demonstrate power usage of computer science skills.*
3. *The student will be able to organize and prepare a system for solving problems.*
4. *The student will be able to demonstrate effective collaboration and communication skills.*

We would like to know:
Are students being prepared for the future job market?
This is a tricky question for us. We hire people to work with us who fit in with us so the answer to this question for us is yes, we have had extremely good luck with prepared young individuals working for us.

What should the training include?
We all agreed this should be an equal amount of hardware, software, and people skills. Even though many computer technicians do not feel like they may need people skills, they will. We interact with people all the time to find out what is wrong with their item and what needs to be done to fix or replace it. We also do a small amount of our own on the job training that is concentrated on our business needs when we hire a new technician.

Do you think our curriculum adequately addresses industry needs?
For the most part yes, there could be more software class added to reach that more equal status. Also, there is a huge demand in this area for website construction. We have customers asking us all the time if we know how or know anyone who can create a website. This area of Kansas is lacking in this technology.

Do course and program outcomes and performance levels meet industry standards?
Okay, this is what took us so long to get back to you, as we are not teachers. So, looking at what you have and your programs, everything seems to fit and flow well together. We really did look at all of it.

What industry validated credentials (include certificates or licenses) are necessary for industry success?
Having these certifications is always nice but not always required: A+, CISCO, Windows and Office at times.
These are a few questions to get us talking.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion?
Our experience with kids in school is that they know how to use their phones but they do not know how to operate at computer. If you put them in front of one they can probably do a simple Google search but that is it, no other skills unless they are someone who is very interested in computers themselves.
Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions?
Oh yes! We think this is very important and should never go away from education. Computers and technology is not going anywhere except bigger, better, faster, or different. But we will have computers around for a very long time and in more commonly used items. Also covered are the Internet, social media, security, data, and careers. Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well. Students could possibly benefit from this type of class information. We believe the more they get the better off they will be.

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:

Our programs do not require specialized accreditation

4.3: OTHER

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

Narrative:

We have been working closely with ICC Now to develop programs for area high schools to bus students to campus to complete the Computer Science programs, specifically Web Design & Development. We are also setting this program up online so students unable to utilize the campus offering may still be able to enroll in the courses and programs. Other ICC students can utilize this course design as well. We have been asked to create a 2-year plan.

ICC has a 2+2 Web Design & Development agreement with K-State. We would like to create this type of 2+2 with other universities.

The demand for digital design aptitude isn't slowing down. Good web designers are a must-have in any organization today. Hiring managers are moving quickly to snag top web design talent, and highly qualified candidates are seeing multiple job offers.

“As consumers’ expectations increase, more companies are realizing good design is no longer an option – it’s a business imperative,” says Diane Domeyer, executive director of The Creative Group. “As a result, job growth and salaries are increasing for web designers who can create unique and user-friendly websites that cater to target audiences.”

According to The Creative Group 2018 Salary Guide, the midpoint starting salary for web designers is $66,500.

Half, Robert. “Hot Job: Web Designer.” *Web Designer Job Description and Salary Outlook/Robert Half*, Robert Half International Inc, 6 Mar. 2018, 1;53, www.roberthalf.com/blog/salaries-and-skills/hot-job-web-designer.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

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

Narrative:

Web Developer	
2016 Median Pay	$66,130/year or $31.79/hour
Entry Level Education Required	Associate's degree
Work Experience Required	None
On the job Training	None
Number of Jobs, 2016	162,900
Job Outlook, 2016-26	+ 13% (Faster than Average)
Employment change, 2016-26	+ 21,300
Kansas Number of Jobs, 2016	990-1708
Kansas 2016 Annual Mean Wage	$55,140 - $92,730

"Occupational Outlook Handbook." *United States Department of Labor*. Ed. U.S. Bureau of Labor Statistics. Bureau of Labor Statistics, 24 Oct. 2017. Thur. 18 Jan. 2018. http://www.bls.gov/ooh/computer-and-information-technology/home.htm.

- Number of Faculty:
- 3 full time
  4 part time
  Enrollment & Student credit hours by Faculty type:
  Full time: 101 total credit hours taught, with 376 total student enrollments
  Part time: 24 credit hours taught, 32 total student enrollments
  Our average class size is 9.1 students Face-to-Face, 8.8 students Online, and 9.07 across all programs.
- Our completion rates are 98.9% Face-to-Face, 88.64% Online, and 97.79% across all programs.
- Our course pass rates are 85.62% Face-to-Face, 84.62% Online, and 85.46% across all programs.
- We had 11 completers (graduates), 9 return majors, and 33 declared majors in the 8 Computer Science degree majors.
- This is a growing area. We had 11 completers (graduates), 9 return majors, and 33 declared majors in the 8 Computer Science degree majors.
- Jobs will not be decreasing, but increasing, as can be seen in our data. With the exception of Computer Programming which has only a slight decline in the next ten years.
- Capability of providing an excellent computer program for our students.
- Having three computer labs that are used for computer technology helps us to prepare for the future.

- Two instructors who are very willing to do whatever is necessary to help these programs grow. (A third one hired in May, 2017.)
- We are spreading our existing human resources very thin. The current full time instructors are splitting time between business courses, computer technical courses and computer software courses. This will be addressed with a third instructor hired.
- There is a need for a computer programming instructor who can also teach the hands-on CompTIA courses. This will be addressed with a third instructor hired.
- Technology is always changing and this department needs to be able to change with the times in order to provide our students with the latest and best technology to learn with and on. In order to do this we must have the time to devote to continuing education and certifications, but with teaching full overload there simply is not enough time to get everything done.
- We have the opportunity to draw on a displaced or undereducated worker population and bring them into a field that is growing.
- Three computer labs allow us to provide multiple hands-on teaching labs for as many as 64 students at a single time.
- If our weaknesses hold us back for too long we will not be on the leading edge in our area.
- Other schools will jump to provide displaced workers with programs that will put them to work quickly. With having multiple 2-year schools within driving distance we need to realize that we are not the only place for this training and we need to provide a better education at a better price.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.
Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories*.)
Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use
S.M.A.R.T. goal setting for this purpose. *(See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

1. Provide students with the opportunity to intern with in our local community and area. Students will receive the chance to practice work within their degree area using learned skills both technical and soft. Students who complete the Internship/Seminar courses will be assessed throughout each semester of enrollment.

2. Continue to utilize community and local advisory groups to give advice with direction of program areas. Advisory groups meet once in the fall and once in the spring.

3. Faculty attend conferences to stay up to date on industry standards, as budgets allow.

4. Work on 2 + 2 with universities. (Transfer Degrees) Plan to begin working on these this spring and summer 2018. First with Fort Hays State University and Pittsburg State University, then with Emporia State University and Washburn University.

5. Bring more up to date, hands-on Web Design curriculum to recruit other students into courses and possibly programs. Currently working on this and should have most of this in place by fall 2018.

6. Attend career fairs to share tools of trade and education opportunities.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

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

Narrative:

Budget requests are as follows:

1. Provide $2,000 in instructional supplies to Microcomputer Supplies. This can help defray costs associated with materials/supplies for the hands-on project classes.

2. Provide funding to allow for Web Design students to take industry certs. Provide $3,000 for this in 2018-2019. This is being paid for out of Innovation fund in 2017-2018. There are several MTA certs that are free to the students at this point just for completing courses.

3. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, $30; ACTE Conferences $565 plus travel and hotel, attendance centers vary, (however these at times land on or just before finals week in the fall); The Teaching Professor Annual Conference, $699 plus travel and hotel (usually the first of June each year).

(4, 5 & 6 would be as budgetary funds are available for updating, repairs and replacements in the classrooms.)

4. Consider removing the carpet in AC107 and AC108 and polishing the cement floors after the carpet is removed.

5. Providing funds for repairs and/or replacements of the chairs in all three computer labs.

6. Consider replacing the old desks in AC107 that are not conducive to the students in a computer lab setting. The tables in AC108 have quarter round on the back edges in the attempt to prevent computers from falling off the backs of the tables that are so short in width.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Two full-time instructors staff the Business and Computer Technology Department, as well as one adjunct. One full-time instructor has a Bachelor's and Master's degrees in Business Education with an emphasis in Computer Technology. The other full-time instructor has a Bachelor's degree in Accounting and a Master's degree in Business Administration, with 18 additional graduate hours in Computer Technology. Both instructors have worked on completing second Master's degrees in Instructional Design and Technology. The full-time instructors are currently teaching 48 credit hours per semester with the adjunct teaching 6-9 hours. We currently employ one adjunct who teaches in the computer science area. This instructor has a Master's in Information Systems and over 20 years of field experience. At the end of Spring 2017, we hired another full time faculty for the Business and Computer Technology Department. This full time faculty will be concentrating mostly on the AOM program however will be able to teach some of the sections of the beginning level computer course. This instructor has a Associate's degree in Business Administration, Bachelor's degree in Computer Information Systems and is currently working on a Master's degree in Business Education. One of the full time faculty have moved to the Fab Lab and is working on Pre-Engineering, Fab Lab and CIT programs.
84% of the programs' courses are taught by full time faculty and 16% are taught by adjunct faculty.
Both of the aforementioned full-time instructors attend League for Innovation's STEM Tech conferences as budget dollars allow, as well as spending personal funds to attend iTRAC (Innovative Technology to Recharge and Connect) technology conferences to keep up with the latest teaching methods, and innovations in the area. Both instructors have also attended Microsoft and CompTIA (Computing Technology Industry Association) certification workshops and several local high school career fairs.
There is a significant issue regarding beginning level coursework. There is a misunderstanding that all students come in with a working knowledge of computers. Even the students themselves believe they have the knowledge required to become a computer expert with very little effort. This is simply not true. More and more high schools are removing computer science coursework from their curriculum and many students believe that because they can surf the web or send an email or text that they have enough. This is noted in an article published in the New York Times. The following is an excerpt from the article. "Only a quarter of the elementary, middle and high schools in the United States offer computer science classes, with 22 states not allowing such classes to count toward a diploma, officials said. Only 4,310 of 37,000 high schools in the country offer Advanced Placement computer science classes, they said, putting American children at a disadvantage."
Shear, Michael D. "Obama's Budget Urges a Deeper Commitment to Computer Education." 30 January 2016. *The New York Times.* Article. 11 April 2016.

Another issue we encounter is a lack of personnel to teach the wide variety of offerings our computer students need and want. Even at teaching the maximum overload each semester

we are unable to provide the variety students demand. Computer technology is a field that requires its instructors to stay up, or even ahead of the latest innovations in order to provide our students with the best education. Curriculum and courses must be updated regularly, sometimes every year to two years.

Computer Concepts and Applications (required basic computer course for Web Design programs): We now require students to prep for the lessons before class by reading and doing software tutorials on their own. During class time, students work as a class to complete two different documents using all of the tools that were learned in the reading and the tutorials. Students are then given an exam that provides them with immediate responses and the ability to correct what is missed so that they are able to learn from mistakes and master the current material before moving on. They are allowed to use their books for reference during this exam, if necessary. This has proved to be a beneficial addition. Grades have improved as well as completers, therefore lowering repeat of the course.

PC Maintenance and Repair (elective class for Web Design programs): We now have a dedicated lab where students are able to get hands on practice in repairing computers, troubleshooting hardware and software, building computers from the ground up, and running a mock help desk. This allows us to ensure that our students can actually work in the field upon completion.

Adobe Classes (which are used in the Web Design programs): We have changed over to the Creative Cloud software for all Adobe related classes. This allows students to learn on the most up-to-date software without paying licensing fees on their personal computers. Students are able to work on and complete projects during class time.

We teach multicultural and diversity issues in the following courses: Human Relations in Business, Business Ethics, Business Communications, HTML, and Web Design.

From a technical perspective students are given an opportunity to read about the ADA compliance regulations of web sites and practice using techniques like speech to text, video placement with captions, etc.

From a soft-skill perspective students study the importance of understanding different cultures when communicating. They are given the opportunity to represent a culture different from their own in a business meeting and encounter the issues that occur when we are not cognizant of diversity. We also provide multiple short videos where we witness employee behavior when in a diverse workplace, and we are able to critique and share what should be done differently.

We have welcomed students from a variety of cultures. This allows students to not only learn topics from an academic perspective, but to also hear first-hand about cultural difference and the problems that are faced. An example of this was presented well in a final web design project when a student completed her assignment in English and Chinese. The rest of the class was amazed at the work she did to accomplish her goal. This semester I have a student creating her websites in both English and Turkish languages.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

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

Narrative:

The annual program reviews for AAS in Computer Information Technology, Certificate in Computer Information Technology, AS Computer Information Systems, AS in Computer Science, AAS in Computer Programming, the Certificate in Computer Programming, AAS for Web Design and Development, and the certificate for Web Design and Development are functionally identical. It should be noted that the introduction narrative mentions that there is overlap in these programs. I agree with the overall narrative of the reviews. However, it is hard to get a feel for the health of the individual programs and what the individual needs and requirements are for success. Further, if we have 8 programs with this much overlap, is it possible to combine two or more of the programs into a program that has specific course tracks for different areas of interest? If it is not possible to combine any of the programs, then future Annual and Comprehensive reviews should be more differentiated. Brian Southworth STEMB Division Chair 2.15.2018

Appendix 66

Revised 2017-2018 Annual AAS Web Design

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as wellas three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscalyear.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

The Web Design & Development program looked very similar at my arrival in 2009 as it does now in 2018 with years of fluctuating faculty numbers in the computer science area. It is very hard to keep up several programs with just one person. After being hired in 2009, I was given the opportunity to promote, recruit and grow the Web Design & Development program which I did. Then slowly the economy came back to life and enrollment dropped. Faculty in our area began to leave as well until we were down to one, teaching only Concepts and Applications for an entire year. There was no time in the schedule to teach any other classes that particular year, leaving all of our programs dead, in a holding pattern for an entire year. Eventually another faculty member was hired, and we have since been working on program review year after year trying to prove our programs to our administration and rebuilding from the point of no program classes for an entire year. We have been working to develop and renovate programs that are in line with similar programs, transferring universities, and KBOR.

It should be noted that many of our courses cross over into multiple programs. This was done in efforts to maximize existing resources. These courses provide technical as well as soft skill training opportunities for terminal degrees, helping to prepare students for today's workforce. Many of them are applicable to across programs on campus for students wishing to better their overall business training skills.

Data from the U.S. Bureau of Labor Statistics shows a 13% growth increase over the next ten years for Web Design/Developers, which is a faster than average growth increase. The job demand for Web Design/Developers is growing in Kansas as well as the rest of the country by an even greater rate. This is very true especially in some areas of Kansas that are in need. There are many rural areas that are still in need of web presence. I would like to concentrate on the Web Design & Development program while offering a few courses as electives that are considered programming courses as they too are required in Web Design/Development. This is a terminal degree program in which we offer an AAS of 63 hours and a Certificate B of 37 hours, that I will be changing to match our 2+2 plan we have with K-State. This is a certificate of 39 hours and an AAS of 60 hours. The transfer degree would be our AS in Computer Science, which we have many students who choose this option.

We have discussed making the Web Design & Development program available online and revising the program to integrate more Graphic Design courses.

Evidence:

- CIS CIT SCP CSE WDD Assessment Data AY 2017
- CIS more Sections AY17
- 1277 Microcomp 16-17 w-out names

CIS, CIT, SCP, CSE, & WDD Assessment Data AY 2017

Number of Faculty:

3 full time (M. Ashford, J. Eubanks, T. Blaes)

4 part time (E. Cochran, E. Montgomery, B. Bertie, S. Gaddy)

Enrollment & Student credit hours by Faculty type:

Full time: 101 total credit hours taught, with 376 total student enrollments

Part time: 24 credit hours taught, 32 total student enrollments

Average Class size:

9.1 students in Face-to-Face classes

8.8 students in online classes

9.07 students across all program courses

Completion rates:

98.90% face-to-face

88.64% online

97.79% all program courses

Pass rates (D or better):

85.56% face-to-face

84.62% online

85.46% all program courses

Majors and Grads:

	AS CIS	AAS CIT	Cert CIT	AAS SCP	Cert SCP	AS CSE	AAS WDD	Cert WDD
Declared Majors	5	6	5	2	3	11	1	0
Returns in Fall 2017	0	1	0	0	1	6	1	0
Degrees Awarded	2	3	4	1	1	0	0	0

ADEMIC_YE	ADEMIC_TE	DEMIC_SES	EVENT_ID	SECTION	NT_MED_N	CREDITS	ADDS	SON_CODE
2016	SUMMER	FULL	01CIT2003	6257	COMP INFC	3	2	M. Ashford
2016	SUMMER	FULL	01CSE2103	6258	C++ PROGR	3	2	E. Montgor
2016	FALL	FULL	01ACC1003	0016	INTRO TO A	3	8	J. Eubanks
2016	FALL	FULL	01BUS1013	0127	BUS MATH	3	5	M. Ashford
2016	FALL	FULL	01BUS2013	HS01	BUS COMM	3	1	E. Cochran
2016	FALL	FULL	01CIT1003	0198	CONCEPTS/	3	21	M. Ashford
2016	FALL	FULL	01CIT1003	0199	CONCEPTS/	3	21	M. Ashford
2016	FALL	FULL	01CIT1003	0204	CONCEPTS/	3	19	T. Blaes
2016	FALL	FULL	01CIT1003	0206	CONCEPTS/	3	23	T. Blaes
2016	FALL	FULL	01CIT1003	0208	CONCEPTS/	3	21	T. Blaes
2016	FALL	FULL	01CIT1003	0220	CONCEPTS/	3	20	M. Ashford
2016	FALL	FULL	01CIT1003	6507	CONCEPTS/	3	19	T. Blaes
2016	FALL	FULL	01CIT1033	0205	WEB DESIG	3	6	T. Blaes
2016	FALL	FULL	01CIT1202	0202	EXCEL/WIN	2	6	M. Ashford
2016	FALL	FULL	01CIT1552	0200	COMP I: AC	2	3	M. Ashford
2016	FALL	FULL	01CIT2003	6546	COMP INFC	3	3	E. Montgor
2016	FALL	FULL	01CIT2023	0215	COMP INFC	3	2	T. Blaes
2016	FALL	FULL	01CIT2076	0211	REPARIR/M	6	2	B. Bertie
2016	FALL	FULL	01CSE1003	0213	VISUAL BAS	3	3	E. Montgor
2016	FALL	FULL	01CSE1063	0210	HTML	3	4	T. Blaes
2016	FALL	FULL	01MDM10	0126	HUM/RELA	3	8	M. Ashford
2016	FALL	SECOND	01CIT1202	0001	EXCEL I	2	1	M. Ashford
2016	FALL	SECOND	01CIT1212	0203	ADV EXCEL	2	4	M. Ashford
2016	FALL	SECOND	01CIT1552	0001	ACCESS I	2	1	M. Ashford
2016	FALL	SECOND	01CIT1562	0201	ADVANCED	2	5	M. Ashford
2016	FALL	SECOND	01OTC1001	0196	KEYBOARD	1	7	M. Ashford
2017	SPRING	FIRST	01CIT1652	0255	WORD/WI	2	4	M. Ashford
2017	SPRING	FULL	01ACC1003	HS01	INTRO TO A	3	3	E. Cochran
2017	SPRING	FULL	01BUS2013	0146	BUS COMM	3	9	M. Ashford
2017	SPRING	FULL	01BUS2113	0148	BUISNESS E	3	8	M. Ashford
2017	SPRING	FULL	01CIT1003	0001	CONCEPTS/	3	17	T. Blaes
2017	SPRING	FULL	01CIT1003	0253	CONCEPTS/	3	16	M. Ashford
2017	SPRING	FULL	01CIT1003	0254	CONCEPTS/	3	24	M. Ashford
2017	SPRING	FULL	01CIT1003	0257	CONCEPTS/	3	23	T. Blaes
2017	SPRING	FULL	01CIT1003	0260	CONCEPTS/	3	24	T. Blaes
2017	SPRING	FULL	01CIT1003	6758	CONCEPTS/	3	18	S. Gaddy
2017	SPRING	FULL	01CIT1032	0259	CA:PUBLISH	2	4	T. Blaes
2017	SPRING	FULL	01CIT2003	0001	COMP INFC	3	6	M. Ashford
2017	SPRING	FULL	01CIT2023	0001	INTERN CIT	3	3	T. Blaes
2017	SPRING	FULL	01CIT2063	0266	ANALYSIS/D	3	5	M. Ashford
2017	SPRING	FULL	01CIT2073	0258	INTRO/ELE	3	4	T. Blaes
2017	SPRING	FULL	01CSE1063	0262	HTML	3	10	T. Blaes
2017	SPRING	FULL	01CSE2043	0263	ADV WEB D	3	3	T. Blaes
2017	SPRING	FULL	01OTC1001	0001	KEYBOARD	1	8	M. Ashford
2017	SPRING	SECOND	01CIT1662	0256	ADV WORD	2	2	M. Ashford
						125	408	

Completed	Passed
2	1
1	1
8	6
5	3
1	1
21	19
21	19
19	17
23	22
21	19
20	16
19	16
6	6
6	6
3	3
3	3
2	2
2	2
3	3
4	4
8	6
1	1
4	4
1	1
5	4
7	5
4	4
3	3
9	7
8	6
17	12
16	14
24	21
21	16
23	21
14	12
4	3
6	4
3	3
5	3
4	4
10	9
3	3
7	4
2	2
399	341

INDEPENDENC
M
For the Twelve Mont

		Published Budget	Operating Budget	Expense
Salary: 12-1277-520-000				
	[redacted]			
12-1277-520-000	Total Faculty Salaries: Full-Time Faculty			23,229.99
Salary: 12-1277-521-000				
	[redacted]			
12-1277-521-000	Total Faculty Salaries: Overload			20,350.67

CE COMMUNITY COLLEGE
icroComputers
ths Ending Friday, June 30, 2017

Document Number	Vendor Name	Description
DD000839	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Computer Checks
002052	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks
DD002329	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Void Checks
002078	FACULTY 2	Payroll Computer Checks
DD002531	FACULTY 1	Payroll Computer Checks
DD002473	FACULTY 2	Payroll Computer Checks
001386	FACULTY 1	Payroll Computer Checks
001382	FACULTY 2	Payroll Computer Checks
001467	FACULTY 1	Payroll Computer Checks
001459	FACULTY 2	Payroll Computer Checks
001554	FACULTY 1	Payroll Computer Checks
001549	FACULTY 2	Payroll Computer Checks
001857	FACULTY 1	Payroll Computer Checks
001946	FACULTY 1	Payroll Computer Checks
001933	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks

Salary:
12-1277-522-000

[redacted]

12-1277-522-000 Total Faculty Salaries: Adjunct 7,012.50

Salary:
12-1277-531-000

[redacted]

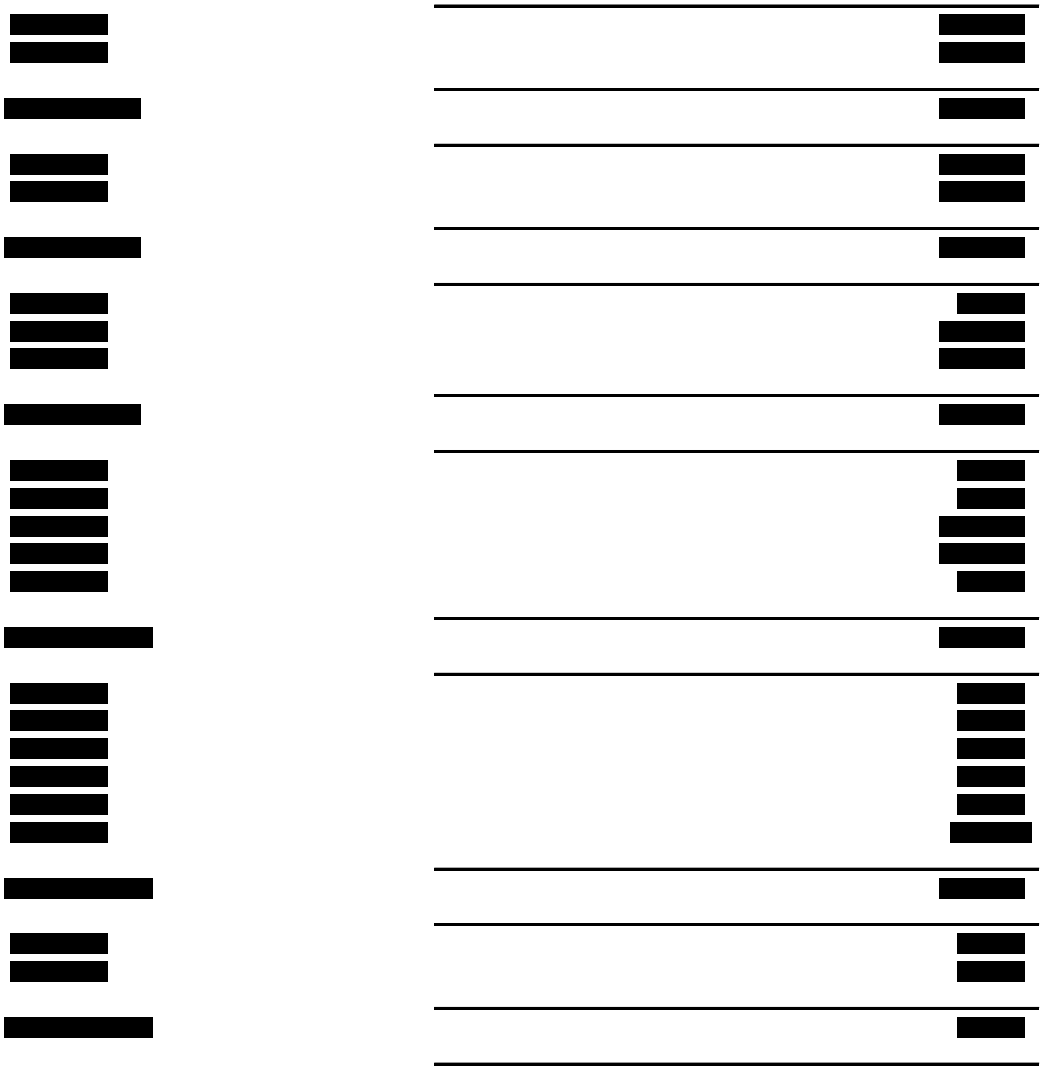
001203	ADJUNCT 1	Payroll Computer Checks
001370	ADJUNCT 1	Payroll Computer Checks
DD001256	ADJUNCT 2	Payroll Computer Checks
DD001422	ADJUNCT 2	Payroll Computer Checks
001446	ADJUNCT 1	Payroll Computer Checks
001537	ADJUNCT 1	Payroll Computer Checks
DD001586	ADJUNCT 2	Payroll Computer Checks
001901	ADJUNCT 3	Payroll Computer Checks
DD000839	FACULTY 2	Payroll Computer Checks
DD000898	FACULTY 1	Payroll Computer Checks
DD001017	FACULTY 1	Payroll Computer Checks
DD000965	FACULTY 2	Payroll Computer Checks
DD001160	FACULTY 1	Payroll Computer Checks
DD001085	FACULTY 2	Payroll Computer Checks
DD001248	FACULTY 2	Payroll Computer Checks
DD001325	FACULTY 1	Payroll Computer Checks
DD001490	FACULTY 1	Payroll Computer Checks
DD001416	FACULTY 2	Payroll Computer Checks
DD001578	FACULTY 2	Payroll Computer Checks
DD001652	FACULTY 1	Payroll Computer Checks
DD001793	FACULTY 1	Payroll Computer Checks
DD001737	FACULTY 2	Payroll Computer Checks

[redacted]

12-1277-531-000	Total Clerical/Staff Salaries: Exempt	79,361.64
12-510:550	Total Salary	129,954.80

[redacted]

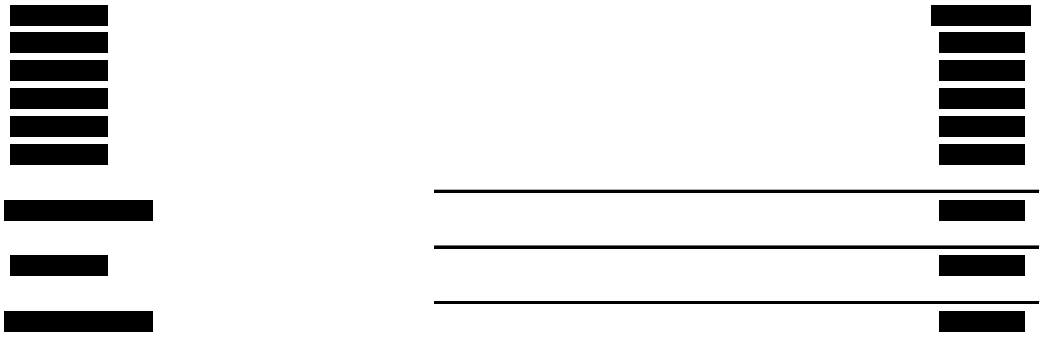
DD001932	FACULTY 1	Payroll Computer Checks
DD001860	FACULTY 2	Payroll Computer Checks
DD002089	FACULTY 1	Payroll Computer Checks
DD002015	FACULTY 2	Payroll Computer Checks
DD002244	FACULTY 1	Payroll Computer Checks
DD002176	FACULTY 2	Payroll Computer Checks
DD000898	FACULTY 1	Payroll Computer Checks
DD000839	FACULTY 2	Payroll Computer Checks
001203	ADJUNCT 1	Payroll Computer Checks
DD001017	FACULTY 1	Payroll Computer Checks
DD000965	FACULTY 2	Payroll Computer Checks
DD001160	FACULTY 1	Payroll Computer Checks
DD001085	FACULTY 2	Payroll Computer Checks
DD001248	FACULTY 2	Payroll Computer Checks
DD001325	FACULTY 1	Payroll Computer Checks
001370	ADJUNCT 1	Payroll Computer Checks
001386	FACULTY 1	Payroll Computer Checks
001382	FACULTY 2	Payroll Computer Checks
DD001256	ADJUNCT 2	Payroll Computer Checks
001467	FACULTY 1	Payroll Computer Checks
001459	FACULTY 2	Payroll Computer Checks
001446	ADJUNCT 1	Payroll Computer Checks
DD001422	ADJUNCT 2	Payroll Computer Checks
DD001416	FACULTY 2	Payroll Computer Checks
DD001490	FACULTY 1	Payroll Computer Checks
DD001578	FACULTY 2	Payroll Computer Checks
DD001652	FACULTY 1	Payroll Computer Checks
DD001586	ADJUNCT 2	Payroll Computer Checks
001537	ADJUNCT 1	Payroll Computer Checks
001554	FACULTY 1	Payroll Computer Checks
001549	FACULTY 2	Payroll Computer Checks



12-1277-591-000	Total FICA (Social Security, Medicare)	33,625.24

Fringe Benefits:

12-1277-594-000



12-1277-594-000	Total Insurance Premiums	6,100.60
12-591:598	Total Fringe Benefits	39,725.84

12-601	Travel
12-602	Food and Meals
12-606	Student Travel

DD001737	FACULTY 2	Payroll Computer Checks
DD001793	FACULTY 1	Payroll Computer Checks
DD001860	FACULTY 2	Payroll Computer Checks
DD001932	FACULTY 1	Payroll Computer Checks
001857	FACULTY 1	Payroll Computer Checks
DD002015	FACULTY 2	Payroll Computer Checks
DD002089	FACULTY 1	Payroll Computer Checks
001946	FACULTY 1	Payroll Computer Checks
001933	FACULTY 2	Payroll Computer Checks
DD002176	FACULTY 2	Payroll Computer Checks
DD002244	FACULTY 1	Payroll Computer Checks
001901	ADJUNCT 3	Payroll Computer Checks
002052	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Computer Checks
DD002329	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks
002078	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Void Checks
DD002473	FACULTY 2	Payroll Computer Checks
DD002531	FACULTY 1	Payroll Computer Checks
002051	FACULTY 2	Payroll Void Checks
002078	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks
DD002329	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Computer Checks
002052	FACULTY 2	Payroll Computer Checks
DD002531	FACULTY 1	Payroll Computer Checks

12-607	Rentals		
12-611	Postage & Shipping		
12-613	Printing		
12-615	Advertising		
12-616	Promotions		
12-617	Recruiting		
12-619	Animal Food		
12-626	Conference Fees/Registration		
	Telephone:		
12-1277-631-000			
	7/19/2016		75.00
12-1277-631-000	Total Telephone		75.00
12-631	Total Telephone		75.00
12-641	Lease/Rental/Lease Purchase		
12-646	Service Agreements		
12-647	Fuel/Gas		
12-649	Repairs		
12-661	Contract Services		
12-662	Legal Services		
12-663	Consultants		
12-681	Dues/Memberships/Fees		
12-682	Subscriptions		
12-699	Uniforms		
	Instructional Supplies:		
12-1277-700-000			
	8/31/2016		43.77
	Period 2 Total		43.77
	1/31/2017		18.40
	Period 7 Total		18.40
	2/27/2017		398.76
	Period 8 Total		398.76
	3/30/2017		49.21
	Period 9 Total		49.21
	4/17/2017		169.00
	Period 10 Total		169.00
12-1277-700-000	Total Instructional Supplies		679.14
12-700-000	Total Instructional Supplies		679.14
12-700-001	Instructional Supplies (Innovation Fee)		
12-701	Office Supplies		
12-702	Paper Supplies		
12-703	Books		
12-704	Periodicals		
12-705	Media (Videos, DVD)		
12-717	Professional Development		
12-719	Misc. Expenses		
12-850	Equipment- Non-Capital >$5,000		
12-852	Software & Licenses		

DD000839	FACULTY 2	Payroll Computer Checks
		Bookstore Charges Aug
		Jan 2017 Bookstore Charges
[redacted]	Commerce Bank Visa	Receivings Transaction Entry
[redacted]	Commerce Bank Visa	Receivings Transaction Entry
[redacted]	Commerce Bank Visa	Receivings Transaction Entry

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program 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 Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

Faculty have worked to update outcomes for the major and general education courses in this program to ensure measurement of student learning is reflective of current industry needs and standards. Often this reflection leads to the need of a different style of teaching or perhaps even a different course. Faculty continue to discuss the types of courses and assignments that will provide the best outcome for positive student learning.
We have also used assessment data to make the following changes to our courses:

1. Computer Concepts and Apps (CCA) – Added self-paced tutorials to the weekly lessons
2. Computer Information Systems (CIS) – Added more project based learning opportunities
3. PC (Personal Computer) Repair – Adding more hands on learning time.
4. Programming courses - Programming through gaming, reaching students where they are.
5. Web Design - Added Adobe Creative Cloud licenses so that students could work on projects in all labs on campus.

Most of the students who have done internships with us are still finishing their degrees at four-year universities. One student in particular had financial aid issues and was forced to return home before finishing her degree. She has been using the skills she learned in our program and in her internship in our local workforce. She has had great success with building and maintaining websites for a local realtor and they are very satisfied with her job performance. When asked if they would recommend her to others they responded, “Well no, we want to keep her,” says Amber Gregory of Premier Property Group.
We do have a student currently enrolled in our Web Design degree program finishing this semester, working part-time in the ICC Marketing Department. They think she is amazing and does great work.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Present: Tamara Kessler, Chance, Mike, and Tim with MicroWare.

Here are the outcomes for our Computer Science Program:
Program Outcomes:

1. *The student will be able to analyze a variety of complex information systems.*
2. *The student will be able to apply and demonstrate power usage of computer science skills.*
3. *The student will be able to organize and prepare a system for solving problems.*
4. *The student will be able to demonstrate effective collaboration and communication skills.*

We would like to know:
Are students being prepared for the future job market?
This is a tricky question for us. We hire people to work with us who fit in with us so the answer to this question for us is yes, we have had extremely good luck with prepared young individuals working for us.

What should the training include?
We all agreed this should be an equal amount of hardware, software, and people skills. Even though many computer technicians do not feel like they may need people skills, they will. We interact with people all the time to find out what is wrong with their item and what needs to be done to fix or replace it. We also do a small amount of our own on the job training that is concentrated on our business needs when we hire a new technician.

Do you think our curriculum adequately addresses industry needs?
For the most part yes, there could be more software class added to reach that more equal status. Also, there is a huge demand in this area for website construction. We have customers asking us all the time if we know how or know anyone who can create a website. This area of Kansas is lacking in this technology.

Do course and program outcomes and performance levels meet industry standards?
Okay, this is what took us so long to get back to you, as we are not teachers. So, looking at what you have and your programs, everything seems to fit and flow well together. We really did look at all of it.

What industry validated credentials (include certificates or licenses) are necessary for industry success?
Having these certifications is always nice but not always required: A+, CISCO, Windows and Office at times.
These are a few questions to get us talking.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion?
Our experience with kids in school is that they know how to use their phones but they do not know how to operate at computer. If you put them in front of one they can probably do a simple Google search but that is it, no other skills unless they are someone who is very interested in computers themselves.
Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions?
Oh yes! We think this is very important and should never go away from education. Computers and technology is not going anywhere except bigger, better, faster, or different. But we will have computers around for a very long time and in more commonly used items. Also covered are the Internet, social media, security, data, and careers. Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well. Students could possibly benefit from this type of class information. We believe the more they get the better off they will be.

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:

Our programs do not require specialized accreditation

4.3: OTHER

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

Narrative:

We have been working closely with ICC Now to develop programs for area high schools to bus students to campus to complete the Computer Science programs, specifically Web Design & Development. We are also setting this program up online so students unable to utilize the campus offering may still be able to enroll in the courses and programs. Other ICC students can utilize this course design as well. We have been asked to create a 2-year plan.

ICC has a 2+2 Web Design & Development agreement with K-State. We would like to create this type of 2+2 with other universities.

The demand for digital design aptitude isn't slowing down. Good web designers are a must-have in any organization today. Hiring managers are moving quickly to snag top web design talent, and highly qualified candidates are seeing multiple job offers.

“As consumers’ expectations increase, more companies are realizing good design is no longer an option – it’s a business imperative,” says Diane Domeyer, executive director of The Creative Group. “As a result, job growth and salaries are increasing for web designers who can create unique and user-friendly websites that cater to target audiences.”

According to The Creative Group 2018 Salary Guide, the midpoint starting salary for web designers is $66,500.

Half, Robert. “Hot Job: Web Designer.” *Web Designer Job Description and Salary Outlook/Robert Half*, Robert Half International Inc, 6 Mar. 2018, 1;53, www.roberthalf.com/blog/salaries-and-skills/hot-job-web-designer.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

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

Narrative:

Web Developer	
2016 Median Pay	$66,130/year or $31.79/hour
Entry Level Education Required	Associate's degree
Work Experience Required	None
On the job Training	None
Number of Jobs, 2016	162,900
Job Outlook, 2016-26	+ 13% (Faster than Average)
Employment change, 2016-26	+ 21,300
Kansas Number of Jobs, 2016	990-1708
Kansas 2016 Annual Mean Wage	$55,140 - $92,730

"Occupational Outlook Handbook." *United States Department of Labor*. Ed. U.S. Bureau of Labor Statistics. Bureau of Labor Statistics, 24 Oct. 2017. Thur. 18 Jan. 2018. http://www.bls.gov/ooh/computer-and-information-technology/home.htm.

- Number of Faculty:
- 3 full time
  4 part time
  Enrollment & Student credit hours by Faculty type:
  Full time: 101 total credit hours taught, with 376 total student enrollments
  Part time: 24 credit hours taught, 32 total student enrollments
  Our average class size is 9.1 students Face-to-Face, 8.8 students Online, and 9.07 across all programs.
- Our completion rates are 98.9% Face-to-Face, 88.64% Online, and 97.79% across all programs.
- Our course pass rates are 85.62% Face-to-Face, 84.62% Online, and 85.46% across all programs.
- We had 11 completers (graduates), 9 return majors, and 33 declared majors in the 8 Computer Science degree majors.
- This is a growing area. We had 11 completers (graduates), 9 return majors, and 33 declared majors in the 8 Computer Science degree majors.
- Jobs will not be decreasing, but increasing, as can be seen in our data. With the exception of Computer Programming which has only a slight decline in the next ten years.
- Capability of providing an excellent computer program for our students.
- Having three computer labs that are used for computer technology helps us to prepare for the future.

- Two instructors who are very willing to do whatever is necessary to help these programs grow. (A third one hired in May, 2017.)
- We are spreading our existing human resources very thin. The current full time instructors are splitting time between business courses, computer technical courses and computer software courses. This will be addressed with a third instructor hired.
- There is a need for a computer programming instructor who can also teach the hands-on CompTIA courses. This will be addressed with a third instructor hired.
- Technology is always changing and this department needs to be able to change with the times in order to provide our students with the latest and best technology to learn with and on. In order to do this we must have the time to devote to continuing education and certifications, but with teaching full overload there simply is not enough time to get everything done.
- We have the opportunity to draw on a displaced or undereducated worker population and bring them into a field that is growing.
- Three computer labs allow us to provide multiple hands-on teaching labs for as many as 64 students at a single time.
- If our weaknesses hold us back for too long we will not be on the leading edge in our area.
- Other schools will jump to provide displaced workers with programs that will put them to work quickly. With having multiple 2-year schools within driving distance we need to realize that we are not the only place for this training and we need to provide a better education at a better price.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.
Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories*.)
Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use
S.M.A.R.T. goal setting for this purpose. *(See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

1. Provide students with the opportunity to intern with in our local community and area. Students will receive the chance to practice work within their degree area using learned skills both technical and soft. Students who complete the Internship/Seminar courses will be assessed throughout each semester of enrollment.

2. Continue to utilize community and local advisory groups to give advice with direction of program areas. Advisory groups meet once in the fall and once in the spring.

3. Faculty attend conferences to stay up to date on industry standards, as budgets allow.

4. Work on 2 + 2 with universities. (Transfer Degrees) Plan to begin working on these this spring and summer 2018. First with Fort Hays State University and Pittsburg State University, then with Emporia State University and Washburn University.

5. Bring more up to date, hands-on Web Design curriculum to recruit other students into courses and possibly programs. Currently working on this and should have most of this in place by fall 2018.

6. Attend career fairs to share tools of trade and education opportunities.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

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

Narrative:

Budget requests are as follows:

1. Provide $2,000 in instructional supplies to Microcomputer Supplies. This can help defray costs associated with materials/supplies for the hands-on project classes.

2. Provide funding to allow for Web Design students to take industry certs. Provide $3,000 for this in 2018-2019. This is being paid for out of Innovation fund in 2017-2018. There are several MTA certs that are free to the students at this point just for completing courses.

3. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, $30; ACTE Conferences $565 plus travel and hotel, attendance centers vary, (however these at times land on or just before finals week in the fall); The Teaching Professor Annual Conference, $699 plus travel and hotel (usually the first of June each year).

(4, 5 & 6 would be as budgetary funds are available for updating, repairs and replacements in the classrooms.)

4. Consider removing the carpet in AC107 and AC108 and polishing the cement floors after the carpet is removed.

5. Providing funds for repairs and/or replacements of the chairs in all three computer labs.

6. Consider replacing the old desks in AC107 that are not conducive to the students in a computer lab setting. The tables in AC108 have quarter round on the back edges in the attempt to prevent computers from falling off the backs of the tables that are so short in width.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Two full-time instructors staff the Business and Computer Technology Department, as well as one adjunct. One full-time instructor has a Bachelor's and Master's degrees in Business Education with an emphasis in Computer Technology. The other full-time instructor has a Bachelor's degree in Accounting and a Master's degree in Business Administration, with 18 additional graduate hours in Computer Technology. Both instructors have worked on completing second Master's degrees in Instructional Design and Technology. The full-time instructors are currently teaching 48 credit hours per semester with the adjunct teaching 6-9 hours. We currently employ one adjunct who teaches in the computer science area. This instructor has a Master's in Information Systems and over 20 years of field experience. At the end of Spring 2017, we hired another full time faculty for the Business and Computer Technology Department. This full time faculty will be concentrating mostly on the AOM program however will be able to teach some of the sections of the beginning level computer course. This instructor has a Associate's degree in Business Administration, Bachelor's degree in Computer Information Systems and is currently working on a Master's degree in Business Education. One of the full time faculty have moved to the Fab Lab and is working on Pre-Engineering, Fab Lab and CIT programs.
84% of the programs' courses are taught by full time faculty and 16% are taught by adjunct faculty.
Both of the aforementioned full-time instructors attend League for Innovation's STEM Tech conferences as budget dollars allow, as well as spending personal funds to attend iTRAC (Innovative Technology to Recharge and Connect) technology conferences to keep up with the latest teaching methods, and innovations in the area. Both instructors have also attended Microsoft and CompTIA (Computing Technology Industry Association) certification workshops and several local high school career fairs.
There is a significant issue regarding beginning level coursework. There is a misunderstanding that all students come in with a working knowledge of computers. Even the students themselves believe they have the knowledge required to become a computer expert with very little effort. This is simply not true. More and more high schools are removing computer science coursework from their curriculum and many students believe that because they can surf the web or send an email or text that they have enough. This is noted in an article published in the New York Times. The following is an excerpt from the article. "Only a quarter of the elementary, middle and high schools in the United States offer computer science classes, with 22 states not allowing such classes to count toward a diploma, officials said. Only 4,310 of 37,000 high schools in the country offer Advanced Placement computer science classes, they said, putting American children at a disadvantage."
Shear, Michael D. "Obama's Budget Urges a Deeper Commitment to Computer Education." 30 January 2016. *The New York Times.* Article. 11 April 2016.

Another issue we encounter is a lack of personnel to teach the wide variety of offerings our computer students need and want. Even at teaching the maximum overload each semester

we are unable to provide the variety students demand. Computer technology is a field that requires its instructors to stay up, or even ahead of the latest innovations in order to provide our students with the best education. Curriculum and courses must be updated regularly, sometimes every year to two years.

Computer Concepts and Applications (required basic computer course for Web Design programs): We now require students to prep for the lessons before class by reading and doing software tutorials on their own. During class time, students work as a class to complete two different documents using all of the tools that were learned in the reading and the tutorials. Students are then given an exam that provides them with immediate responses and the ability to correct what is missed so that they are able to learn from mistakes and master the current material before moving on. They are allowed to use their books for reference during this exam, if necessary. This has proved to be a beneficial addition. Grades have improved as well as completers, therefore lowering repeat of the course.

PC Maintenance and Repair (elective class for Web Design programs): We now have a dedicated lab where students are able to get hands on practice in repairing computers, troubleshooting hardware and software, building computers from the ground up, and running a mock help desk. This allows us to ensure that our students can actually work in the field upon completion.

Adobe Classes (which are used in the Web Design programs): We have changed over to the Creative Cloud software for all Adobe related classes. This allows students to learn on the most up-to-date software without paying licensing fees on their personal computers. Students are able to work on and complete projects during class time.

We teach multicultural and diversity issues in the following courses: Human Relations in Business, Business Ethics, Business Communications, HTML, and Web Design.

From a technical perspective students are given an opportunity to read about the ADA compliance regulations of web sites and practice using techniques like speech to text, video placement with captions, etc.

From a soft-skill perspective students study the importance of understanding different cultures when communicating. They are given the opportunity to represent a culture different from their own in a business meeting and encounter the issues that occur when we are not cognizant of diversity. We also provide multiple short videos where we witness employee behavior when in a diverse workplace, and we are able to critique and share what should be done differently.

We have welcomed students from a variety of cultures. This allows students to not only learn topics from an academic perspective, but to also hear first-hand about cultural difference and the problems that are faced. An example of this was presented well in a final web design project when a student completed her assignment in English and Chinese. The rest of the class was amazed at the work she did to accomplish her goal. This semester I have a student creating her websites in both English and Turkish languages.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

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

Narrative:

The annual program reviews for AAS in Computer Information Technology, Certificate in Computer Information Technology, AS Computer Information Systems, AS in Computer Science, AAS in Computer Programming, the Certificate in Computer Programming, AAS for Web Design and Development, and the certificate for Web Design and Development are functionally identical. It should be noted that the introduction narrative mentions that there is overlap in these programs. I agree with the overall narrative of the reviews. However, it is hard to get a feel for the health of the individual programs and what the individual needs and requirements are for success. Further, if we have 8 programs with this much overlap, is it possible to combine two or more of the programs into a program that has specific course tracks for different areas of interest? If it is not possible to combine any of the programs, then future Annual and Comprehensive reviews should be more differentiated. Brian Southworth STEMB Division Chair 2.15.2018

Appendix 67

Comprehensive Review of AA Social Science Revised

1.0: Program Data and Resource Repository

1.1: Program Summary

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

Narrative:

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

1.2: Quantitative and Qualitative Data

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

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

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

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

Narrative:

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

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

Evidence:

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

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

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

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

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

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

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

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

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

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

Begin account: 11-1173-510-000 Selected status: Begin date: 7/01/15
End account: 11-1173-850-000 Ending date: 6/30/16

Account Number	Description	Date	Folio	Proj	Amount
11-1173-520-000	GILCRIST BRETT	7/24/15		0	3,716.67
11-1173-520-000	MCCAFFERY ISAIAS JAMES	7/24/15		0	4,935.00
11-1173-520-000	SEEL BENJAMEN J	7/24/15		0	3,725.00
11-1173-520-000	GILCRIST BRETT	8/24/15		0	3,716.67
11-1173-520-000	HARRIS MARK DAVID	8/24/15		0	4,308.33
11-1173-520-000	MCCAFFERY ISAIAS JAMES	8/24/15		0	4,935.00
11-1173-520-000	SEEL BENJAMEN J	8/24/15		0	3,725.00
11-1173-520-000	GILCRIST BRETT	9/24/15		0	3,716.67
11-1173-520-000	HARRIS MARK DAVID	9/24/15		0	4,308.33
11-1173-520-000	MCCAFFERY ISAIAS JAMES	9/24/15		0	4,935.00
11-1173-520-000	SEEL BENJAMEN J	9/24/15		0	3,725.00
11-1173-520-000	GILCRIST BRETT	10/24/15		0	4,041.67
11-1173-520-000	HARRIS MARK DAVID	10/24/15		0	4,633.34
11-1173-520-000	MCCAFFERY ISAIAS JAMES	10/24/15		0	5,260.00
11-1173-520-000	SEEL BENJAMEN J	10/24/15		0	4,050.00
11-1173-520-000	GILCRIST BRETT	11/24/15		0	3,825.00
11-1173-520-000	HARRIS MARK DAVID	11/24/15		0	4,416.67
11-1173-520-000	MCCAFFERY ISAIAS JAMES	11/24/15		0	5,043.33
11-1173-520-000	SEEL BENJAMEN J	11/24/15		0	3,833.33
11-1173-520-000	GILCRIST BRETT	12/24/15		0	3,825.00
11-1173-520-000	HARRIS MARK DAVID	12/24/15		0	4,416.67
11-1173-520-000	MCCAFFERY ISAIAS JAMES	12/24/15		0	5,043.33
11-1173-520-000	SEEL BENJAMEN J	12/24/15		0	3,833.33
11-1173-520-000	GILCRIST, BRETT	1/24/16	DD000051	0	3,825.00
11-1173-520-000	HARRIS, MARK	1/24/16	DD000058	0	4,416.67
11-1173-520-000	MCCAFFERY, ISAIAS	1/24/16	DD000081	0	4,733.33
11-1173-520-000	SEEL, BENJAMEN	1/24/16	DD000111	0	3,833.33
11-1173-520-000	SMITH, DAVID	1/24/16	DD000116	0	5,166.67
11-1173-520-000	MCCAFFERY, ISAIAS	2/24/16	DD000217	0	4,733.33
11-1173-520-000	HARRIS, MARK	2/24/16	DD000189	0	4,416.67
11-1173-520-000	SEEL, BENJAMEN	2/24/16	DD000253	0	3,833.33
11-1173-520-000	GILCRIST, BRETT	2/24/16	DD000182	0	3,825.00
11-1173-520-000	GILCRIST, BRETT	3/24/16	DD000380	0	3,825.00
11-1173-520-000	HARRIS, MARK	3/24/16	DD000301	0	4,416.67
11-1173-520-000	MCCAFFERY, ISAIAS	3/24/16	DD000308	0	4,733.33
11-1173-520-000	SEEL, BENJAMEN	3/24/16	DD000326	0	3,833.33
11-1173-520-000	GILCRIST, BRETT	4/22/16	000770	0	3,825.00
11-1173-520-000	HARRIS, MARK	4/22/16	000781	0	4,416.67
11-1173-520-000	MCCAFFERY, ISAIAS	4/22/16	000821	0	4,733.33
11-1173-520-000	SEEL, BENJAMEN	4/22/16	000866	0	3,833.33
11-1173-520-000	GILCRIST, BRETT	5/23/16	DD000484	0	3,825.00
11-1173-520-000	HARRIS, MARK	5/23/16	DD000493	0	13,250.00
11-1173-520-000	MCCAFFERY, ISAIAS	5/23/16	DD000521	0	4,733.33
11-1173-520-000	SEEL, BENJAMEN	5/23/16	DD000553	0	3,833.33
11-1173-520-000	GILCRIST, BRETT	6/21/16	DD000756	0	8,325.00
11-1173-520-000	HARRIS, MARK	6/21/16	DD000763	0	1,765.00
11-1173-520-000	MCCAFFERY, ISAIAS	6/21/16	DD000787	0	6,548.33
11-1173-520-000	MCCAFFERY, ISAIAS	6/21/16	DD000787	0	900.00
11-1173-520-000	SEEL, BENJAMEN	6/21/16	DD000813	0	5,648.33
11-1173-520-000	2015-16 Move Brett Gilcrist	6/30/16	JL 16043	0	262.50-

Totals for 11-1173-520-000
Transaction Total: 50 Total Amount Shown: 218,934.15

Account Number	Description	Date	Folio	Proj	Amount
11-1173-521-000	GILCRIST, BRETT	3/24/16	DD000380	0	1,283.33
11-1173-521-000	SEEL, BENJAMEN	3/24/16	DD000326	0	1,650.00
Totals for 11-1173-521-000					
	Transaction Total: 2		Total Amount Shown:		2,933.33
11-1173-596-000	GILCRIST BRETT	7/24/15		0	874.25
11-1173-596-000	MCCAFFERY ISAIAS JAMES	7/24/15		0	377.85
11-1173-596-000	SEEL BENJAMEN J	7/24/15		0	1,303.62
11-1173-596-000	GILCRIST BRETT	8/24/15		0	872.54
11-1173-596-000	HARRIS MARK DAVID	8/24/15		0	1,339.61
11-1173-596-000	MCCAFFERY ISAIAS JAMES	8/24/15		0	377.80
11-1173-596-000	SEEL BENJAMEN J	8/24/15		0	1,294.21
11-1173-596-000	GILCRIST BRETT	9/24/15		0	872.54
11-1173-596-000	HARRIS MARK DAVID	9/24/15		0	1,339.61
11-1173-596-000	MCCAFFERY ISAIAS JAMES	9/24/15		0	377.80
11-1173-596-000	SEEL BENJAMEN J	9/24/15		0	1,294.21
11-1173-596-000	GILCRIST BRETT	10/24/15		0	899.05
11-1173-596-000	HARRIS MARK DAVID	10/24/15		0	1,364.51
11-1173-596-000	MCCAFFERY ISAIAS JAMES	10/24/15		0	402.70
11-1173-596-000	SEEL BENJAMEN J	10/24/15		0	1,325.62
11-1173-596-000	GILCRIST BRETT	11/24/15		0	883.87
11-1173-596-000	HARRIS MARK DAVID	11/24/15		0	1,356.01
11-1173-596-000	MCCAFFERY ISAIAS JAMES	11/24/15		0	386.24
11-1173-596-000	SEEL BENJAMEN J	11/24/15		0	1,309.31
11-1173-596-000	GILCRIST BRETT	12/24/15		0	882.51
11-1173-596-000	HARRIS MARK DAVID	12/24/15		0	1,347.91
11-1173-596-000	MCCAFFERY ISAIAS JAMES	12/24/15		0	386.09
11-1173-596-000	SEEL BENJAMEN J	12/24/15		0	1,309.31
11-1173-596-000	GILCRIST, BRETT	1/24/16	DD000051	0	982.89
11-1173-596-000	HARRIS, MARK	1/24/16	DD000058	0	1,310.16
11-1173-596-000	MCCAFFERY, ISAIAS	1/24/16	DD000081	0	347.37
11-1173-596-000	SEEL, BENJAMEN	1/24/16	DD000111	0	1,277.88
11-1173-596-000	SMITH, DAVID	1/24/16	DD000116	0	376.92
11-1173-596-000	MCCAFFERY, ISAIAS	1/24/16	DD000081	0	310.00
11-1173-596-000	HARRIS, MARK	2/24/16	DD000189	0	1,310.14
11-1173-596-000	SEEL, BENJAMEN	2/24/16	DD000253	0	1,277.86
11-1173-596-000	GILCRIST, BRETT	2/24/16	DD000182	0	863.15
11-1173-596-000	MCCAFFERY, ISAIAS	2/24/16	DD000217	0	347.36
11-1173-596-000	MCCAFFERY, ISAIAS	2/24/16	DD000217	0	310.00
11-1173-596-000	GILCRIST, BRETT	3/24/16	DD000380	0	958.14
11-1173-596-000	HARRIS, MARK	3/24/16	DD000301	0	1,310.16
11-1173-596-000	KOEHN, BOYD	3/24/16	DD000285	0	22.95
11-1173-596-000	MCCAFFERY, ISAIAS	3/24/16	DD000308	0	310.00
11-1173-596-000	MCCAFFERY, ISAIAS	3/24/16	DD000308	0	347.37
11-1173-596-000	SEEL, BENJAMEN	3/24/16	DD000326	0	1,396.53
11-1173-596-000	GILCRIST, BRETT	4/22/16	000770	0	958.13
11-1173-596-000	HARRIS, MARK	4/22/16	000781	0	1,310.15
11-1173-596-000	HARRIS, MARK	4/22/16	000911	0	126.23
11-1173-596-000	MCCAFFERY, ISAIAS	4/22/16	000821	0	347.36
11-1173-596-000	MCCAFFERY, ISAIAS	4/22/16	000913	0	378.68
11-1173-596-000	MCCAFFERY, ISAIAS	4/22/16	000821	0	310.00
11-1173-596-000	SEEL, BENJAMEN	4/22/16	000866	0	1,396.53
11-1173-596-000	GILCRIST, BRETT	5/23/16	DD000484	0	958.14
11-1173-596-000	HARRIS, MARK	5/23/16	DD000493	0	3,930.45
11-1173-596-000	MCCAFFERY, ISAIAS	5/23/16	DD000521	0	347.37

Account Number	Description	Date	Folio	Proj	Amount
11-1173-596-000	MCCAFFERY, ISAIAS	5/23/16	DD000521	0	310.00
11-1173-596-000	SEEL, BENJAMEN	5/23/16	DD000553	0	1,396.51
11-1173-596-000	CALDERON, COLLEEN	6/21/16	DD000729	0	126.23
11-1173-596-000	DONERSON, KEITH	6/21/16	001139	0	312.80
11-1173-596-000	GILCRIST, BRETT	6/21/16	DD000756	0	1,186.76
11-1173-596-000	HARRIS, MARK	6/21/16	DD000763	0	191.64
11-1173-596-000	MCCAFFERY, ISAIAS	6/21/16	DD000787	0	542.59
11-1173-596-000	MCCAFFERY, ISAIAS	6/21/16	DD000787	0	310.00
11-1173-596-000	SEEL, BENJAMEN	6/21/16	DD000813	0	1,408.40
11-1173-596-000	15-16AAE Fringe Benefits/ FICA	6/30/16	JL 16059	0	7,862.06
Totals for 11-1173-596-000					
	Transaction Total: 60		Total Amount Shown:		58,946.08
11-1173-700-000	2015/Fall/September Bookstore Charges	9/30/15	JL 15381	0	57.54
11-1173-700-000	2015/Fall Oct Bookstore Sales	10/31/15	JL 15429	0	60.16
Totals for 11-1173-700-000					
	Transaction Total: 2		Total Amount Shown:		117.70
Grand Totals					
	Transaction Total: 114		Total Amount Shown:		280,931.26

** END OF REPORT **

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

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

Remaining
($321,086.37)
(67,619.42)
(1,377.61)
(390,083.40)

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

Name	**Institution**	**Major**
Hannah Hand	Missouri Southern	Social Work
Curtis Walters	Pittsburg State	Psychology
Dylan Swope	Pittsburg State	Political Science/Sociology
Traci Lasco	Washburn	Psychology
Janet Reichenbach	Pittsburg State	Child Development

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

2.0: STUDENT SUCCESS

2.1: DEFINE STUDENT SUCCESS

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

Narrative:

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

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

2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

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

Evidence:

- Program Outcomes linked to Course Outcomes
- Social Sciences Program of Study UPDATED SPRING 2016
- Social Sciences Program of Study UPDATED SPRING 2917

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

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

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

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

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

CURRENT
Social Science (SOC)
Degree: Associate of Arts
Suggested Four-Semester Plan

First Semester
Course Title Credit Hours
English Composition I - 3
Public Speaking - 3
College Algebra (or higher) - 3
Introduction to Sociology - 3
Elective - 3
Term Total 15

Second Semester
Course Title Credit Hours
English Composition II - 3
CCA or CIS- 3
U.S. History** - 3
General Psychology - 3
Arts/Humanities Elective* - 3
Elective - 3
Term Total 18

Third Semester
Course Title Credit Hours
General Biology - 5
Sociology Elective** - 3
Arts/Humanities Elective* - 3
Elective - 3
Elective - 3
Term Total 17

Fourth Semester
Course Title Credit Hours
American Government - 3
World Regional Geography - 3
Psychology Elective** - 3
Elective - 3
Elective - 3
Term Total 15
Total 65

PROPOSED
Social Science (SOC)
Degree: Associate of Arts
Suggested Four-Semester Plan

First Semester
Course Title Credit Hours
English Composition I - 3
Public Speaking - 3
College Algebra (or higher) - 3
Introduction to Sociology – 3
Elective - 3
Term Total 15

Second Semester
Course Title Credit Hours
English Composition II - 3
CCA or CIS- 3
U.S. History** - 3
General Psychology - 3
Arts/Humanities Elective* - 3
Elective - 3
Term Total 18

Third Semester
Course Title Credit Hours
General Biology - 5
Sociology Elective** - 3
Spanish I - 5
Arts/Humanities Elective* - 3
Term Total 16

Fourth Semester
Course Title Credit Hours
American Government - 3
World Regional Geography - 3
Developmental Psychology - 3
Physical Science Elective* - 5
Term Total 14
Total 63

CURRENT
Social Science (SOC)
Degree: Associate of Arts
Suggested Four-Semester Plan

First Semester
Course Title Credit Hours
English Composition I - 3
Public Speaking - 3
College Algebra (or higher) - 3
Introduction to Sociology – 3
Elective - 3
Term Total 15

Second Semester
Course Title Credit Hours
English Composition II - 3
CCA or CIS- 3
U.S. History** - 3
General Psychology - 3
Arts/Humanities Elective* - 3
Elective - 3
Term Total 18

Third Semester
Course Title Credit Hours
General Biology - 5
Sociology Elective** - 3
Spanish I - 5
Arts/Humanities Elective* - 3
Term Total 16

Fourth Semester
Course Title Credit Hours
American Government - 3
World Regional Geography - 3
Developmental Psychology - 3
Physical Science Elective* - 5
Term Total 14
Total 63

PROPOSED
Social Science (SOC)
Degree: Associate of Science

Analysis and Oral Communication (9 hrs)
Course Title Credit Hours
English Composition I - 3
English Composition II - 3
Public Speaking – 3

Mathematics (3 hrs)
College Algebra (or higher) – 3

Sciences (8-10 hrs)
General Biology - 5
Physical Sciences Elective – 5

Fine Arts and Aesthetic Studies (3 hrs)
Fine Arts Elective – 3

Cultural Studies (3 hrs)
World Regional Geography - 3

Health and Well-Being (7 hrs)
General Psychology - 3
Developmental Psychology - 3
Wellness Concepts – 1

Human Heritage (9 hrs)
U.S. History I or II - 3
Literature Elective - 3
Philosophy or Ethics - 3

Social Awareness (6 hrs)
Introduction to Sociology - 3
Social Problems - 3

Political Awareness (3 hrs)
American Government - 3

Business and Technology (3 hrs)
Business and Technology Elective- 3

General Electives (6 hrs)
** **Recommend course in student's future area of study (i.e., History, Political Science, Psychology, Sociology) or a more specific general education requirement based on student's transfer institution (e.g., Foreign Language)**

Total 60-62 hours

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1: REFLECTION ON PROGRAM/COURSE OUTCOMES

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

Narrative:

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

Evidence:

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

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

O1: *Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.*
M1: Seventy percent of students will score a 70% or higher on the exam short answers.

Su15-Geo: 85%
F15-Geo: 78%
S16-Geo: 84%
Su16-Geo: 88%
F16-Geo: 67%
S17-Geo: 63%

O2: *Students who major in the social sciences will be able to compose clear, concise written documents.*
M2: Seventy percent of students will score a 70% or higher on the book review.

Su15-Geo: 83%
F15-Geo: 100%
S16-Geo: 85%
Su16-Geo: 88%
F16-Geo: 88%
S17-Geo: 75%

O3: *Students who major in the social sciences will be able to demonstrate information literacy.*
M3: Seventy percent of students will score a 70% or higher on the chapter terms quizzes.

Su15-Geo: 67%
F15-Geo: 74%
S16-Geo: 84%
Su16-Geo: 56%
F16-Geo: 76%
S17-Geo: 82%

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

O1: *Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.*
M1: Seventy percent of students will score a 70% or higher on the case study project.

Su15-Govt: 84%
F15-Govt: 80%
S16-Govt: 80%
Su16-Govt: N/A
F16-Govt: 84%
S17-Govt: 68%

O2: *Students who major in the social sciences will be able to compose clear, concise written documents.*
M2: Seventy percent of students will score a 70% or higher on the letter project.

Su15-Govt: 76%
F15-Govt: 73%
S16-Govt: 83%
Su16-Govt: 75%
F16-Govt: 84%
S17-Govt: 78%

O3: *Students who major in the social sciences will be able to demonstrate information literacy.*
M3: Seventy percent of students will score a 70% or higher on the case study project.

Su15-Govt: 84%
F15-Govt: 80%
S16-Govt: 80%
Su16-Govt: N/A
F16-Govt: 84%
S17-Govt: 68%

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

O1: *Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.*
M1: Seventy percent of students will score a 70% or higher on the final project.
Su15-Gen Psy: 3 of 8 (38%) scored a 70% or higher on the final project
Su15-Dev Psy: not taught
F15-Gen Psy: 56 of 77 (73%) scored a 70% or higher on the final project.
F15-Dev Psy: 27 of 29 (93%) scored a 70% or higher on the final project.
S16-Gen Psy: 47 of 65 (72%) scored a 70% or higher on the final project.
S16-Dev Psy: 32 of 32 (100%) scored a 70% or higher on the final project.
Su16-Gen Psy: 30 of 42 (71%) scored a 70% or higher on the final project.
Su16-Dev Psy: 14 of 15 (93%) scored a 70% or higher on the final project.
F16-Gen Psy: 116 of 146 (79%) scored a 70% or higher on the final project.
F16-Dev Psy: 31 of 34 (91%) scored a 70% or higher on the final project.
S17-Gen Psy: 61 of 72 (80%) scored a 70% or higher on the final project.
S17-Dev Psy: 26 of 31 (84%) scored a 70% or higher on the final project.

O2: *Students who major in the social sciences will be able to compose clear, concise written documents.*
M2: Seventy percent of students will score a 70% or higher on the final project.
Su15-Gen Psy: 3 of 8 (38%) scored a 70% or higher on the final project
Su15-Dev Psy: not taught
F15-Gen Psy: 56 of 77 (73%) scored a 70% or higher on the final project.
F15-Dev Psy: 27 of 29 (93%) scored a 70% or higher on the final project.
S16-Gen Psy: 47 of 65 (72%) scored a 70% or higher on the final project.
S16-Dev Psy: 32 of 32 (100%) scored a 70% or higher on the final project.
Su16-Gen Psy: 30 of 42 (71%) scored a 70% or higher on the final project.
Su16-Dev Psy: 14 of 15 (93%) scored a 70% or higher on the final project.
F16-Gen Psy: 116 of 146 (79%) scored a 70% or higher on the final project.
F16-Dev Psy: 31 of 34 (91%) scored a 70% or higher on the final project.
S17-Gen Psy: 61 of 72 (80%) scored a 70% or higher on the final project.
S17-Dev Psy: 26 of 31 (84%) scored a 70% or higher on the final project.

O3: *Students who major in the social sciences will be able to demonstrate information literacy.*
M3: Seventy percent of students will score a 70% or higher on the final project.
Su15-Gen Psy: 3 of 8 (38%) scored a 70% or higher on the final project
Su15-Dev Psy: not taught
F15-Gen Psy: 56 of 77 (73%) scored a 70% or higher on the final project.
F15-Dev Psy: 27 of 29 (93%) scored a 70% or higher on the final project.
S16-Gen Psy: 47 of 65 (72%) scored a 70% or higher on the final project.
S16-Dev Psy: 32 of 32 (100%) scored a 70% or higher on the final project.
Su16-Gen Psy: 30 of 42 (71%) scored a 70% or higher on the final project.
Su16-Dev Psy: 14 of 15 (93%) scored a 70% or higher on the final project.
F16-Gen Psy: 116 of 146 (79%) scored a 70% or higher on the final project.
F16-Dev Psy: 31 of 34 (91%) scored a 70% or higher on the final project.
S17-Gen Psy: 61 of 72 (80%) scored a 70% or higher on the final project.
S17-Dev Psy: 26 of 31 (84%) scored a 70% or higher on the final project.

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

O1: *Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.*
M1: Seventy percent of students will score a 70% or higher on the final (exam essay in Intro, SOA in Soc Probs).

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

O2: *Students who major in the social sciences will be able to compose clear, concise written documents.*
M2: Seventy percent of students will score a 70% or higher on the final.

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

O3: *Students who major in the social sciences will be able to demonstrate information literacy.*
M3: Seventy percent of students will score a 70% or higher on the final.

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

3.2: SIGNIFICANT ASSESSMENT FINDINGS

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

Narrative:

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

3.3: ONGOING ASSESSMENT PLANS

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

Narrative:

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

4.0: EXTERNAL CONSTITUENCY AND SIGNIFICANT TRENDS

External Constituency and Significant Trends - An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

4.1: PROGRAM ADVISORY COMMITTEE

Please list or attach all Advisory member's Name/Title/Organization/Length of Service on committee; note the Committee Chair with an asterisk (*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Not applicable in the Social Sciences Program

4.2: SPECIALIZED ACCREDITATION

Include the following information: Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.

Upload the most recent self-study and site visit documents.

Upload agency correspondence which confirm accreditation status.

Narrative:

Not applicable in the Social Sciences Program

4.3: OTHER

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

Narrative:

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

5.0: CURRICULUM REFLECTION

5.1: REFLECTION ON CURRENT CURRICULUM

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

· Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?

· How does this program transfer to four-year universities? (give specific examples)

· What types of jobs can students get after being in your program? (Please use state and national data)

· How dynamic is the curriculum? When was the last reform or overhaul?

· In the wake of globalization, how "internationalized" is the curriculum?

· How does the program assess diversity?

· Does the program have any community-based learning components in the curriculum?

Narrative:

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

Evidence:

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

K-State 2+2

Independence COMMUNITY COLLEGE

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

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

Independence Community College

Associate of Arts in Social Science (emphasis in Psychology)

◯	ENG 1003 English Composition I	_____	3
◯	ENG 1013 English Composition II	_____	3
◯	COMM 1203 Speech	_____	3
◯	MAT 1023 College Algebra	_____	3
◯	BEH 1003 General Psychology	_____	3
◯	BEH 2003 Developmental Psychology	_____	3
◯	BEH 2043 Drugs and Behavior	_____	3
◯	BIO 1005 General Biology	_____	5
◯	BUS 2023 Microeconomics	_____	3
◯	BUS 2063 Macroeconomics	_____	3
◯	CIT 1003 Computer Concepts and App	_____	3
◯	HIS 1023 US History I: to 1877 OR HIS 1063 US History II: 1877- Present	_____	3
◯	PHS 1105 Physical Science	_____	5
◯	POL 1023 American Government	_____	3
◯	SOC 1003 Intro to Sociology	_____	3
◯	SOC 2003 Intro to Philosophy	_____	3
◯	SOC 2013 World Regional Geography	_____	3
◯	SOC 2023 Social Problems	_____	3
◯	Fine Arts Elective**	_____	3
◯	Literature Elective*	_____	3
	Total Credit Hours		**64**

* ENG 1073, 1083, 2113
** AED 1043, MUE 1303, 2023, 2033, THR 1013

Kansas State University

Bachelor of Science in Interdisciplinary Social Science

◯	GEOL 102 Earth through Time	_____	3
◯	GEOL 125 Natural Disasters	_____	3
◯	STAT 325 Intro to Statistics	_____	3
◯	Quantitative Elective+	_____	3
◯	500+ Social Science	_____	3
◯	500+ Social Science	_____	3
◯	500+ Social Science	_____	3
◯	500+ Social Science	_____	3
◯	500+ Social Science	_____	3
◯	300+ Elective	_____	3
◯	300+ Elective	_____	3
◯	300+ Elective	_____	3
◯	300+ Elective	_____	3
◯	300+ Elective	_____	3
◯	300+ Elective	_____	3
◯	300+ Elective	_____	3
◯	300+ Elective	_____	3
◯	300+ Elective	_____	3
◯	300+ Elective	_____	3
◯	Free Electives	_____	6
	Total Credit Hours		**60**

+ MATH 150, 205, 220 OR STAT 351

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

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

Visit www.global.k-state.edu/affiliations/2plus2/

6178

KANSAS STATE UNIVERSITY | Global Campus

K-State 2+2

Independence COMMUNITY COLLEGE

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

Student name **Last updated**

Your Degree Option

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

Your Career

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

Get Started

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

To learn more about the Interdisciplinary Social Science degree:

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

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

Bachelor's degree, and beyond

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

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

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

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

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

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

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

K-State 2+2

Independence Community College

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

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

Independence Community College

Associate of Arts in Social Science (emphasis in Sociology)

◯	ENG 1003 English Composition I	3
◯	ENG 1013 English Composition II	3
◯	COMM 1203 Speech	3
◯	MAT 1023 College Algebra	3
◯	BEH 1003 General Psychology	3
◯	BIO 1005 General Biology	5
◯	BUS 2023 Microeconomics	3
◯	CIT 1003 Computer Concepts and App	3
◯	HIS 1023 US History I: to 1877 OR HIS 1063 US History II: 1877- present	3
◯	HIS 1003 Hist of Early Civilization OR HIS 1013 History of Modern Civilization	3
◯	PHS 1105 Physical Science	5
◯	POL 1023 American Government	3
◯	SOC 1003 Intro to Sociology	3
◯	SOC 1013 Sociology of Families	3
◯	SOC 2013 World Regional Geography	3
◯	SOC 2023 Social Problems	3
◯	Foreign Language	5
◯	General Elective	4
◯	Literature Elective*	3
	Total Credit Hours	**64**

* ENG 1073, 1083, 2113

Kansas State University

Bachelor of Science in Interdisciplinary Social Science

◯	GEOL 102 Earth through Time	3
◯	GEOL 125 Natural Disasters	3
◯	STAT 325 Intro to Statistics	3
◯	Quantitative Elective+	3
◯	PHILO 130 Intro to Moral Philosophy	3
◯	500+ Social Science	3
◯	500+ Social Science	3
◯	500+ Social Science	3
◯	500+ Social Science	3
◯	500+ Social Science	3
◯	Lower Level Social Science	3
◯	300+ Elective	3
◯	300+ Elective	3
◯	300+ Elective	3
◯	300+ Elective	3
◯	300+ Elective	3
◯	300+ Elective	3
◯	300+ Elective	3
◯	Fine Arts Elective	3
◯	Free Elective	3
	Total Credit Hours	**60**

+ MATH 150, 205, 220 OR STAT 351

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

Total Credit Hours Taken: **124**

Total Credit Hours Applied to SOSCI Degree: **120**

Visit www.global.k-state.edu/affiliations/2plus2/

6180

Kansas State University | Global Campus

K-State 2+2

Independence COMMUNITY COLLEGE

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

Student name **Last updated**

Your Degree Option

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

Your Career

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

Get Started

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

To learn more about the Interdisciplinary Social Science degree:

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

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

Bachelor's degree, and beyond

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

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

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

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

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

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

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

5.2: DEGREE AND CERTIFICATE OFFERINGS OR SUPPORT

List what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

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

Evidence:

- Elective Options for Liberal Studies

COURSES THAT MEET ICC GENERAL EDUCATION REQUIREMENTS

ARTS/HUMANITIES

(See Degree Requirements)

Art

Art Appreciation (AED1043)
Design (AED1003)

Foreign Language

French I (FRL1005)
French II (FRL1015)
French III (FRL2005)
French IV (FRL2013)
Spanish I (FRL1025)
Spanish II (FRL1035)
Spanish III (FRL2035)
Spanish IV (FRL2043)

History

World History I (HIS1003)
World History II (HIS1013)
United States History I: to 1877 (HIS1023)
United States History II: 1877 to Present (HIS1063)

Literature

American Literature I (ENG1083)
American Literature II (ENG2113)
Introduction to Literature (ENG1073)
British Literature I (ENG2123)
British Literature II (ENG2133)

Music

Music Appreciation (MUE1303)

Philosophy

Introduction to Philosophy (SOC2003)

Theatre

Theatre Appreciation (THR1013)

COMMUNICATION

English Composition I (ENG 1003)
English Composition II (ENG 1013)
Public Speaking (COM 1203)
Interpersonal Communication (COM 1233)

COMPUTER SCIENCE

Computer Concepts & Applications (CIT1003)
Computer Information Systems (CIT2003)

MATHEMATICS

Analytic Geometry & Calculus I (MAT1055)
Analytic Geometry & Calculus II (MAT2025)
Analytic Geometry & Calculus III (MAT2033)
College Algebra (MAT1023/MAT1025)
Differential Equations (MAT2043)
Elementary Statistics (MAT1103)
Introduction to Analytic Processes (MAT1153)
Pre-Calculus (MAT1015)
Plane Trigonometry (MAT1093)

SCIENCE

(See Degree Requirements)

Biological Science

Anatomy and Physiology (BIO2045)
Biology I (BIO1115)
Biology II (BIO2115)
Environmental Biology (BIO2035)
General Biology (BIO1005)
Microbiology (BIO2055)

Physical Science

Geology (PHS1105)
College Chemistry I (PHS1025)
Descriptive Astronomy (PHS1085)
Engineering Physics I (PHS2055)
General Chemistry (PHS1015)
General College Physics I (PHS1055)
Physical Science (PHS1005)

SOCIAL/BEHAVIORAL SCIENCES

(See Degree Requirements)

Psychology

General Psychology (BEH1003)
Developmental Psychology (BEH2003)

Economy and Society

Introduction to Accounting (ACC1003)
Accounting II (ACC1023)
Financial Accounting (ACC1044)
Microeconomics (BUS2023)
Macroeconomics (BUS2033)
Personal Finance (BUS1003)

Sociology

Introduction to Sociology (SOC1003)
Anthropology (SOC1023)
Social Problems (SOC2023)
Ethics (SOC1073)

Geography

World Regional Geography (SOC2013)

Political Science

American Government (POL1023)
International Politics (POL1043)
Introduction to Political Science (POL1013)

6.0: FACULTY SUCCESS

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

6.1: PROGRAM ACCOMPLISHMENTS

Please highlight noteworthy program accomplishments.

Narrative:

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

6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

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

6.3: INNOVATIVE RESEARCH, TEACHING, AND COMMUNITY SERVICE,

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

Narrative:

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

7.0: PROGRAM PLANNING & DEVELOPMENT FOR STUDENT SUCCESS

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

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

Narrative:

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

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Resource D for detailed descriptions of the vitality recommendation categories.)

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

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

Narrative:

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

Demand and Quality: During AY2016, 863 students took core classes from the Social Sciences program; this accounts for 2589 student credit hours. Of those 863, 808 completed the course (93.6%). During AY2017, 1107 students took core classes from the Social Sciences program; this accounts for 3321 student credit hours. Of those 1107, 1039 completed the course (93.9%).
Resource Utilization: During AY2016, 51 courses were taught from the core classes in the Social Sciences program. Of those 51, 11 were concurrent courses taught at area high schools (21.5%) while 13 were taught in the online environment (25.5%). Of the remaining 27 classes, only two fell below the minimum eight-person threshold whereas four classes exceeded the maximum enrollment threshold of 25. During AY2017, 65 courses were taught from the core classes in the Social Sciences program. Of those 65, 15 were concurrent courses taught at area high schools (23%) while 24 classes were taught in the online environment (37%). Of the remaining 26 classes, zero fell below the minimum eight-person threshold whereas four classes exceeded the maximum enrollment threshold of 25. It is also important to note that during AY2016 and AY2017, 80.4% (74/92) of all core classes within the Social Sciences program were taught by full-time faculty.
In terms of goal-setting within the program, the Social Sciences faculty developed the following short-term and long-term goals:

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

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

2. Program faculty will build course articulation agreements for other available classes taught under their purview or create courses that already fall under the KBOR matrix during the next three academic years (i.e., 2017, 2018, and 2019 academic years).
3. Program faculty will ensure consistency across the Social Sciences curriculum by remaining actively involved in the professional development of, communication with and oversight of their respective adjunct and concurrent instructors during the next three academic years (i.e., 2017, 2018, and 2019 academic years).

Evidence:

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

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

Name	**Institution**	**Major**
Hannah Hand	Missouri Southern	Social Work
Curtis Walters	Pittsburg State	Psychology
Dylan Swope	Pittsburg State	Political Science/Sociology
Traci Lasco	Washburn	Psychology
Janet Reichenbach	Pittsburg State	Child Development

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

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

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

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

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

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

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

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

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

7.3 Mission and Strategic Plan Alignment

In this section, indicate the ways in which the program's offerings align with the ICC mission (Appendix 3). Also, in this section provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI's (Appendix 4) or Higher Learning Commission (HLC) accreditation AQIP categories (Appendix 1). It is not necessary to consider an example for each HLC category, but programs are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC.

Narrative:

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

Evidence:

- SOC Online Students w C or higher

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

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

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

Narrative:

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

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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

Narrative:

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

9.2 Dean and/or Administrative Designee Response

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

Narrative:

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

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

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

Appendix 68

Revised 2017-2018 Annual Certificate Cosmetology

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as wellas three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscalyear.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

Number of Faculty:
3 full time
Tonda Lawrence- Cosmetology Director
Chelsea Bailey- Cosmetology Instructor
Angela Stroud- Cosmetology Instructor

Enrollment & Student credit hours by faculty type:
Full time: 104 total credit hours taught with 81 total student enrollments
Part time: 0 credit hours taught, 0 total student enrollments

Average class size:
5.06 students across all Cosmetology courses

Completion rates:
87.65% all Cosmetology courses

Pass rates (C or better):
83.95% in all Cosmetology courses

Number of Majors:
17 Cosmetology Certificates (2 cosmetology certificates returned fall 2017)

Degrees awarded:
8 Cosmetology Certificates

After looking over this data we think that we may have had students put Cosmetology as their major and then never enrolled in the program.

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program 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 Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

Academic Year 2016-2017

Going through this data the Cosmetology Faculty believe that every service needs to be timed to prepare them for their state level testing. At state level every service they perform is timed. Those times are set by Kansas Board of Cosmetology. Also this would help them when the are on the salon floor servicing clients. Each student is provided a Candidate information bulletin that breaks down both their written and practical examinations and tells them what they need to know to be successful. If time management is mastered here it will help them when they move into the workforce. Kansas Law must be passed at a 75% or better to be able to take their state level testing because 25% of their written test is just State law. All cosmetology courses must be passed with a 75% or greater to move forward in the program. We use this percentage because at state level anything below a 75% is failing.

Kansas State Law COS1002
Learning outcome: The student will be able to discuss the laws as provided by the state of Kansas.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: All students completed their daily work with 75% accuracy or better.
Measure 2(direct): The student will complete the Kansas Board of Cosmetology written final with 75% accuracy.
Measure 2 results: The student completed the state law with 100% accuracy.
Strengths display through assessments of your measures: The students will provide services safely to clients.

Scientific Concepts COS1015
Learning outcome: The student will be able to explain and demonstrate sanitation practices as prescribed by the board of cosmetology.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: The students completed daily work with 75% or greater accuracy.
Measure 2(direct): The student will complete chapter tests with 75% accuracy.
Measure 2 results: The students completes chapter tests with 75% or greater accuracy.
Measure 3(direct): The students will demonstrate how to clean and sanitize area and implements involved in services provided to the public set by Kansas Board of Cosmetology.
Measure 3 results: The students were able to demonstrate how to clean and sanitize their area and implements according to the guidelines of Kansas Board of Cosmetology
Comments: Daily work and videos reinforce the information of the textbook and workbooks. Communicable diseases and safety and sanitation need to be stressed.

Physical Services I COS1006
Learning outcome: The student will be able to describe the purpose and effects of shampoos, rinses, scalp and hair treatments, manicures, pedicures and massages.
Measure 1(direct): The student will be able to complete daily work with 75% accuracy
Measure 1 results: The students completed daily work with 75% or greater accuracy.
Measure 2(direct): The student will complete physical services in a safe and sanitary manner with 75% accuracy
Measure 2 results: The students completed physical services in a safe and sanitary manner with 75% or greater accuracy.
Comments: Start timing services to help with time management.

Hair Designing I COS1025
Learning outcome: The student will be able to describe the purpose and effects of hair shaping and styling.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: The students completed daily work with 75% or greater accuracy.
Measure 2(direct): The student will learn to shape and style hair to a client's face shape with 75% accuracy.
Measure 2 results: The students learned to shape and style hair to the client's face shape with 75% or greater accuracy.
Strengths displayed through assessment of measures: Students gained confidence after repetition doing hair shaping and styling.

Business Practices I COS1021
Learning outcome: The student will be able to list items that need to be considered before opening a beauty salon.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: The students completed daily work with 75% or greater accuracy.
Measure 2(direct): The student will complete chapter tests with 75% accuracy.
Measure 2 results: The students completed chapter tests with 75% or greater accuracy.
Strengths displayed through assessment of measures: Building confidence through role playing activities.

Physical Services II COS1016
Learning outcome: The student will be able to describe the purpose of a facial and demonstrate basic facial procedure.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: The students completed daily work with 75% or greater accuracy.
Measure 2(direct): The student will be able to complete a basic facial with 75% accuracy.
Measure 2 results: The students completed a basic facial with 75% or greater accuracy.
Strengths displayed through assessment of measures: Repetition of facial services help with time management and build confidence.

Chemical Service I COS1004
Learning outcome: The student will be able to explain and demonstrate scalp and hair analysis for safe and effective hair coloring, hair lightening, chemical waving and chemical relaxing services.
Measure 1(direct): The student will complete daily work with a 75% or higher.
Measure 1 results: The students completed daily work with a 75% or greater accuracy.
Measure 2(direct): The student will complete services/practicals in allotted time with 75% accuracy.
Measure 2 results: The students completed services/practicals in allotted time with 75%

accuracy or greater.
Strengths displayed through assessment of measures: The students became more independent as their confidence was developed.

Hair Designing II COS2005
Learning outcome: The student will be able to explain and demonstrate hair designing.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: The students completed daily work with 75% or greater accuracy.
Measure 2(direct): The student will complete a graduated haircut with 75% accuracy.
Measure 2 results: The students completed a graduated haircut with 75% or greater accuracy.
Comments: Strive for a faster haircut. Build student confidence to help with service time.

Chemical Services II COS2004
Learning outcome: The student will be able to identify and demonstrate corrective color measures and chemical waving procedures.
Measure 1(direct): The student will research and identify the steps for a corrective color with 75% accuracy.
Measure 1 results: The students researched and identified the steps for corrective color with 75% or greater accuracy.
Measure 2(direct): The student will demonstrate a chemical waving service with 75% accuracy.
Measure 2 results: The students demonstrated a chemical waving service with 75% or greater accuracy.
Strengths displayed through assessment of measures: Students were able to build confidence through repetition.
Comments: Time every service.

Business Practices II COS2002
Learning outcome: The student will be able to explain the importance of good business operation and personnel management.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: The students completed daily work with 75% or greater accuracy.
Measure 2(direct): The student will complete chapter tests with 75% accuracy.
Measure 2 results: The students completed chapter tests with 75% or greater accuracy.

Hair Designing III COS2022
Learning outcome: The student will be able to define and demonstrate advanced hair cutting techniques.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: The students completed daily work with 75% or greater accuracy.
Measure 2(direct): The student will execute a researched hair cutting technique with 75% accuracy.
Measure 2 results: The student executed a researched hair cutting technique with 75% or greater accuracy.
Strengths displayed through assessment of measures: Confidence building when left to self study.

Physical Services III COS2012
Learning outcome: The student will be able to describe the importance of the consultation

phase of an artificial nail service.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: The students will complete daily work with 75% or greater accuracy.
Measure 2(direct): The student will conduct a consultation for an artificial nail service with 75% accuracy.
Measure 2 results: The students conducted a consultation for an artificial nail service with 75% or greater accuracy.

Chemical Services III COS2015
Learning outcome: The student will be able to define the chemistry of chemical waving.
Measure 1(direct): The student will complete daily work with 75% accuracy.
Measure 1 results: The students completed daily work with 75% or greater accuracy.
Measure 2(direct): The student will demonstrate a chemical waving procedure with 75% accuracy.
Measure 2 results: The students demonstrated a chemical waving procedure with 75% or greater accuracy.
Comment: Time services.

Cosmetology Board Review COS2001
Learning outcome: The student will be able to correctly pack bags for the state practical exam.
Measure 1(direct): The student will pack a bag for the state practical exam with 90% accuracy.
Measure 1 results: The students packed a bag for the state practical exam with 90% or greater accuracy.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Please see attached evidence for information on the Cosmetology Advisory Board Committee meeting minutes and members.

Evidence:

- Advisory Board 11:7:16
- Advisory Board Meeting 3:13:17
- Advisory Board Fall 2016-Spring 2017

ICC Cosmetology Department

Advisory Committee Minutes

11/7/16

Members Present:

Kim Booe	Lindsey Forslund	Becky Thorenson
Tina Cunningham	Tonda Lawrence	Chelsea Lumm
Angela Stroud		

Guests Present:

Shelly Salmon	Alisa Beecham

Members Absent:

Chelly Hoobler

4:00pm Call to Order:

Chairman, Tonda Lawrence, called the ICC Cosmetology Advisory Committee meeting to order at 4:00pm. Tonda welcomed everyone to the meeting and introduced all members and guests to each other.

Minutes:

Minutes of the last meeting were approved as submitted.

Unfinished Business:

There was no unfinished business brought before the committee.

New Business:

1. New Classroom- members were shown the new classroom utilized by the program and updated on the school's growing enrollment.
2. Curriculum Change (3 semester)- Chairman explained the components of having a 3 semester program including the school the program was modified after , course requirements and layout, and financing for students. Chairman also explained the reason for adding student kits and testing money into the cost of the course.
3. Five students will finish in December- Chairman updated the Board about the 5 students who will finish the program in December and what her plan for testing them out of the program is. She also explained the process for getting the students enrolled to take state testing.

4. Ceremony for Graduating Student- School director explained the process of graduation to the board members. She also outlines a small graduation ceremony she will hold to honor the students in December. Location, time, and date of the graduation ceremony were discussed.
5. Barbering Program- The addition of a barbering program was discussed and a target date of August 2017 was given for the new school to begin. Legal requirements for barbering and cosmetologists wanting to transition to barbering were discussed.
6. Dancing with the Indy Stars (Feb 27th, 2017) - The chairman explained what this fundraiser is and that the Cosmetology Department will be the recipient of the fundraiser. She explained what the benefit is and how the students will participate during the evening. The theme for this year is "Hairspray". It was also discussed that members who would like to come and do play appropriate hair on the students for the night of the benefit are encouraged to do so.
7. Date for Spring Meeting- A tentative date for the next advisory council meeting was set for either March 12 at 4:00pm. All members agreed that this date and time would work with their schedules.

Adjournment:

Tonda adjourned the meeting at 5:00 pm.

Angela Stroud

Angela Stroud, Committee Secretary

Tonda Lawrence

Tonda Lawrence, Committee Chairman

Member Name	Title	Organization	Length of Service
Tonda Lawrence*	Cosmetology Director	Independence Community College	3 years
Chelsea Bailey	Cosmetology Instructor	Independence Community College	1 1/2 years
Angela Stroud	Cosmetology Instructor	Independence Community College	1 year
Kimberly Ballew	Licensed Cosmetologist	Smart Style- Independence, KS	2 years
Tina Cunningham	Policy representative	Aflac	3 years
Lindsey Forslund	Salon Owner	Reflections Salon- Independence, KS	3 years
Becky Thorenson	Licensed Cosmetologist	Cut Above- Independence, KS	3 years
Shelly Salmon	Licensed Cosmetologist	Reflections Salon- Independence, KS	3 years
Alisa Beecham	Instructor Training Student/Cosmetologist	Creative Concepts- Independence, KS	1 year
Chelly Hoobler	Licensed Nail Technician	Creative Concepts- Independence, KS	3 years
Jessica Thummel	Instructor Training Student/Salon Owner	Rustic Roots Salon- Chanute	1 year

Advisory Board Meeting

3/13/2017

Review

1. Meeting called to order by Tonda Lawrence: 3:00pm
   Members in Attendance:
   Tonda Lawrence- ICC Cosmetology Director
   Angela Stroud- ICC Cosmetology Instructor
   Chelsea Lumm- ICC Cosmetology Instructor
   Jessica Thummel- ICC Cosmetology Student Instructor
   Kimberly Ballew- Smart Style Management
   Lindsey Forslund- Reflections Salon & Spa Owner
   Members Not in Attendance:
   Tina Cunningham
   Chelly Hoobler
   Becky Thorinson

2. Topics Discussed:
   - **Dancing with the Indy Stars-**
     Facility (Memorial Hall) accommodations were great for the event.
     Raised approximately $8,000
     Plans for funds raised
   - **Equipment-**
     New Salon Chairs with Locking Hydraulics
     New Salon Mats for Salon Area
     Change Pedicure Chairs to lower hydraulic function
     Change/New Facial Beds
     Discussed where to buy: Sally's, State Beauty Supply, Salon Centric
   - **Spring Coining Ceremony-**
     Date: May 1, 2017
     3 Cosmetology Graduates & 1 Instructor Graduate
     Held in Woods Room with cookies & punch
     Power Point Presentation, Itinerary, and Programs
     Invites

- **Job Placement-**
  Review previous graduates who have been hired on with local salons.
  Discussed openings for placing upcoming graduates in local salons.

- **Marques Sutton-**
  Barber from Tulsa with "Teach One Reach One"
  Barbering and Clipper Class with ICC students
  April 10, 2017 10:00am-12:30pm
- **Barbering Program-**
  Recently obtained Cabinet Approval
  Received High School Surveys & Conducted Tours of Facility
  1500 Hour Program in 3 Semesters
  Tuesday-Saturday School Week
  Different Curriculum and Book from Cosmetology Program

3. Closing discussions over State Board Regulation, Challenges in the workplace, and progressive updates in the industry.

4. Meeting came to a close by Tonda Lawrence: 4:30pm

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:

Accrediting agency: Kansas Board of Cosmetology, Abbreviation: KBOC, ICC contact: Tonda Lawrence Director of Cosmetology, Agency contact: KBOC School licensure - Darla Ray, KBOC Inspector Brian Tice. Cosmetology Schools are inspected at least once every quarter. These inspections are "blind" inspections, meaning they are never scheduled. Our last inspection was April 21,2017.

Evidence:

- KBOC Inspection Report April 21, 2017
- Instructor's license
- School cosmetology license

Kansas Board of Cosmetology
Topeka, KS 66603
785-296-3155(PHONE) • 785-296-3002(FAX)

Establishment Inspection Report/Certificate

The most recent inspection report/certificate should be posted where it can be easily viewed by the consuming public.

FACILITY
Independence Community College/Cosmetology
2615 West Main
Cosmetology Dep #19
Independence, KS 67301
Owner: Independence Community College
Ownership Type: Business

LICENSE
License No: 005-57
Profession: KBOC-Cosmetology
License Type: Cosmetology School
Phone: 6203321410

Inspection Type:	Routine
Inspection Date:	4/21/2017
Result:	Pass

Violation	Inspection Item	Remarks
School Q32 (General Requirements)	32) Cleanliness - Floors, walls, ceilings, furniture and fixtures are clean, free of dust, hair and other debris, and in good repair	Floor,needing repair.

The undersigned licensee, designee, or other authorized representative of the licensee acknowledges receipt of this inspection report.

If this is a compliance inspection for a new establishment license, a **PASS** inspection form will serve as a temporary authority to operate pending final review and approval by the State Board. The temporary authority must be prominently displayed and will expire upon receipt of a properly issued license or six months from the date of inspection.

If this is a compliance inspection for a new establishment license, a **FAIL** inspection form will result in the denial of the establishment application. A new application and fee must be submitted to receive additional compliance inspections.

Signature of Inspector

4/21/2017 12:08:16 PM

Date/Time

Signature of Owner/Representative

Kansas Board of Cosmetology
Topeka, KS 66603
785-296-3155(PHONE) • 785-296-3002(FAX)

Inspection Detail

FACILITY
Independence Community College/Cosmetology
2615 West Main
Cosmetology Dep #19
Independence, KS 67301
Owner: Independence Community College

LICENSE
License No: 005-57
Profession: KBOC-Cosmetology
License Type: Cosmetology School
Phone: 6203321410

Inspection Type:	Routine
Inspection Date:	4/21/2017
Result:	Pass

Remarks: Tonda Lawrence: Mon,Tues.Wed-8:30-4:00 Thurs-11-7:00 Fri-8:30-2:00

Checklist Results

LICENSURE, SIGNAGE, SUPERVISION & RECORDS

Question	Answer
1) School License – Valid, lists current location and current owner(s) and posted in a conspicuous location	PASS
2) Required Signage - Health & Sanitation Regulations, latest Inspection Report & Consumer Complaint Instructions posted in a conspicuous location	PASS
3) Instructor & Instructor-in-Training Licenses - Valid and posted in a conspicuous location	PASS
4) Practitioner Licenses - Each instructor/instructor-in-training has a valid practitioner license posted in a conspicuous location	PASS
5) Apprentice Licenses - Valid and posted in a conspicuous location	PASS
6) Classrooms - Instructor to Student Ratio - 1 instructor for every 25 students in each classroom	PASS
7) Clinic Floor - Instructor to Student Ratio - 1 instructor for every 25 students on the clinic area	PASS
8) Student Services Sign - Posted in a visible location in the clinic area	PASS
9) Student Records - Daily student record which verifies attendance for each student	PASS

DISINFECTION OF INSTRUMENTS & EQUIPMENT

Question	Answer
10) Disinfectant - School has bleach solution or EPA-registered disinfectant with bactericidal, fungicidal and virucidal activity prepared; manufactured-labeled container or MSDS available	PASS
11) Tuberculocidal Disinfectant - School has an EPA-registered disinfectant with bactericidal, fungicidal, virucidal and tuberculocidal activity; manufactured-labeled container or MSDS available	PASS
12) Disinfectant Containers - Adequate number of sufficiently sized, covered containers; free of debris and dirt	PASS
13) Storage of Used Non-Electrical Instruments - Placed in labeled, covered receptacle until cleaned and disinfected	PASS
14) Disinfecting Non-Electrical Instruments - Cleaned with soap and water prior to disinfecting with a bleach solution or EPA-registered disinfectant with bactericidal, fungicidal and virucidal activity	PASS
15) Disinfecting Electrical Instruments – Foreign matter removed prior to disinfecting with a bleach solution, disinfectant liquid spray or foam that is EPA-registered with bactericidal, fungicidal and virucidal activity	PASS
16) Storage of Disinfected Non-Electrical Instruments - Stored in labeled, clean, enclosed cabinet or covered container	PASS
17) Storage of Disinfected Electrical Instruments - Stored in labeled, clean, enclosed cabinet or covered container	PASS
18) Single-Use Supplies/Instruments - Disposed of in covered waste receptacle immediately after use on a consumer	PASS
19) Pedicure Equipment - Cleaned with EPA registered disinfectant with demonstrated bactericidal, fungicidal, virucidal, and tuberculocidal activity and/or bleach solution in accordance with K.A.R. 28-24-9	PASS
20) Blood Spill - School has single-use protective gloves, antiseptic solution, sterile bandages and bags	PASS

GENERAL SANITATION	
Question	**Answer**
21) Hand Washing Sinks - At least two sinks with hot and cold running water located in the clinic area	PASS
22) Used Linens - Soiled towels, robes and linens placed in closed, labeled receptacle	PASS
23) Clean Linens - Clean towels, robes and linens stored in clean, closed, labeled cabinet	PASS
24) Neck Covering - Sanitary neck strip or clean towel used under the full-length protective covering	PASS
25) Product - Stored in labeled, closed containers; poisonous/caustic products marked and stored in an area not open to public	PASS
26) Work Areas Sanitized - Shampoo bowl, service chairs, workstation and manicure/treatment tables sanitized before each consumer service; manicure/treatment table covered with clean examination paper, towel or linen for each consumer	PASS
27) Shampoo Bowls - Six working shampoo bowls with spray & hot and cold running water in the clinic area OR school is not required to have shampoo bowls (nail technology, esthetics)	PASS
28) Dispensary - At least one sink with hot and cold running water	PASS
29) Restroom - Two restrooms with working toilets and hand-washing sinks, liquid soap dispenser and disposable towels or air dryer, all in sanitary condition	PASS

GENERAL REQUIREMENTS	
Question	**Answer**
30) Equipment - The school has adequate equipment in the clinic practice area per student present	PASS
31) Trash - Covered; excessive accumulation removed	PASS
32) Cleanliness - Floors, walls, ceilings, furniture and fixtures are clean, free of dust, hair and other debris, and in good repair	Fail
33) Lighting & Ventilation - Well lighted; ventilation sufficient to remove fumes, vapor or dust	PASS
34) Prohibited Items in Consumer Service Areas - There is no preparing of food, eating or possessing/consuming of alcoholic beverages in areas where consumers receive services	PASS
35) Prohibited Items - School is free of neck/nail dusters, razor type devices to remove calluses or skin blemishes, medical devices (except Class I), prescriptive products; tools/devices that alter, cut or damage living layers of skin; smoking or animals (except assistance animals)	PASS

Violation	Inspection Item	Remarks
School Q32 (General Requirements)	32) Cleanliness - Floors, walls, ceilings, furniture and fixtures are clean, free of dust, hair and other debris, and in good repair	Floor,needing repair.

THE UNDERSIGNED LICENSEE OR REPRESENTATIVE AT THE TIME OF INSPECTION ACKNOWLEDGES RECEIPT OF THIS INSPECTION REPORT.

4/21/2017 12:08:16 PM

Signature of Inspector | Date/Time | Signature of Owner/Representative

Kansas Board of Cosmetology

Cosmetology Instructor

LICENSE #: 006-18342

Tonda R Lawrence

EXPIRES: 08/31/2018

Chiquita C. Coggs
Executive Director

THE LAW REQUIRES THAT THIS LICENSE BE POSTED IN THE WORK AREA IN PUBLIC VIEW

Kansas Board of Cosmetology

Cosmetologist

LICENSE #: 000-18342

Tonda R Lawrence

EXPIRES: 07/31/2019

Chiquita C Coggs
Executive Director

THE LAW REQUIRES THAT THIS LICENSE BE POSTED IN THE WORK AREA IN PUBLIC VIEW

Kansas Board of Cosmetology

Cosmetology Instructor

LICENSE #: 006-100001

Chelsea Nicole Lumm

EXPIRES: 07/31/2018

Chiquita C. Coggs
Executive Director

THE LAW REQUIRES THAT THIS LICENSE BE POSTED IN THE WORK AREA IN PUBLIC VIEW

Kansas Board of Cosmetology

Cosmetologist

LICENSE #: 000-90655

Chelsea Nicole Lumm

EXPIRES: 11/30/2018

Chiquita C. Coggs
Executive Director

THE LAW REQUIRES THAT THIS LICENSE BE POSTED IN THE WORK AREA IN PUBLIC VIEW

Kansas Board of Cosmetology

Cosmetology Instructor

LICENSE #: 000-17935

Angela M Stroud

EXPIRES: 12/31/2019

Chiquita C. Coggs
Executive Director

THE LAW REQUIRES THAT THIS LICENSE BE POSTED IN THE WORK AREA IN PUBLIC VIEW

Kansas Board of Cosmetology

Cosmetologist

LICENSE #: 000-17935

Angela M Stroud

EXPIRES: 12/31/2019

Chiquita C. Coggs
Executive Director

THE LAW REQUIRES THAT THIS LICENSE BE POSTED IN THE WORK AREA IN PUBLIC VIEW

INDEPENDENCE COMMUNITY COLLEGE/COSMETOLOGY
Cosmetology Department
2615 West Main
Independence KS 67301

Independence Community College/Cosmetology
Cosmetology School
LICENSE# 005-57
EXPIRES: 06/30/2018

Chiquita C. Coggs
Executive Director
Kansas Board of Cosmetology

Kansas Board of Cosmetology

Cosmetology School

LICENSE #: 005-57

Independence Community College/Cosmetology

2615 West Main
Cosmetology Dep #19
Independence KS 67301

Chiquita C. Coggs

Executive Director

OWNER(S): Independence Community College

EXPIRES: 06/30/2018

THE LAW REQUIRES THAT THIS LICENSE BE POSTED IN THE WORK AREA IN PUBLIC VIEW

4.3: OTHER

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

Narrative:

ICC Cosmetology participates in several community service projects such as, annual Neewollah play production (hairstyles and make-up). Cosmetology donates hair cutting services to all military personal both active and non-active, and we extend this service to first responders. Cosmetology also volunteers to help children with special needs during Tot Olympics.
We have community member stylist that offer education classes (demos)

ICC (Cosmetology) has signed a Articulation Agreement with Tulsa Tech (see attached file)

Higher Learning Commission (HLC) is the accrediting agency of Independence Community College. We believe the Cosmetology program falls under Criterion 3.

Evidence:

- Tulsa Tech Cosmetology Fall 2016

ARTICUALTION AGREEMENT

Between
Tulsa Tech And
Independence Community College

Tulsa Tech (TULSA TECH) and Independence Community College (ICC), agree to work together to ensure the delivery of quality Associate degrees within the service areas of TULSA TECH. The purpose of this agreement is to provide educational opportunities that might not otherwise be utilized by the students and alumni of TULSA TECH and ICC. This agreement brings the combined influence of TULSA TECH and ICC together to work, in a mutually beneficial manner, toward enhancing the skill sets of individuals in the service areas of TULSA TECH and the degree plans of ICC.

It is agreed that both parties, TULSA TECH and ICC, shall mutually work together to enroll students into degree programs offered through ICC campuses and online degrees.

TULSA TECH shall, with assistance of ICC, counsel, recommend, suggest, or otherwise encourage TULSA TECH students and alumni of **Cosmetology** to enroll in this degree program offered by ICC.

ICC shall accept the Oklahoma State Board License for Cosmetology into the AAS of Cosmetology degree plan for 50 Credit Hours. TULSA TECH students will then need to complete the additional 15 credit hours from ICC in general education courses online to complete this degree.

Further, TULSA TECH and ICC agree, in a mutually beneficial manner, to work to explore and create, through the sharing of resources, new opportunities for our students to learn, excel, and otherwise gain a competitive advantage in their particular fields.

This agreement shall be in force until terminated by written notice by either party.

If there is a decision to terminate or not to renew said agreement, TULSA TECH and ICC shall agree to honor the agreement terms for a period of two years after the termination date in order to allow all students who entered said degree programs under this agreement to complete their degrees.

Dr. Steve Tiger, Superintendent
Tulsa Tech

12-4-16
Date

Dr. Dan Barwick, President
Independence Community College

11/2/16
Date

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

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

Narrative:

Student enrollment increased from academic year 15-16 to academic year 16-17 from 53 to 81. The number of credit hours taught decreased by 6 hours due to the restructuring ofthe Cosmetology program. The number of full time faculty members increased from 1 to 3 with no part time faculty. Average class size has decreased slightly from 5.3 students to 5.06 students in all Cosmetology courses. Completion rates have decreased from 92.45% to 87.65%. Pass rates with a C or better have decreased from 87.76% to 83.95% face-to-face. The number of Cosmetology Certificate majors decreased from 19 to 17. Cosmetology had 6 certificates return for fall 2016 and 2 certificates return for fall of 2017. For 15-16 there was one Cosmetology certificate awarded, there was a increase in 2017 with 8 cosmetology certificates awarded. After reflecting on this information we know that we need to put a plan into action to increase enrollment. We also saw a decrease in completion rates along with pass rates. The cosmetology program will be putting goals in place to keep these numbers from decreasing further.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.
Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories*.)
Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use
S.M.A.R.T. goal setting for this purpose. *(See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

We believe the Cosmetology program falls under Vitality Category 2: Maintain Current Levels of Support/Continuous Improvement.

Short term goals:

- **Recruiting strategies:** Cosmetology department is working with Rebekah Peitz (navigator for technical programs) to ensure that our perspective students are contacted and receive a follow up, but don't get overwhelmed by being contacted by multiple people. We are scheduling an open house for perspective students from surrounding areas, hoping to incorporate Oklahoma residents as well. Cosmetology is working with Rebekah about going into nonservice area schools that currently don't have cosmetology as an option. In talks with Kara Wheeler (VPAA) about SB155 students from surrounding high schools enrolling in the cosmetology program.
- **Cosmetology Scholarships:** We would like to look into incorporating scholarships specifically for cosmetology students that are going into this profession or a wellness profession under the scope of cosmetology such as massage therapy.
- **Increase enrollment:** enrollment will always be a short term and long term goal for cosmetology.
- **Service sales: i**ncrease salon service sales for true salon experience for our students.

Long Term goals:

- **Increase enrollment:** We would like to increase enrollment to 15-20 students per start date with the maximum capacity of 25 students to 1 instructor.
- **Add programs:** Add additional programs that will accompany the profession of cosmetology such as massage therapy and barbering.
- **Cosmetology area update:** as the program grows we need to incorporate some salon area updates such as, natural light enhancement like windows, adding a second exit, we would like to have a sign on the side of the building stating that we are a cosmetology school. Interior windows to help increase service sales and that also helps increase student experience.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

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

Narrative:

The information attached was received from the business office with the academic years 15-16 and 16-17. We are continuously working on this. We need to seek further information and clarity on the spreadsheet that was provided. Time will be scheduled for us to meet with Kara Wheeler (VPAA) to further discuss the budget. We realize that the cosmetology department operates differently than a traditional class. We constantly work with cost effectiveness of service products and instructional supplies(cleaning/demonstration). We need to budget money in for our Envision software program that currently costs $900 per year. We also need to budget money for the cost of repairs for equipment. An example would be a stylist hydraulic chair needing replaced, the starting cost would be $500. I think one thing that would help our budget is not having to purchase general cleaning supplies and that should be budgeted in for maintenance. Currently cosmetology supplies their own laundry soap, lysol, disinfectant wipes, windex, etc. These are all things that are mandated by Kansas Board of Cosmetology in health and sanitation.

Evidence:

- 15 16 budget cosmo
- Cosmo 16-17 Budget

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

		Published Budget	Operating Budget	Expense	Encumbered
12-510:550	Salary			$119,394.59	
12-591:598	Fringe Benefits			36,192.06	
12-601	Travel				
12-602	Food and Meals			277.54	
12-606	Student Travel				
12-607	Rentals				
12-611	Postage & Shipping			1.83	
12-613	Printing				
12-615	Advertising				
12-616	Promotions				
12-617	Recruiting				
12-619	Animal Food				
12-626	Conference Fees/Registration			275.00	
12-631	Telephone			75.00	
12-641	Lease/Rental/Lease Purchase				
12-646	Service Agreements				
12-647	Fuel/Gas				
12-649	Repairs				
12-661	Contract Services				
12-662	Legal Services				
12-663	Consultants				
12-681	Dues/Memberships/Fees			150.00	
12-682	Subscriptions				
12-699	Uniforms				
12-700-000	Instructional Supplies			2,988.06	
12-700-001	Instructional Supplies (Innovation Fee)			7,856.03	
12-701	Office Supplies			498.79	
12-702	Paper Supplies			68.66	
12-703	Books				
12-704	Periodicals				
12-705	Media (Videos, DVD)				
12-717	Professional Development			214.63	
12-719	Misc. Expenses			37.08	
12-850	Equipment- Non-Capital >$5,000				
12-852	Software & Licenses			900.00	
	Total			**168,929.27**	

Remaining
($119,394.59)
(36,192.06)
(277.54)
(1.83)
(275.00)
(75.00)
(150.00)
(2,988.06)
(7,856.03)
(498.79)
(68.66)
(214.63)
(37.08)
(900.00)
(168,929.27)

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

The Cosmetology Program faculty consists of Tonda Lawrence- Director, Chelsea Bailey- Instructor and Angela Stroud- Instructor. The program faculty meet briefly everyday to discuss student progress, curriculum and areas of improvement. The last Friday of the month we do not have students and that day is used for professional development and time to have a more in depth meeting. The Cosmetology faculty used these meetings and any spare time to plan, develop and write this program review.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

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

Narrative:

Division Chair- I agree with the findings. I believe there is room for growth and improvement for the program. There has been a decrease in enrollment and there have been things implemented to increase enrollment for future along with adding new programs.

Appendix 69

Revised 2017-2018 Athletic Training

1.0 Program Data and Resource Repository

1.1Program Summary

The Athletic Training Associate of Science Program is designed to give students a hands-on preparation for them to pursue their education further at an institution with an Accredited Athletic Training Program.

1.2 Quantitative and Qualitative Data

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

ATH Assessment Data AY 2016

Number of Faculty:

0 full time

3 part time (J. Newton, S. Plowman, S. Manning)

Enrollment & Student credit hours by Faculty type:

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

Part time: 17 credit hours taught, 80 total student enrollments

Average Class size:

11.43 students in Face-to-Face classes

0 students in online classes

11.43 students across all ATH courses

Completion rates:

90% face-to-face

0% online

90% all ATH courses

Pass rates (D or better):

86.11% face-to-face

0% online

86.11% all ATH courses

Number of Majors: 31 (6 returned Fall 2016)

Degrees Awarded: 1

ATH Assessment Data AY 2017

Number of Faculty:

0 full time

3 part time (R. Martin, J. Jones, S. Manning)

Enrollment & Student credit hours by Faculty type:

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

Part time: 23 credit hours taught, 81 total student enrollments

Average Class size:

9 students in Face-to-Face classes

0 students in online classes

9 students across all ATH courses

Completion rates:

100% face-to-face

0% online

100% all ATH courses

Pass rates (D or better):

88.89% face-to-face

0% online

88.89% all ATH courses

Number of Majors: 28 (2 returned Fall 2017)

Degrees Awarded: 3

See attached document for financial information.

2.0 Student Success

2.1 Define Student Success- Student success is defined by students being prepared to seamlessly transition to a Commission on Accreditation of Athletic Training Education (CAATE) accredited program. This includes accumulating enough observation hours through Practicum classes and completion of the AS Athletic Training degree plan.

2.2 Achieve/Promote Student Success- This is an area of opportunity for the program. No current plans exist for promoting student success within in the program outside of keeping students on track to meet degree requirements.

3.0 Assessment of Student Learning Outcomes.

3.1 Reflection of Assessment- There is currently no data on learning outcomes. This is also something moving forward that will be collected to review for both the program and each class individually.

3.2 Significant Assessment Findings- There is nothing to currently report.

3.3 Ongoing Assessment Plan- There are two main areas of emphasis for future assessments, those for the overall program and those for each individual class within the program. The individual class outcomes within the program will look at specific course outcomes that must be met with an 80 percent or higher pass rate. The overall program outcome will look at specific outcomes from each course and a list will be compiled to review a pass rate of 80 percent or higher was met. These outcomes will be compiled over during the Fall semester of the 2018-19 academic year with data being collected from each course beginning in the same semester. An additional overall program outcome will be to monitor number of those who declare for the Athletic Training major and compare to the number of students who graduate and/or transfer on. This plan will allow for data collection without reliance on one specific person should there be turnover within the Athletic Training department.

4.0 External Constituency and Significant Trends

4.1 Program Advisory Committee: This is not applicable to the Athletic Training Program.

4.2 Specialized Accreditation: This is not applicable to the Athletic Training Program.

4.3 Other: The Athletic Training Strategic Alliance, made up of the Board of Certification (BOC), Commission on Accreditation of Athletic Training Education (CAATE), National Athletic Trainers' Association (NATA) and NATA Research & Education Foundation proposed a new degree requirement for Athletic Trainer. The NATA boards and CAATE board, with the full support for the BOC and NATA Foundation boards, unanimously approved to redesign current stands for degree programs. The new design moves the degree plan from a Bachelor's to a Master's. These changes indirectly effect our program, making our program more appealing to those wanting to begin their education in a smaller, more hands-on setting. Students are able to accomplish this and seamlessly transfer to an Accredited Athletic Training Education Program without increasing the number of years to degree completion.

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

I have done a complete review of the curriculum for the Athletic Training degree program. Provided are the current (old) and approved (new) curriculums. The approved, new curriculum was approved by

Academic Council in February 2018 and will be effective for AY2018-2019 forward. The changes resulted from the aforementioned changes in Athletic Training Education Programs to Masters Programs. These new curriculum is designed to allow students to follow the Direct Link program through Kansas State University. The design is also flexible, allowing students to choose between two different science courses depending on the requirements of their transfer institution. The option was based upon Wichita State's and Kansas State's current preferences what for what students should have taken of transfer courses.

5.2 Degree and Certificate Offerings or Support-

Athletic Training
Degree: Associate of Science

The two year program of study in Athletic Training at ICC is designed for students who are interested in an allied health care profession specialized in the health care of athletes. ICC student athletic trainers will gain valuable athletic training knowledge and skills through both academics and practical experiences.

Suggested Four-Semester Plan

First Semester:

Course Title	*Credit Hours*
English Composition I (ENG 1003)	3
General Biology (BIO 1005)	5
Introduction to Athletic Training (ATH 1003)	3
First Aid: Responding to Emergencies (ATH 1013)	3
Practicum in Athletic Training I (ATH 1002)	2
Term Total	16

Second Semester:

Course Title	*Credit Hours*
English Composition II (ENG 1013)	3
College Algebra or higher (MAT 1023)	3
General Psychology (BEH 1003)	3
Anatomy & Physiology (BIO 2045)	5
Care & Prevention of Athletic Injuries (ATH 1103)	3
Term Total	17

Third Semester:

Course Title	*Credit Hours*
Personal & Community Health or Nutrition (HEA 1053 or BIO 2053)	3
General Chemistry (PHS 1015)	5
Medical Terminology (ENG 1143)	3
Art/Humanities Elective*	3
Practicum in Athletic Training II (ATH 2002)	2
Term Total	16

Fourth Semester:

Course Title	*Credit Hours*
Social/Behavioral Science Elective*	3
Arts/Humanities Elective*	3
Functional Kinesiology (ATH 1063)	3
Public Speaking (COM 1203)	3
Computer Concepts & Applications (CIT 1003)	3
Term Total	15
TOTAL	**64**

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

Associate of Science in Athletic Training

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

Mathematics (6 hours)
College Algebra (MAT 1023/MAT 1025)
Elementary Statistics (MAT 1103)

Sciences (15 hours)
Biology I (BIO 1115)
Chemistry I for Non-Majors (PHS 1015)
Additional Science (Select 1)
Anatomy & Physiology (BIO 2045)**
College Physics I (PHS 1055)*

Fine Arts and Aesthetic Studies (Select 1) (3 hours)
Music Appreciation (MUE 1303)
Theatre Appreciation (THR 1013)

Cultural Studies (Select 1) (3 hours)
World History I (HIS 1003)
World History II (HIS 1013)

Health and Well-Being (7 hours)
General Psychology (BEH 1003)
Nutrition (BIO 2053)
College Success (SSC 1021)

Social Awareness (3 hours)
Introduction to Sociology (SOC 1003)

Business and Technology (6 hours)
Computer Concepts and Apps (CIT 1003)
Macroeconomics (BUS 2033)

Area of Study Courses (16 hours)
Intro to Athletic Training (ATH 1003)
Care & Prevention of Athletic Injuries (ATH 1103)
Practicum I (ATH 1002)
Practicum II (ATH 2002)
First Aid: Responding to Emergencies (ATH 1013)
Medical Terminology (HEA 1143) (optional) **

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 redesign is the only noteworthy accomplishment. This is an opportunity for improvement. I hope to have more to report in future program reviews.

6.2 Faculty Accomplishments- There is no full-time faculty or noteworthy accomplishments to report from adjunct instructors at this time.

These are the current requirements to be qualified for teaching ATH courses.

- *Master's degree with 18 graduate credit hours in the discipline or subfield from an accredited school and/or*
- *Valid/current industry-recognized credential for the career/technical field and/or*
- *Industry experience with a minimum 4000 hours work in the career/technical field.*
    - Athletic Training—Course Code ATH (CIP 51)
        - Athletic Training/Trainer (51.0913)
        - Emergency Medical Technology/Technician (EMT Paramedic) (51.0904)

6.3 Innovative Research, Teaching and Community Service- As noted previously there are no full-time faculty for this program so this is not something that has been measured. Some students in the program have contributed to the community by assisting with an annual 5k Run during the Neewollah Event in Independence.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative –To begin with, I think the data does not indicate a full-time faculty position would be of any benefit at this time. The classes that are specific to degree plan are being adequately covered with adjunct staff. Currently, only twenty credit hours of Athletic Training courses are taught per academic year. This does not make it cost effective to hire an additional faculty at this time.

The pass rates are consistent with a few outliers every other semester or so, these outliers that perform poorly are to be expected and I do not believe pass rate is an issue previously or in the future.

The place I see the most opportunity is retention and graduation rate. In 2016, we had 31 majors and 1 degree awarded and in 2017, we had 28 majors and 3 degrees awarded. While degrees awarded increased, there is a substantial gap between majors and degrees awarded. This could be due to change in major between what was originally declared and awarded, not completely any degree program or transferring to another school prior to requesting a degree. Working with our new Navigator program should help identify the cause of the large gap between declared majors and graduation rates as well as help with retention.

Athletic Training has plans to begin developing some of our classes to the online environment to help our students get a head start in our degree plan. While part of the degree requires clinical observation in the Practicum classes, these classes can be tailored to the student and allow those who may not have been previously to enroll in our degree program.

7.2 Academic Program Vitality Reflection, Goals and Action Plans-

Based off the information I have gathered for this review, I believe this program falls at Category 3: Revitalization Opportunities or Needs. This category makes the most sense at this time because there is a lack of data for the aforementioned gap in majors and degrees awarded. There amount of majors indicates the interest for the program, having more information on retention and getting degrees awarded is where the opportunity lies for the program.

Short-term goals for the program

1. Update degree plan to reflect changes in CAATE accredited Athletic Training Education Programs.

2. Increase in enrollment in major classes.

3. Work with Navigators to help those with AT majors apply for degree for those who are eligible.

Long-term goals for the program

1. Increase overall retention rate by 45% by Fall 2020.

2. Decrease gap of majors and degrees awarded to within 5 by Fall 2019.

3. Increase number of major classes offered online.

7.3 Mission and Strategic Plan Alignment-

The following HLC goals are being addressed in this review:

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

> 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded: This program meets this component by offering the first two years completion of a 5-year two degree program. The recent changes to the Athletic Training degree keep the program up-to-date and allow students to transfer to a CAATE Athletic Training Education Program.

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

Excellence: The program review itself as well as updating the new approved degree plan are ways in which excellence was addressed.

Responsiveness: The upper level degree changes to a Master's from a Bachelors officially takes effect Fall 2020, addressing the degree plan now keeps us current with the field of study universally.

Diversity/Enrichment: The Practicum classes provide the student in the major diverse settings as well as expose them to a diverse student body that will help prepare them beyond ICC.

Key Performance Indicator goal:

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

8.0 Fiscal Resource Requests/ Adjustments

8.1 Budget Requests/ Adjustments-The only need noted from reviewing previous budgets and looking ahead is for taping and teaching supplies. Our students benefit and require hands-on demonstration and practice for the completion of their degree. These supplies have previously been absorbed by the Athletic Training (athletic) budget but with an increase in student-athlete numbers and no increase in supplies budget, this is no longer something that can continue to be provided through that avenue as all purchases must be purchased with the health and safety and benefit our student-athletes in mind. A budget specific for Athletic Training (academic) to provide teaching supplies would help benefit the success of the degree program. The proposed budget would have $450 in it, this would adequately provide all supplies students need. This money could be collected by adding a lab fee for classes that require supplies.

9.1 Faculty and Staff – This review was completed by Raechal Martin, MS, ATC, LAT, Head Athletic Trainer.

9.2 VPAA and/or Administrative Designee Response

Division Chair: I agree with the overall narrative of this review. In particular, this program is an opportunity for revitalization. It is imperative that course level outcomes and program level outcomes be developed as soon as possible, but no later than the first day of class in the Fall 2018 semester. I recommend that our current adjuncts Raechal Martin and Jay Jones meet to create the outcomes and discuss how they will be measured across all courses and as a program. –Brian Southworth, Division Chair STEMB, 5.16.2018

Program Review Committee: We agree with the findings of this review, and recommend Category 2: Maintain Current Levels of Support/Continuous Improvement, although instructional supplies should be considered as per the request in 8.1.

VPAA: I agree with the Program Review Committee's recommendations. Assessment outcomes will be key starting in the fall semester so that data can be gathered. I believe training will be important to help the adjuncts take on this level of detail for the program to be successful.

Appendix 70

July 31, 2018 Special Board of Trustees Meeting

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
July 31, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Jana Shaver
Terry Clark
Norman Chambers
Cynthia Sherwood joined the meeting at 6:08 p.m.

Others Present
Daniel Barwick, President
Tammie Geldenhuys, Vice-President for Athletics/Student Affairs/Admissions
Kara Wheeler, Vice-President for Academic Affairs
Beverly Harris, Executive Assistant/Board Clerk
Keli Tuschman, Vice-President for Operations
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services
Wendy Isle, Chief Business Officer
Brad Henderson, Director of Marketing
Jessica Morgan-Tate, Compliance Officer/Title IX
Melissa Ashford, Professor of Computer Technology
Laura Schaid, Program Developer
Dan Fossoy, ABE/GED Director/Instructor
Jim Correll, Fab Lab Manager
Tim Haynes, Assistant Fab Lab Manager
Ben Seel, Professor of Political Science

Guests
Taina Copeland, Reporter
Andy Taylor, Montgomery County Chronical
Melissa Johnson, Youth Program Director/SEK Kansas Works
Travis Alexander, Community Member

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Terry Clark moved to approve the agenda. Norman Chambers seconded the motion and the motion carried 5-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Val DeFever led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Val DeFever read the College Mission Statement.
   F. Vision Statement – Val DeFever read the College Vision Statement.

Chair DeFever acknowledged Ben Seel and Tim Haynes, two College employees who submitted requests for public comment. Ben Seel encouraged the Board to publish a budget with the maximum allowable dollar amount and increased flexibility. Mr. Seel also requested creation of a budget showing faith and commitment to ICC employees; dissatisfaction with the discontinuance of the 403(b) match, and 4-5 employees receiving substantial raises were examples of budget proposals Mr. Seel identified as lacking fairness and commitment. Tim Haynes read a statement which he shared during an Open Forum regarding the potential return of Last Chance U and challenged the Board to hold ICC coaches to a higher standard. Mr. Haynes mentioned the offensive language of Coach Brown during filming, and wondered if Coach Brown's language was a violation of College policy, and if so, asked whether policies were being applied to all employees.

II. INSTITUTIONAL OPERATIONS

A. Consideration of 2018-2019 Budget Approval and Publication – Dr. Barwick provided background information of the budget process to date, which included feedback form faculty, staff, the public, and Board members. Wendy Isle distributed a one-page listing of 2018-2019: cost increases; budget reductions, excluding Athletics; Athletics increases; and, Athletics decreases. Ms. Isle provided a line-by-line explanation of the information and answered questions. The Board discussed: funding options for ABE/GED; support for the Art Program and Instructor; unavoidable cost increases; compliance with the Strategic Plan goal of recovering from the cash shortfall; and, various other areas of the 2018-2019 proposed budget. Terry Clark clarified that the decision being made was to approve a budget with a mill increase, or approve one without a mill increase. Dr. Barwick emphasized that the purpose of the mill increase was to meet the Board's strategic goal of recovery from the previous year's cash shortfall and to create a healthier cash balance for the College. Following further discussion, Mike Wood moved to approve the 2018-2019 budget for publication with a mill increase that was included in the Board Agenda packets. Cynthia Sherwood seconded the motion and the motion carried 4-2, with Trustees Norman Chambers and Terry Clark voting against approval. The budget hearing will take place during the Monday, August 13th Board of Trustees meeting.

Upon Chair DeFever's request, Tammie Geldenhuys provided an update on the practice field progress.

Terry Clark recognized Brittany Thornton, Rebekah Peitz, and Joni Pratt for their efforts at Wal-Mart over the weekend towards support for the Pirate Pantry.

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

IV. EXECUTIVE SESSION – Non-elected Personnel. This Executive Session was not necessary.

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

VI. ADJOURN – Cynthia Sherwood moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 6-0. The meeting adjourned at 8:02 p.m.

_____

Beverly Harris
Board Clerk

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

Appendix 71

Assessment Academy for Cabinet PowerPoint

HLC ASSESSMENT ACADEMY

TO FACILITATE, AND CREATE AN ATMOSPHERE, CONDUCIVE STUDENT LEARNING

THE FOCUS OF OUR PROJECT

STUDENT LEARNING

This project creates a model by which each cohort will collaborate on various activities tied to institutional mission statement It will provide employees with resources to help them understand how each area impacts the student's ability to learn effectively.

Resources defined as: Organization and structure, templates and forms, finances, time.

CORE COMPONENTS

Four Year Plan: Create Understanding of Learning Techniques

The CULT Project

The CULT Project

Assess where all faculty, staff, administration are in their understanding of the importance of assessment - develop tool

Create yearly target for moving employees across the rubric

Development of cohort based collaborative support for all employees to participate in

- Academy member will be mentor for each cohort - intensive support in the first semester rotation

Development of activities to help move employees from stage to stage

Identify need for permanent resources in various areas

Develop recognition program - poster fair, press release, recognition at yearly banquet, etc.

Develop a tool to calculate return on investment

Project Outcomes

1. Employees will be able to communicate the importance of assessment at ICC.

2. Employees will be able to recognize meaningful assessment at ICC.

3. Employees will be able to collect data appropriate to their area at ICC.

4. Employees will be able to analyze data for their area at ICC.

5. Employees will be able to use data results to drive continuous improvement in their area at ICC.

Use tools developed or adopted during the project to measure employee improvement. Pre and Post surveys.

Year 1 Steps

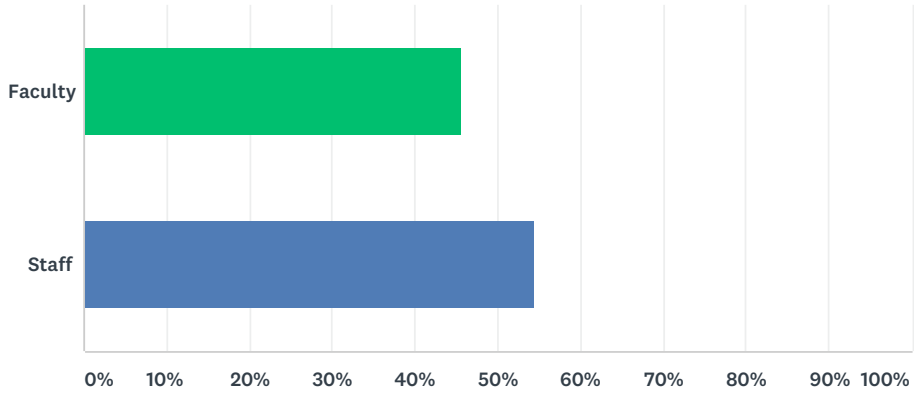
1. Create/find survey for assessing employee level of assessment knowledge and understanding.
2. Administer survey
3. Analyze survey results
4. Create cohort model - Faculty, Staff, Co-curricular
5. Create/develop curriculum for each cohort type- Deadlines given
6. Develop glossary of commonly used terms: Use threshold instead of target.
7. Launch 1st cohort spring 2018
8. Celebration of completion of 1st Phase - Cohort 1

Appendix 72

Assessment Plan Survey Results

Q1 Are you Faculty or Staff?

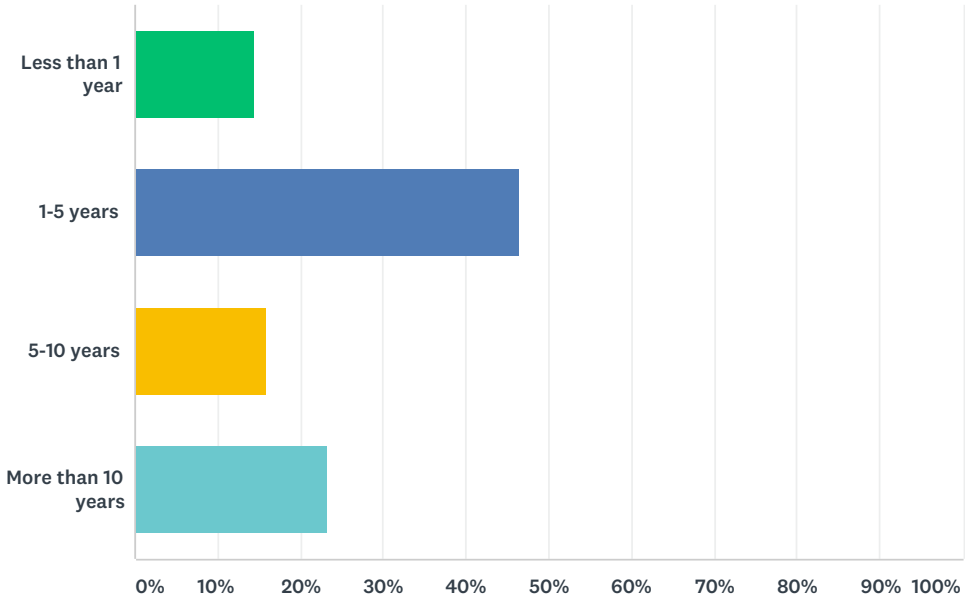
Answered: 68 Skipped: 1



ANSWER CHOICES	RESPONSES	
Faculty	45.59%	31
Staff	54.41%	37
TOTAL		68

Q2 How long have you worked for ICC?

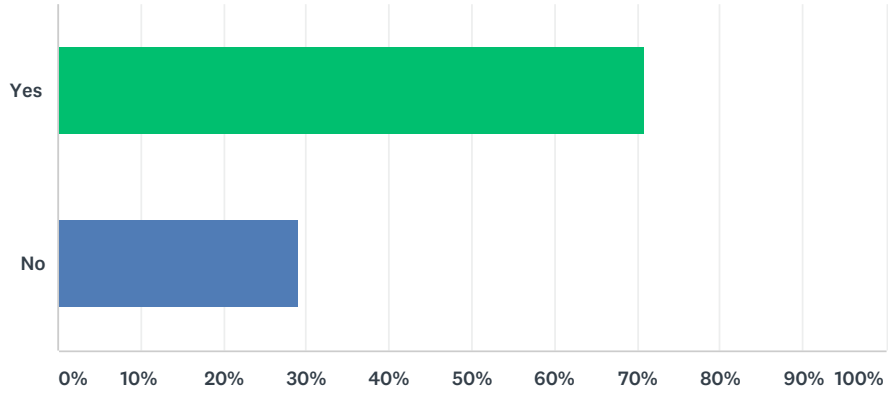
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than 1 year	14.49%	10
1-5 years	46.38%	32
5-10 years	15.94%	11
More than 10 years	23.19%	16
TOTAL		69

Q3 Were you aware that ICC had an Institutional Assessment Plan for 2014-2016?

Answered: 69 Skipped: 0

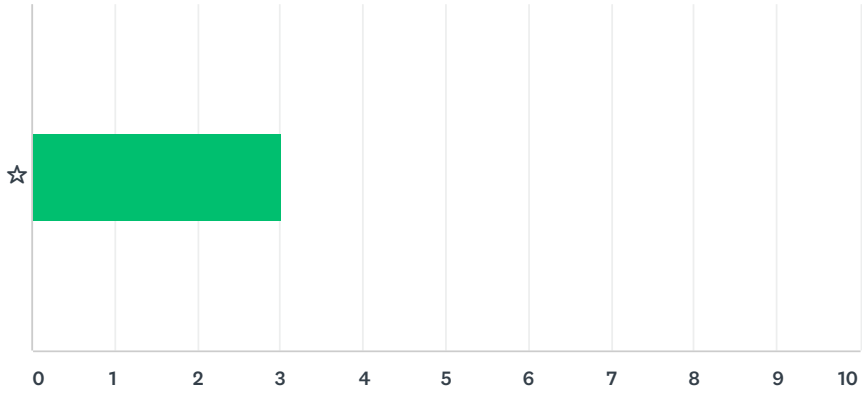


ANSWER CHOICES	RESPONSES	
Yes	71.01%	49
No	28.99%	20
TOTAL		69

#	COMMENTS:	DATE
1	I do not know much more than the fact that we have a plan.	1/22/2018 11:22 AM
2	I am a new employee.	1/19/2018 1:01 PM
3	I started at ICC after 2016	1/18/2018 3:07 PM
4	No, but I have been neglectful in really involving with the rest of the campus in recent times.	1/11/2018 11:14 AM
5	Maybe I know some of it, but not the intire plan.	1/9/2018 1:39 PM
6	I could find it if i wanted it but I cannot quote it.	1/9/2018 11:32 AM
7	However, I have never seen it.	1/9/2018 11:06 AM

Q4 Rate how well you feel you understood the 2014-2016 Assessment Plan.

Answered: 68 Skipped: 1

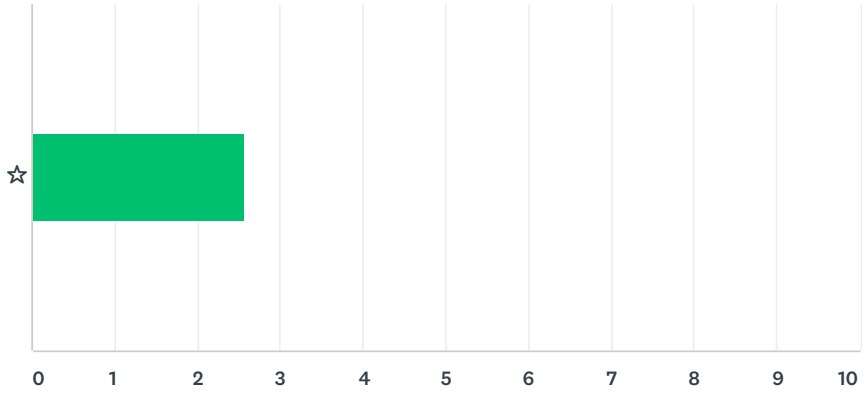


	DID NOT UNDERSTAND THE PLAN	BARELY UNDERSTOOD THE PLAN	MODERATE UNDERSTANDING	GOOD UNDERSTANDING	COMPLETE OR NEARLY COMPLETE UNDERSTANDING	N/A	TOTAL	WEIGHTE AVERAGE
☆	7.35% 5	13.24% 9	29.41% 20	5.88% 4	11.76% 8	32.35% 22	68	3.0

#	COMMENTS:	DATE
1	It was very confusing to read. I read through it many times and still didn't understand what our plan was.	1/9/2018 4:50 PM
2	I am not sure if I have seen it. Maybe I have learned some through discusions at meetings	1/9/2018 1:39 PM
3	I have never seen it	1/9/2018 11:06 AM

Q5 Rate your participation level in Institutional Assessment from 2014-2016.

Answered: 68 Skipped: 1

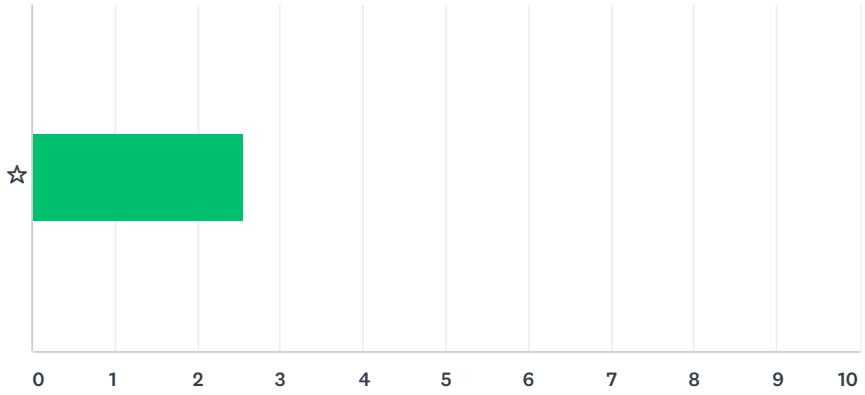


	DID NOT PARTICIPATE	MINIMAL PARTICIPATION	MODERATE PARTICIPATION	GOOD PARTCIPATION	MAXIMUM PARTICIPATION POSSIBLE	N/A	TOTAL	WEIGHTED AVERAGE
☆	17.65% 12	19.12% 13	16.18% 11	17.65% 12	2.94% 2	26.47% 18	68	2.58

#	COMMENTS:	DATE
1	I was staff--I didn't see how I fit into the plan.	1/9/2018 4:50 PM
2	I will try to attend Assessment Committee meetings this semester, so I will not more about it.	1/9/2018 1:39 PM

Q6 Rate your experience with training for assessment at ICC.

Answered: 67 Skipped: 2



	ZERO TRAINING	POOR	FAIR	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
☆	28.36% 19	16.42% 11	32.84% 22	16.42% 11	5.97% 4	67	2.55

#	COMMENTS:	DATE
1	Aside from the 2014-2016 plan, I have received lots of training in assessment already.	1/19/2018 1:01 PM
2	Not applicable	1/18/2018 3:07 PM
3	I like the new way we are assessing. I actually feel like I have an idea of what is going on now.	1/11/2018 3:05 PM
4	But I have but small need for assessment trainign in my position.	1/11/2018 11:14 AM
5	I do not remenmber if there was a training for assessement at ICC	1/9/2018 1:39 PM
6	I do not understand the assessment process. I have a difficult experience deciphering and retaining assessment instructions, its expectations, and its effect upon my teaching.	1/9/2018 11:43 AM
7	Training came from Master's Classes--not ICC itself.	1/9/2018 11:38 AM
8	New employee	1/9/2018 11:26 AM
9	I recently became faculty.	1/9/2018 11:14 AM

Appendix 73

Council of Chairs Meeting Minutes 9-22-17

Meeting Minutes
Council of Chairs
Friday, September 22, 2017

Present: Ben Seel, Dan Barwick, Isaias McCaffery, Jody Coy, LaTonya Pinkard, Keli Tuschman, Tamara Blaes, Kara Wheeler

1. Proposal from Great Places to Work Committee to be additional standing committee – Consensus reached that it was not necessary at this time to become a standing committee – will revisit the issue in one year.
2. Proposal from Program Review Committee to be an additional standing committee – Consensus was reached that Program Review should be added to the list of standing committees.
3. Proposal from Outcomes Assessment Committee, change name to 'Assessment Committee." Approved.
4. Discussion of Judicial (or similar) Committee, should it be formed? Approved by consensus that it should be re-inserted into Manual; Committee should review procedures and make recommendations to the Council of Chairs for any changes.
5. Revisions/deletions to Procedures Section of Bard of Trustees Policy and Procedures Manual (approved at September 14, 2017 Board meeting). Approved by consensus pending any comments from standing committee members, with a deadline of September 27 for such comments. [Note: no substantial comments received by deadline.]
6. Revisions/deletions to Procedures Section of Board of Trustees Policy and Procedures Manual (for approval at October 12, 2017 Board meeting). Approved by consensus pending any comments from standing committee members, with a deadline of September 27 for such comments. [Note: no substantial comments received by deadline.]
7. Emergency Preparedness Procedures, consider adding back to Manual – approved.
8. Emergency Response and Evacuation Procedures, consider adding back to Manual – approved.
9. Missing Student Notification Procedure, consider adding to Manual – approved.
10. Timely Warning Procedure, consider adding to Manual – approved.

Appendix 74

Assessment Training at ICC PowerPoint

Welcome to Assessment at ICC!

Independence Community College

Topics to be covered:

- What is assessment?
- How do I assess in my classroom?
- How do I fit into the big picture of assessment at ICC?
- Let’s plan to complete assessment!

Independence
Community College

Mission and of ICC

- **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.

How do we know we are providing students with Academic Excellence?

Independence Community College

What Is Assessment??

- Academic Assessment is a simple process that attempts to answer two main questions:
  - What do we want our students to know and be able to do?
  - How will we know what our students have learned?

- We must ask these two questions at the following levels:
  - Program level
  - Course level

- Based on how you answered these two questions, you have now created your Learning Outcomes for that program or course!

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Examples:

- Music Appreciation Course Outcomes (What do we want our students to know and be able to do at the end of this course?)
  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. Describe the general characteristics of musical genres and the relationship to their cultural/historical settings.
  4. Demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.
  5. Critically evaluate the role of music in their lives.

How will we know what our students have learned?

Independence Community College

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

Module or Week #:	Topic:	Activity:	Due Date:	Fulfills Learning Outcome #:
1	Chapter 1: World Music Chapter 2: Elements of Music Chapter 3: The Art of Listening	Chapter 1 Quiz World Music Video Summary Chapter 2 Quiz Music and the Brain Video Summary Chapter 3 Quiz Chapter 1-3 Terms	Jan. 25th	1,3,5 1,3 1,2 5 1,2,4 1
2	Chapter 4: Middle Ages Chapter 5: Renaissance	Chapter 4 Quiz Medieval Lives Video Chapter 5 Quiz Chapter 4,5 Terms Song Analysis Paper	Feb. 8th	2,3,4 2,3,4 2,3,4 2,3,4 1,2,4,5
3	Chapter 6: Baroque Chapter 7/8: Classical Period	Chapter 6 Quiz Baroque concert video summary Chapter 7 Quiz Chapter 8 Quiz Amadeus Video Guide Chapter 6,7,8 Terms Favorite Song Paper and presentation	Feb. 22nd	2,3,4 2,3,4 2,3,4 2,3,4 1,2,3,4 1,2,3,4
4	Chapter 9/10: Romantic Period	Chapter 9 Quiz Chopin Video Summary Chapter 10 Quiz Brahms Video Summary Composer Project	Mar. 8th	2,3,4 2,3,4 2,3,4 2,3,4 1,2,3,4
5 6 7	Chapter 11-13:20th Century Classical, Jazz & Blues, and Popular Music	Chapter 11 Quiz 20th Century music video summary Chapter 12 Quiz ● The Synthesizer Video Summary Drop Box Chapter 13 Quiz Rap Video Summary	Mar. 29th Mar. 29th May 3rd	2,3,4 2,3,4 2,3,4 2,3,4 2,3,4,5 2,3,4,5
8	Final Paper	Final Paper	May 9TH	1

This example shows that the instructor is teaching to every outcome through the content of this course. But a student cannot master content on the first introduction to a subject. So where does the faculty member expect to "assess" the student on learning that outcome??

Independence Community College

Introducing the Learning Map!

Learning Outcome:	Outcome Introduced:	Outcome Reinforced:	How will you assess Mastery?
1. Identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, and dynamics.	Read Chapters 1-3 Introductory Lecture on topics	Learning Activity: Watch assigned videos and identify elements.	Unit test over Chapters 1-3
4. Demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.	Instructor presentation of different composers.	Multiple class discussions reviewing composers and listening to their music.	Complete a project on one composer on how that composer added to that specific style of music. (Graded by a rubric)
5. Critically evaluate the role of music in their lives:	Discussion in class about music and how it effects us.	Students listed to different types of music and journal how it makes them feel.	Student writes and presents to the class on the effect of music in their lives.

Independence Community College

Examples of Different Assessment tools:

Think through what you are already doing in the program or course – can current assignments be modified or incorporated?

Current class/course activity/assignment:

- In-class Survey
- Culminating Assignment
- Course Embedded Assessment (mid-term or final exam, homework assign, quizzes, etc.)
- Portfolio
- Pre-test/Post-test
- Rubric Evaluation
- Performance Review
- Standardized Instrument
- Other (please define) _____

Let’s Practice!!

Independence Community College

Appendix 75

2018-2021 Assessment Plan

Independence Community College

2018-21

Institutional Plan for Assessing Student Learning

General Information

The Student as the Primary Measurement Level

Independence Community College (ICC) is committed to transforming the lives of its students. In order to meet this commitment, ICC's student learning outcomes assessment process is focused primarily on the direct measurement of students' learning and experiences. Data is collected from students through coursework, co-curricular participation, surveys, etc. to assess learning outcomes both inside and outside the classroom. The primary focus of the assessment process is the value added to the life of a student through the completion of each individual's goals.

The Mission, Vision, and Core Values at ICC guide the development of the Strategic Plan. The assessment plan at ICC is used to evaluate the actions taken as we strive to reach our strategic goals. Below is a list of each of these entities:

The Mission of Independence Community College

Independence Community College serves the best interest of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

The Vision of Independence Community College

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.

Core Values

Integrity: ICC holds its employees and students accountable to be honest, ethical, and transparent.

Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.

Responsiveness: ICC looks to the future by responding to the emerging needs of its stakeholders.

Diversity/Enrichment: ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.

Commitment: ICC commits to making decisions that best serve its students and community.

Strategic Goals

1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year
- Continue ongoing program review process (review schedule to ensure that each year of the review schedule includes a technical program)

2. Improve the College's relationship with the community.

DRAFT

Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program
- Improve community participation in Inge Festival, measured by dollar support, volunteer participation, and local attendance
- Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete

3. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program 10
- Focus the 2017-2018 Repair and Renovation Fund expenditures on improving the student experience
- Operational Plans for each area that serve students should adopt a specific CSSE or Noel Levitz measure or measures that the area's activities influence
- Research and identify funding sources for implementation of a professional recruiting software system

4. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- At close of regional accreditation cycle, identify accreditation requirements not yet addressed
- Meet any critical needs identified by 2017 Vet Tech Accreditation
- Meet any facilities needs identified by 2017 Cosmetology site inspection

5. In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.

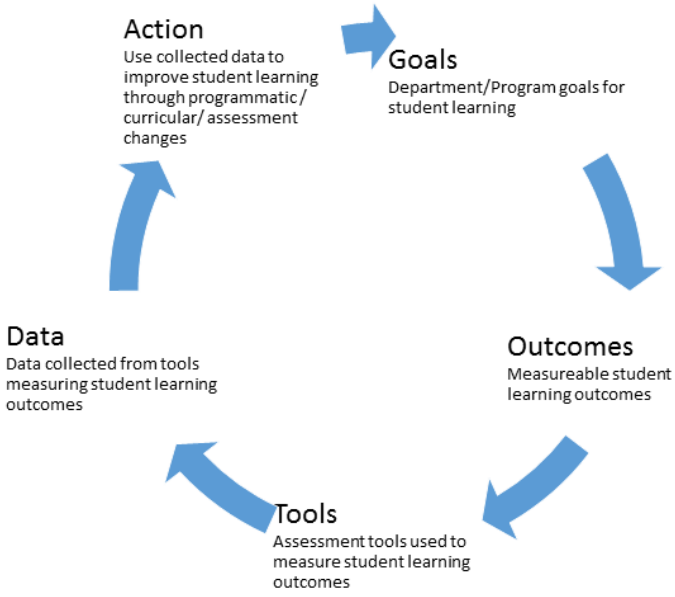
Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016- 2017 levels
- Create new structures and processes to increase unrestricted support for the College in the amount equivalent to the loss of public funding since 2016-2017
- Increase Booster Club membership by 10% per year
- Lead by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area

DRAFT

The Institutional Assessment Cycle

In order to engage in continuous quality improvement, ICC has set forth the following assessment cycle to ensure continuous learning, measurement, and assessment of student learning. This is a three year cycle, with the first two years collecting and analyzing data, and the third year reflecting on the data to make changes for the upcoming cycle. While mini cycles can happen continuously throughout the given academic year, this plan will set the larger goals that will be accomplished at the institution level. For more in-depth cycles, please see the Program Review Handbook and the Faculty Assessment Handbook.



Step 1: Setting Goals (Year 1)

Each department/program at ICC must align their goals for student learning to at least one of the institutional-level outcomes listed below:

Thinking: Stakeholders will demonstrate the ability to think critically, to evaluate information analytically, and to use ideas in creative and innovative ways.

Communication: Stakeholders will demonstrate the ability to express ideas and information effectively.

Literacy: Stakeholders will demonstrate the ability to master concepts and terminology.

Responsibility: Stakeholders will demonstrate the ability to reason ethically as responsible citizens.

Step 2: Setting Outcomes and Tools (Year 1-2)

Each area of the College must use both internal and external tools when setting outcomes. These can include surveys and benchmarks (NCCBP, CCSSE, Noel Levitz), or data received from the Kansas Board of Regents.

A.) Departments will set outcomes through their Operational Plans that are aligned with the Strategic Goals of the College. These can remain the same from Year 1 to Year 2, or they can be changed if necessary.

B.) Academic Programs will set Program Outcomes that are tied to our General Education Learning Outcomes. Once these have been set, Course Outcomes will be mapped to the Program Outcomes. General Education and Program Outcomes will remain the same for the Program Review cycle, but Course Outcomes can change year to year if necessary.
C.) Co-Curricular Programs will set outcomes that are tied to our General Education Learning Outcomes. They may change year to year based on the outcomes set.

Step 3: Collect Data (Year 1-2)

A.) Departments will collect data on a quarterly basis each year and report that information back to the Assessment Committee and the President's office.
B.) Academic Programs will collect course data each term, and report that information back to the Assessment Committee and the Academic office. Program data will be collected and reported to the Program Review Committee. General Education data will be collected by the Assessment Committee through the reported course data each term.
C.) Co-Curricular Programs will collect data on a term basis and report that information back to the Assessment Committee.

Step 4: Action (Year 1-3)

A.) Departments will analyze data collected at the end of each academic year to determine whether student learning goals were met, or if adjustments/changes need to be made.
B.) Academic Programs will analyze course data at the end of each term, and Program data at the end of each academic year to determine whether student learning goals were met, or if adjustments/changes need to be made.
C.) Co-Curricular Programs will analyze data at the end of each term to determine whether student learning goals were met, or if adjustments/changes need to be made.

Organizational Structure

The Assessment Committee is at the top of the organizational structure for ensuring the above Assessment cycle occurs. Recommendations and decisions regarding this plan are created and/or edited by this committee. Once each term this committee will report on their progress to the President's Cabinet, as well as put together an annual report regarding ICC's assessment progress. This report will be available for the Board of Trustees when setting a new Strategic Plan.

Academic Assessment Team (AAT)

The Academic Assessment Team is composed of representatives from the Assessment Committee. The team members are responsible for guiding the assessment process and ensuring that assessment practices are conducted with fidelity. The AAT will lead the meetings and training of Faculty in Tk20. Questions or concerns about assessment should be brought to the attention of an Assessment Committee member, or to the VPAA.

DRAFT

Appendix 76

Board of Trustees June 2018 Meeting Minutes

BOARD
OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
June 28, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Norman Chambers
Terry Clark
Cynthia Sherwood joined the group at 6:05 p.m.

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Beverly Harris, Executive Assistant/Board Clerk
Taylor Crawshaw, Associate Dean of Tutoring and Accessibility Services
Wendy Isle, Chief Business Officer
Jessica Morgan-Tate, Compliance Officer/Title IX
Keli Tuschman, Vice-President for Operations

Guests
Steve McBride, Reporter
Taina Copeland, Reporter
Andy Taylor, Montgomery County Chronicle
Liz Moore, Inge Foundation Director
Ron Osborn, Community Member
Kristen Torrey, ICC Student

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

II. INSTITUTIONAL OPERATIONS
   A. Resolution – KMIT Work Comp Insurance. Trustee Clark inquired about current work comp costs and any actions implemented to reduce those costs. Wendy Isle will provide a report for the Board's reference. Terry Clark moved to approve the Resolution with Kansas Municipal Insurance Trust (KMIT) for participation in a Workers' Compensation Insurance consortium with 2018-2019 premiums being $31,112. Cynthia Sherwood seconded the motion and the motion carried 5-0.
   B. 2018-2019 Strategic Plan

III. CONSENT AGENDA
   A. GetInclusive Inc. Contract
   B. IMA Annual Property and Liability Insurance Payment
   C. Ellucian Annual Maintenance Agreement Payment

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. This Executive Session was not required.

V. EXECUTIVE SESSION – Non-elected Personnel. It was noted that no action would be taken following Executive Session. Norman Chambers moved that the Board recess for an executive session for discussion of a personnel matter, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 7:45 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Keli Tuschman and Daniel Barwick. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:25 p.m. The Board returned to Open Session at 7:45 p.m. Norman Chambers moved that the Board recess for an executive session for an additional ten minutes for discussion of a personnel matter, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 7:55 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Keli Tuschman and Daniel Barwick. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:45 p.m. The Board returned to Open Session at 7:55 p.m. Norman Chambers moved that the Board recess for an executive session for an additional five minutes for discussion of a personnel matter, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:00 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Keli Tuschman and Daniel Barwick. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:55 p.m. The Board returned to Open Session at 8:00 p.m. Norman Chambers moved that the Board recess for an executive session for an additional five minutes for discussion of a personnel matter, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:05 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Keli Tuschman and Daniel Barwick. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:00 p.m. The Board returned to Open Session at 8:05 p.m.

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

VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 6-0. The meeting adjourned at 8:05 p.m.

_____

Beverly Harris
Board Clerk

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

Appendix 77

Facilities and Maintenance Resource Policy

Appendix 78

Football Completion Information

Tammie Geldenhuys

From: Jason Brown
Sent: Monday, January 28, 2019 3:58 PM
To: Tammie Geldenhuys
Subject: RE: List of December Football Grads and where they are going

2018-19 SEASON DECEMBER GRADUATES

Tylar Wiltz- Missouri State University
Kailon Davis- Arkansas State University
Deshawn McNary- Central Michigan University
Chris Bell- New Mexico State University
Dontye Carrier-Williams- University of Vanderbilt
Tony Wallace- TCU
Jermaine Johnson- Georgia
Matt Wilcox- Eastern Kentucky
Juan Harris- Indiana
Kuyon Deng- Cal
Kelvin Johnson- South Alabama
Josh Dugan- Missouri Southern
Chance Main- Incarnate World
Dontrell Johnson- University of Texas Permian Basin
Wesley Mathis- UCO
Bryson Cannon- Eastern Michigan
Richard Bates- Eastern Michigan
Justin Morgan- Stony Brook
Atufa Maka- UTSA
Marshall Elam- West Florida
Ruben Flowers- University of Buffalo
Malik Henry- Nevada
Jaquez Cross- Akron
Marqwell Odom- UT Martin

34 = 2017-18 GRADUATES
54 = 2018-19 GRADUATES
88 IN 2 YEARS

24 TOTAL - EXPECTING 30 MORE IN MAY 2019 = 54 GRADUATES FOR 2018-19

From: Tammie Geldenhuys
Sent: Thursday, January 24, 2019 5:01 PM
To: Jason Brown <jbrown@indycc.edu>
Subject: List of December Football Grads and where they are going

Jason – Could you put together a list of your December graduates and what school they are attending this spring. Kiyoshi sent me the spring marketing list. Tammie

2018-19 GOING TO GRADUATE IN MAY

Independence Community College
1057 W. College Ave Independence, KS 67301
Still Looking for TOP quality athletes DreamU can be your placement school.

Head Coach: Jason Brown
Cell: 562-394-6941 jbrown@indycc.edu

Recruiting Coord: Kiyoshi Harris
Cell: 951-966-4461
kharris@indycc.edu

30

Class	First	Last	Phone #	Twitter	Ht.	Wt.	Pos.	City	ST	High School	Notes	Grad.	Elg.	Level
RSFR	Xzayveir	Beckingham	423-999-8121	xzayveir44	6'5	320	OL	Athens	TN	McMInn	Converted Dlineman, Physical	May	3 for 3	D1
RSFR	Z'khari	Blocker	850-332-8823	Z_TheyCallMe	6'1	185	QB	Pensacola	FL	Pensacola Cath	Transfer from Troy, Smart and Versatile	May	3 for 2	D1
RSSO	Ja'Quize	Cross	256-417-7171	ThatBoyCross_	6'3	295	DT	New Market	AL	Buckhorn	Great Hands, Transfer from Univ. of Kentucky	May	2 for 2	Power 5
RSFR	Corithian	Cunnungham	251-230-5433	CorinthianCunn2	5'10	195	RB	Evergreen	AL	Hillcrest	Hard, physcial runner with great balance and feet.	Dec.	3 for 3	D1/FCS
RSFR	Davijuan	Dean	864-202-3779	davijuandean_	6'0	195	RB	Anderson	SC	TL Hanna	Break away Speed, great vision and great ball security	May	3 for 2	Power 5
RSSO	Ruben	Flowers	419-296-3263	OneAndOnly_5_	6'4	210	WR	Lima	OH	Lima Senior	Transfer from Pitt. Long & Fast	Dec.	2 for 2	Power 5
RSSO	Trey	Fullwood	813-551-8813	TreyFullwood	6'2	200	DB	Tampa	FL	Sickles	NFL upside at the safety position.	May	2 for 2	Power 5
SO	Ben	Garland	786-356-7783	bengarland_98	6'2	205	DB	Miami	Fl	Northwestern	Long DB tht has ability to be a shut down CB	May	3 for2	D1
RSFR	Chase	Hildreth	852-385-5162	CeeHill_qb	6'3	190	QB	League City	TX	Clear Creek	True definition of a QB, Quick Release	Dec.	3 for 2	D1
RSFR	Tre	Howard	478-832-7978	trehoward_33	6'3	245	DE	Forsyth	GA	Mary Parsons	Physical, can run and a great get off. High Potential	May	3 for 2	D1
SO	Ben	Hutch	629-213-1369	bh57ear	6'4	295	DT	Old Hickory	TN	Hillsboro	Former Univ Cincy Signee, Athletic Can play multiple pos	Dec	3 for 2	D1
RSFR	Dontrell	Johnson	870-514-6130	Big_Cinco	6'2	180	WR	Earle	AR	Earle	Oklahoma placement out of HS, Elite ball skills	Dec.	3 for 3	D1

RSFS	Jordan	Johnson	404-863-8540	jj_jordan9	6'3	220	LB	Alpharetta	GA	Alpharetta	Ball magnet that run and cover	Dec.	3 for 3	D1
RS FR	Aaron	Kent	504-358-7155	NORAATNEK	6'3	295	DL	New Orleans	LA	Edna Karr	Transfer from Southeastern Louisiana	May	3 for 2	D1
SO	Markiese	King	469-834-6874	kieseglobal	5'11	180	WR	Dallas	TX	South Oak Cliff	Fastest Player on the team. D1 Offers	May	3 for 2	Power 5
SO	John	Mitchell	708-770-9883	bossmoneyy_	6'3.5	300	DT	Crete	IL	Crete Monee	Multiple D1 offers out of HS, plays with his hands well.	Dec	3 for 2	D1
RSSO	Troy	Murray	435-265-2141	troymurray75	6'5	240	DE/LS	Logan	UT	Logan	Utah State Bounceback, Athletic & Long	Dec	2 for 2	D1
SO	Otumos	Payemanu	919-590-7929	otumos	5'9	180	RB	Saint Paul	MN	East Ridge	Multiple D1 offers out of HS, can play mult pos.	Dec.	3 for2	D1/FCS
SO	Armani	Posey	313-590-4231	ArmaniArmando	6'1	215	LB	Detroit	MI	King	Bowling Green Transfer, Playmaker	Dec.	3 for 2	D1
SO	Arin	Reynolds	513-570-6202	AR_gocrazy	6'4.5	315	OT	Newport	KY	Newport	Athletic OL, Great Pass Protector	May	3 for 2	Power 5
RSFR	Terrin	Robinson	251-408-8704	terrin_robinson	6'6	310	OT	Mobile	AL	Davidson	Big Body, smart player and Aggressive	May	3 ofr 3	D1
SO	Kelle	Sanders	360-451-1752	Ksanders_17	6'5	235	DE/OLB	Olympia	WA	River Ridge	Tall, Rangy and Quick. Strong Motor	May	3 for 2	D1
RSFR	Logan	Shaefer	386-848-9275	Loguhn	6'1	220	LB	Deltona	FL	Deltona	Very smart football player!	May	4 for 3	D1
So	Tyrone	Taylor	229-315-7725	tyroyal7	5'10	180	RB	McCrae	GA	Telfair	Elite speed with potential to be an Elite player	Dec	3 for 2	D1/FCS
RSSO	Joshua	Thomas	678-542-5116	REDBONE_35	6'0	215	RB	Buford	GA	Buford	Transfer from Iowa State, Big back w/ good feet	Dec.	2 for 2	D2 Clock
RSFR	Juawan	Treadwell	708-600-0597	juawantreadwell	6'1	180	DB	Crete-Monee	IL	Crete	Multiple D1 offers out of HS. Very Aggressive DB	Dec.	3 for 3	D1
RSFR	Gage	Turner	904-607-0177	GageTurner5	6'4	240	TE	Jacksonville	FL	Palmetto Prep	Transfer from Troy. Big Frame	Dec.	3 for 3	D1

RSSO	Keenan	Walker	602-717-3821	SSimbaa63	6'6	295	OT	Phoenix	AZ	Chandler	Transfer form Univ of Arizona, Freakish Ath	May	2 for 2	Power 5
FR	Ricky	Williams Jr.	678-630-4818	BeastRickyWill	6'2	225	LB	Kennesaw	GA	Harrison	Instinctive linebacker. Great tackler with SL to SL speed	Qualifier	4 for 3	D1
FR	Antoine	Wright	305-492-2100	ajwright_17	6'5	200	QB	Miami	FL	South Miami	Long & Athletic, Rangy Arm True Dual	Qualifier	4 for 3	Power 5

Where are they now?

2017 PIRATE PLAYERS TAKING IT TO THE NEXT LEVEL

Delrick Abrams - Colorado
Nino Alibegic - Hawaii-Manoa
Creo Argue - Alcorn State
Dantrell Barkley - Charlotte
Brandon Bea - Boise State
Jajuan Blankenship - Tulsa
Rakeem Boyd - Arkansas
Kerry Buckmaster - Lindenwood
Ray Buford - New Mexico State
Chad Davis - Washington State
John Draper - Southeastern
Alin Edouard - Texas-San Antonio
Isaiah Edwards - Indiana State
Tim Faison - North Texas
Emmit Gooden - Tennessee
Adrian Henry - Virginia Union
Calvin Jackson - Washington State
Dior Johnson - Murray State
Kirkland Joseph - Stephen F. Austin State
Robert McKnight - Abilene Christian
William 'Boo' McKnight - Northeastern State
Tramonda Moore - Oklahoma
Zedrick Raymond - Miami (Ohio)
Marqualin Scott - Eastern Michigan
Adrian Scroggins - Pittsburg State
Stephon Starks - Central Oklahoma
Carlos Thompson - Missouri Western State
Terry Tillmon - Houston Baptist
Dorian 'DJ' Williams - Utah State
Keith Williams - Colorado State
Jamal Scott - Eastern Illinois
Jequaries Martin - Tennessee State
Donyae Hopkins - Morgan State
Malik Collins - Langston University

Appendix 79

Enrollment and Retention Report

Enrollment and Retention Report 2018

ICC West

EMT

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018 Projection
22 traditional	17 traditional	(EMT not offered)	7 traditional	13
9 AEMT	6 AEMT	(AEMT not offered)	(AEMT not offered)	8
8 concurrent	8 concurrent	4 concurrent	4 concurrent	

Recruiting Goal: **10 students**

- EMT will be attending IHS career fair and will be having concurrent EMT Students at their recruiting table.
- Sue will be going to the Fab Lab to create table games for recruiting
- Discussed better communication with HS counselors and reps regarding the possibility of students traveling for SB 155 courses
- Discussed possibility of Sue and Mallory doing an assembly at the high school regarding EMT and Allied Health

Retention Goals: **5 students**

- Due to EMT being a semester long program (for traditional students) the best way to retain students will be the following options :
    - Retain students for the following semesters AEMT program
    - Retain students to complete their EMS certificate
- Our goal would be to retain at least 5 of the 7 (or 71%) current students to complete either AEMT or the certificate program
- Per Sue: One reason that the numbers got lower is that ICC decided that classes could not cross over semesters. So I can only teach one course-EMT or AEMT since the course content and hours are mandated by the Kansas Board of EMS and I cannot fit it in teaching two nights a week as I have in the past and so was able to teach both an EMT and an AEMT class. I am teaching each class 3 nights a week for 4 hours each now. EMT classes that started in August would finish in February and ones that started in January would finish in June.

Vet Tech:

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018 Projection
22	18 (14 returners)	19 (8 returners)	14 (13 returners)	10 (10 returners)

Enrollment and Retention Report 2018

Recruiting Goal: **30 students**

- We will be working to recruit 30 students, however only 24 can be accepted into the program.
- A representative from Vet Tech will be attending IHS Career Fair.
- Dr. Dutton has participated/ is participating in numerous recruiting events this Spring.
    - Fredonia Job Blitz
    - Indy Bible high school visit
    - Labette Co. High School visit
    - Vet Science Competition Day
    - Animal Health Day
    - KVMA presentations

Retention Goal: **9 students**

- The Vet Tech program is designed to have students in cohorts, we believe we should be able to retain all students to obtain a 100% retention rate.
- As their navigator, Rebekah Peitz, will be working with students to ensure they are completing their course work effectively and attending classes. Students will be contacted if they are having issues in any area.

Culinary

Enrollment numbers:

Fall 2017	Spring 2018	Fall 2018 Projection
9 including employees	7 graduating	3

Recruiting Goal: 12

- Patty indicated that there were at least 8 students that are interested in completing the Culinary program this fall.
- Patty has been doing tours for any students that are interested in culinary.
- Will participate in Fredonia Advocate Tours, IHS Career fair, ICC West Tech days, and numerous other events throughout the spring semester.
- Has been building community relationships by taking sweets to the ER, has donated to the chamber of commerce twice, participating in the dessert dash, and has provided desserts for the Chamber of Commerce Auction

Retention Goal: 12

- Since the Culinary program goes by Cohort, our goal will be to retain all 12 students to the following semester.

- The navigator will work with students to ensure their attendance, as well as, their success in the program.

Cosmetology

Enrollment numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018 Projection
22	13	15	9	20

Recruiting Goal: 15

- Cosmetology will be attending the IHS career fair
- Cosmetology will be hosting an Open House in March
    - Will be advertised in the good news
    - Facebook event will be created
    - High School counselors will be contacted regarding the event
    - Flyer at area salons
- Cosmetology will be participating in ICC West Tech Days, as well as, an individual event with Field Kindley High School

Retention Goal: 11

Long Term Care Certificate

Enrollment numbers:

	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Fall 2018 Projection
CNA	8	34	20	10	21	17	7 Waiting on ICC now #'s
Med Aide	5	6	6	8	3	6	1 Waiting on ICC now #'s
HHA	3	0	2	0	0	0	Not offered

Recruiting Goal: **30 students** (15 CNA, 12 MA, 3 HHA)

- Online CNA class is being offered in the Spring

    - Will initially begin course with cap students being 10. After seeing how the pilot semester goes, will possibly raise cap.
- Mallory has gone to Kansas Works to go over CNA and CMA information
- Notified nursing homes of our Long-Term Care Certificate
- Has been speaking to concurrent CNA students
- Mallory will be attending IHS Career fair
- Educate students on Kansas Works and KPOP paying for majority of long term care certificate classes

Retention Goal: **13 students** (completing the LTC certificate)

- Mallory and Rebekah will be working together to ensure students are aware of the LTC certificate and to advise them to complete the certificate.
    - Students will be monitored throughout the semester to see how they are doing in classes.

Athletics and Co-Curricular

Athletics

	# by Term				
Scholarships	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**	**Fall 2018 Projection**
Athletic Training	12	9	3	1	10
Baseball	33	36	38	34	0
Cheer/Dance	32	21	13	15	26
Football	99	114	126	91	155
Golf	2	2	4	2	1
MBB	23	15	21	18	12
Softball	23	21	20	18	22
Team Manager	11	10	5	2	?
Volleyball	12	12	13	10	12
WBB	16	15	13	14	11

Fine Arts

Enrollment numbers:

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018 Projection
Vocal Music	17	12	17	15	9

Enrollment and Retention Report 2018

Instrumental Music	17	15	13	15	2
Theater	7	5	9	9	10

Music

Recruiting Goal: 80 (40 students instrumental, 40 students vocal)

- Vocal and instrumental music departments have been completing high school visits with area high schools
    - They have also traveled to Washburn Rural in Topeka.
- Music will be sending out scholarship letters to those who participated in all-state choir
- Music Faculty will be attending KMEA in February
- Music is wanting to host "audition or scholarship days" to encourage students to try out
- Music will be attending IHS Career Fair

Fine Arts feels as though they have been lacking marketing material for recruiting. They also feel as though they do not have enough time in their days to recruit, as well as, teach their courses. Fine Arts is the one program on campus that does not have a cap.

Retention Goal: 40 (20 students instrumental, 20 vocal**)**

- Fine Arts will be working with navigator Breeze Jones to help students with their schedules to ensure time management is being scheduled correctly.
- Breeze will be checking on students grades throughout the semester to make sure they are successful in their classes.

All of Fine Arts will be using work flow below

Recruitment Steps

FA1	0	Offer Scholarship
FA2	24 hours	Terri send form email
FA3	30 days	Faculty call prospective students (PS)
FA4	42 days	ICC Student call PS
FA5	60 Days	Recruitment department contact PS
FA6	As needed	This action for 'difficult to reach' PS. Effort is to reach parents of PS, regarding scholarship/financial opportunity
FA7	Monthly	FA Newsletter emailed to all PS
FA8	30 days prior	Send 'event invites' including comp tickets to PS
FA9	XXX	Tour- Set date and facilitate

Enrollment and Retention Report 2018

FA10	First Week of Semester	Company Meeting – Welcome to ICC

Theatre

Recruiting Goal: 25

- The theater department has been visiting area high schools
- Attended Oklahoma Thespians
    - Offered scholarships
- Attended Kansas Thespians
    - Offered Scholarships
- Have been getting into high schools to do workshops
- Have had numerous students schedule auditions
- Theater will be using the Inge Festival as a recruiting tool this year
- Theater will be attending IHS Career Fair

Retention Goal: 12

- Fine Arts will be working with navigator Breeze Jones to help students with their schedules to ensure time management success for students.
- Breeze will be checking on students grades throughout the semester to make sure they are successful in their classes.

All of fine arts will be using work flow shown above.

Academic Programs

Accounting
Associate of Science

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
12	11 (9 returners) 2 graduated	4 (1 returner)	5 (2 returners)

Recruiting Goal:
Retention Goal:

Enrollment and Retention Report 2018

Accounting
Associate of Applied Science

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
1	1 (1 returner)	1 (1 returner)	2 (1 returner)

Recruiting Goal:
Retention Goal:

Administrative Office Management
Associate of Applied Science

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
0	0	0	0

Recruiting Goal:
Retention Goal:

Athletic Training
Associate of Science

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
22	9 (6 returners) (2 grads)	8 (1 returner)	6 (3 returners)

Recruiting Goal:
Retention Goal:

Associate of Art – Art

Enrollment numbers:

Enrollment and Retention Report 2018

Fall 2016	Spring 2017	Fall 2017	Spring 2018
4	5 (2 returners) (1 grad)	2 (1 returner)	2 (2 returners)

Recruiting Goal:

Retention Goal:

Certificate – Automotive Technology

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
0	0	0	0

Recruiting Goal:

Retention Goal:

Associate of Science – Biology

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
3	3 (1 returner)	8	12 (5 returners)

Recruiting Goal:

Retention Goal:

Associate of Science – Business Administration

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
17	21 (10 returners) (3 grads)	24 (6 returners) (1 grad)	26 (20 returners)

Recruiting Goal:

Retention Goal:

Associate of Arts – Communication

Enrollment Numbers:

Enrollment and Retention Report 2018

Fall 2016	Spring 2017	Fall 2017	Spring 2018
5 (1 grad)	5 (4 returners) (1 grad)	6 (3 returners)	5 (2 returners)

Recruiting Goal:

Retention Goal:

Associate of Science – Computer Information Systems

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
2 (1 grad)	2 (1 returner)	1	2 (1 returner)

Recruiting Goal:

Retention Goal:

Associate of Applied Science – Computer Information Technology

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
6 (1 grad)	4 (4 returners) (2 grads)	0	2

Recruiting Goal:

Retention Goal:

Certificate – Computer Information Technology

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
2 (1 grad)	4 (1 returner) (3 grads)	1	1

Recruiting Goal:

Retention Goal:

Associate of Applied Science – Computer Programming

Enrollment Numbers:

Enrollment and Retention Report 2018

Fall 2016	Spring 2017	Fall 2017	Spring 2018
2 (1 grad)	4 (1 returner) (3 grads)	1	1

Recruiting Goal:

Retention Goal:

Certificate – Computer Programming

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
3 (1 grad)	1 (1 returner)	1 (1 returner)	1 (1 returner)

Recruiting Goal:

Retention Goal:

Associate of Science – Computer Science

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
7	8 (5 returners)	11 (5 returners)	9 (7 returners)

Recruiting Goal:

Retention Goal:

Certificate – Cosmetology

Fall 2016	Spring 2017	Fall 2017	Spring 2018
17 (4 grads)	9 (8 returners) (3 grads)	5 (4 returners) (3 grads)	3 (2 returners)

Recruiting Goal:

Retention Goal:

Enrollment and Retention Report 2018

Associate of Applied Science – Cosmetology

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
7	7 (3 returners) (1 grad)	11 (5 returners) (1 grad)	12 (7 returners)

Recruiting Goal:

Retention Goal:

Associate of Science – Criminal Justice

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
14	12 (7 returners) (3 grads)	6 (4 returners)	4 (3 returners)

Recruiting Goal:

Retention Goal:

Certificate - Culinary Arts & Hospitality Management

*****Recruiting info listed above in culinary – numbers are different find out which are accurate******

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
0	2	7 (1 returner)	7 (7 returners)

Recruiting Goal:

Retention Goal:

Recruiting and Retention for Associate of Applied Science – Early Childhood Education

Enrollment Numbers:

Enrollment and Retention Report 2018

Fall 2016	Spring 2017	Fall 2017	Spring 2018
7	5 (5 returners)	4 (3 returners)	4 (2 returners)

Recruiting Goal:

Retention Goal:

Associate of Science – Elementary Education

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
9	7 (4 returners)	7 (1 returner)	7 (7 returners)

Secondary Education

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
6	4 (4 returners)(1 grad)	1	1

Recruiting Goal:

Retention Goal:

Certificate – EMS Education

*****EMT numbers listed above with Recruiting info *****

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
14	5	0	3

Recruiting Goal:

Retention Goal:

Recruiting and Retention for Certificate – Advanced EMS Education

Enrollment Numbers:

Enrollment and Retention Report 2018

Fall 2016	Spring 2017	Fall 2017	Spring 2018
6	3	0	0

Recruiting Goal:

Retention Goal:

Associate of Science – Engineering Technology

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
2	5 (2 returners) (1 Grad)	7 (2 returners)	5 (3 returners)

Recruiting goal:

Retention Goal:

Associate of Arts – English

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
2	1	1	1

Recruiting Goal:

Retention Goal:

Associate of Applied Science – Entrepreneurship/Small Business Management

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
0	0	1	1 (1 returner)

Recruiting Goal:

Retention Goal:

General Studies

Enrollment Numbers:

Enrollment and Retention Report 2018

Fall 2016	Spring 2017	Fall 2017	Spring 2018
5 (4 grads)	19 (10 grads)	20 (4 returners) (10 grads)	44 (7 returners)

Recruiting Goal:

Retention Goal:

Associate of Science- Health, PE, and Rec

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
5	3	0	1

Recruiting Goal:

Retention Goal:

Associate of Arts- Liberal Studies

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
51	55	119	91

Recruiting Goal:

Retention Goal:

Associate of Science – Liberal Studies

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
339	286	226	176

Recruiting Goal:

Retention Goal:

Certificate – Long Term Care

Enrollment and Retention Report 2018

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
7	4 (1 returner)	6	8 (4 returners)

Recruiting Goal:

Retention Goal:

Associate of Arts – Music

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
15	11 (11 returners) (1 grad)	11 (8 returners)	12 (11 returners)

Recruiting Goal:

Retention Goal:

Associate of Science – Physical Science

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
1	1 (1 returner)	1 (1 returner)	0

Recruiting Goal:

Retention Goal:

Associate of Science – Pre-Nursing

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
42	33 (24 returners) (1 grad)	22 (9 returners)	14 (8 returners)

Recruiting Goal:

Enrollment and Retention Report 2018

Retention Goal:

Associate of Arts – Social Science

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
9	4 (4 returners) (1 Grad)	8	7 (7 returners)

Recruiting Goal:

Retention Goal:

Associate of Arts – Theater

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
8	6	8	7

Retention Goal:

Applied Science – Web Design and Development

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
0	1	2	2

Recruiting Goal:

Retention Goal:

Certificate – Woodworking

Enrollment Numbers:

Fall 2016	Spring 2017	Fall 2017	Spring 2018
0	0	0	0

Recruiting Goal:

Retention Goal:

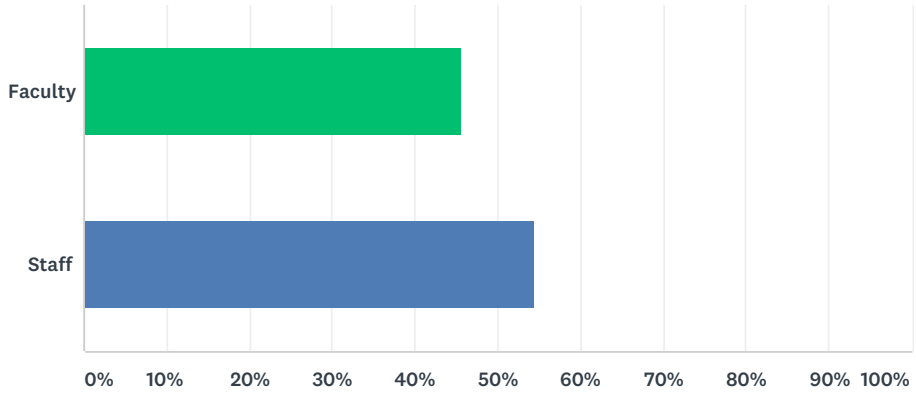
Enrollment and Retention Report 2018

Appendix 80

Assessment Plan Survey

Q1 Are you Faculty or Staff?

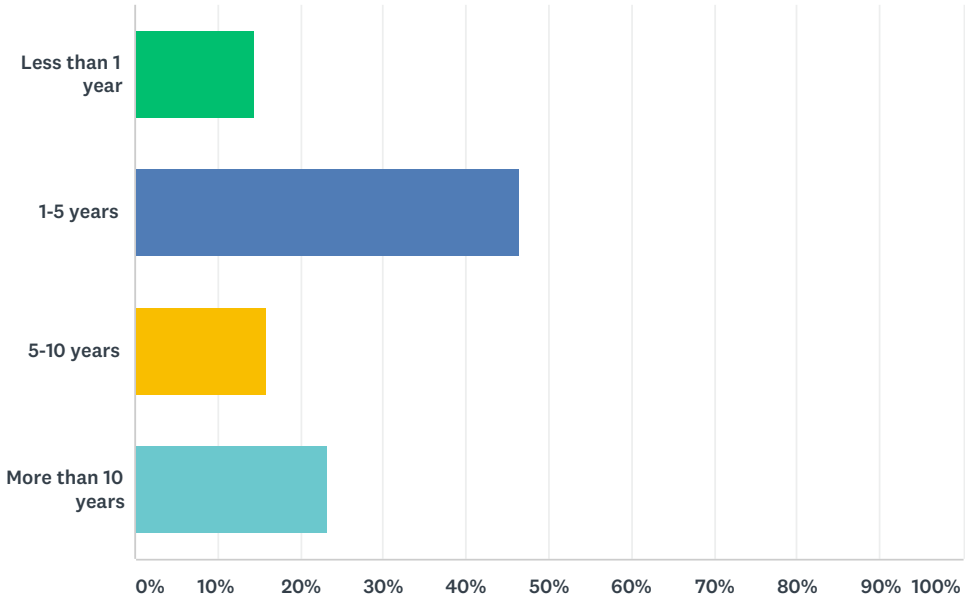
Answered: 68 Skipped: 1



ANSWER CHOICES	RESPONSES	
Faculty	45.59%	31
Staff	54.41%	37
TOTAL		68

Q2 How long have you worked for ICC?

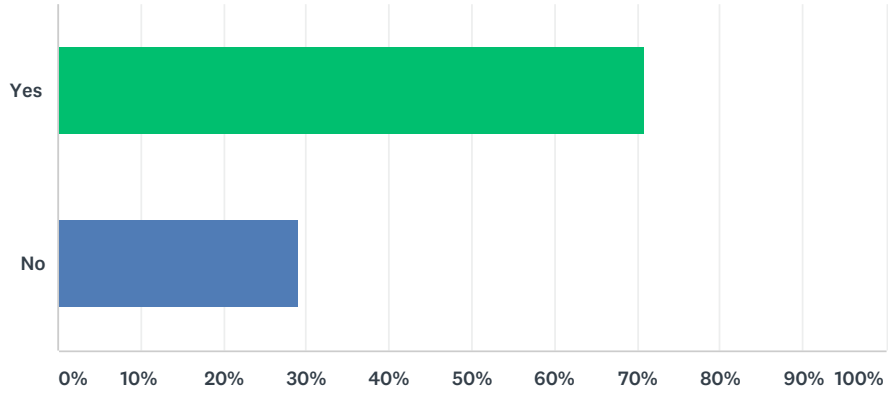
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than 1 year	14.49%	10
1-5 years	46.38%	32
5-10 years	15.94%	11
More than 10 years	23.19%	16
TOTAL		69

Q3 Were you aware that ICC had an Institutional Assessment Plan for 2014-2016?

Answered: 69 Skipped: 0

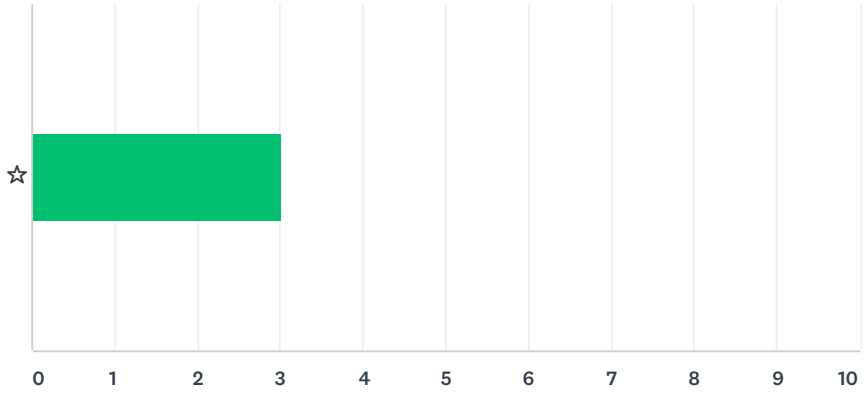


ANSWER CHOICES	RESPONSES	
Yes	71.01%	49
No	28.99%	20
TOTAL		69

#	COMMENTS:	DATE
1	I do not know much more than the fact that we have a plan.	1/22/2018 11:22 AM
2	I am a new employee.	1/19/2018 1:01 PM
3	I started at ICC after 2016	1/18/2018 3:07 PM
4	No, but I have been neglectful in really involving with the rest of the campus in recent times.	1/11/2018 11:14 AM
5	Maybe I know some of it, but not the intire plan.	1/9/2018 1:39 PM
6	I could find it if i wanted it but I cannot quote it.	1/9/2018 11:32 AM
7	However, I have never seen it.	1/9/2018 11:06 AM

Q4 Rate how well you feel you understood the 2014-2016 Assessment Plan.

Answered: 68 Skipped: 1

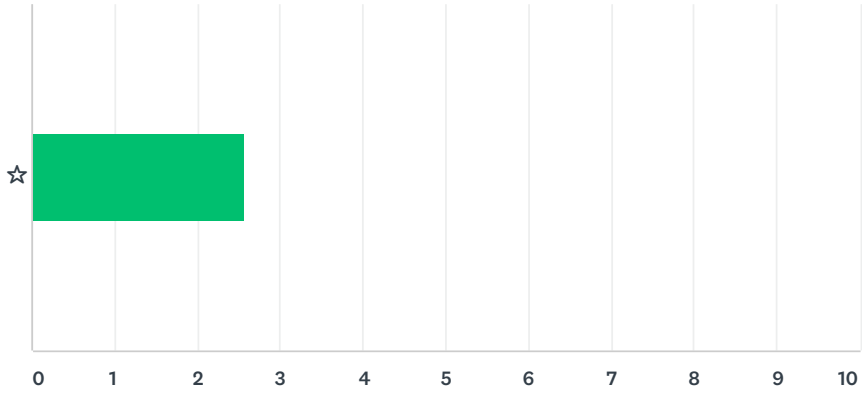


	DID NOT UNDERSTAND THE PLAN	BARELY UNDERSTOOD THE PLAN	MODERATE UNDERSTANDING	GOOD UNDERSTANDING	COMPLETE OR NEARLY COMPLETE UNDERSTANDING	N/A	TOTAL	WEIGHTE AVERAGE
☆	7.35% 5	13.24% 9	29.41% 20	5.88% 4	11.76% 8	32.35% 22	68	3.0

#	COMMENTS:	DATE
1	It was very confusing to read. I read through it many times and still didn't understand what our plan was.	1/9/2018 4:50 PM
2	I am not sure if I have seen it. Maybe I have learned some through discusions at meetings	1/9/2018 1:39 PM
3	I have never seen it	1/9/2018 11:06 AM

Q5 Rate your participation level in Institutional Assessment from 2014-2016.

Answered: 68 Skipped: 1

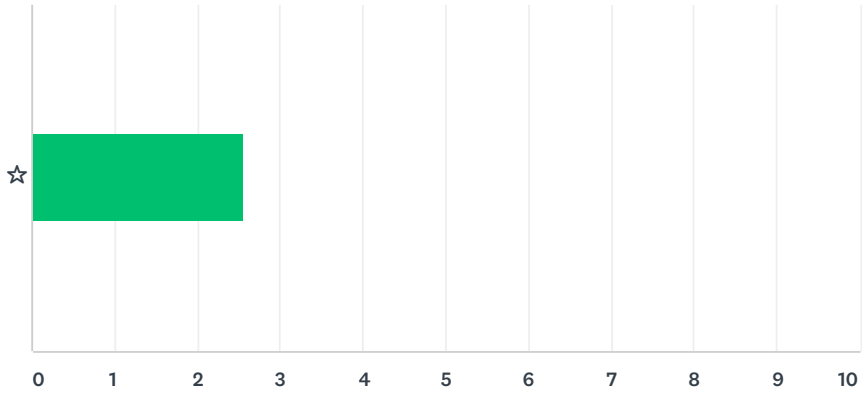


	DID NOT PARTICIPATE	MINIMAL PARTICIPATION	MODERATE PARTICIPATION	GOOD PARTCIPATION	MAXIMUM PARTICIPATION POSSIBLE	N/A	TOTAL	WEIGHTED AVERAGE
☆	17.65% 12	19.12% 13	16.18% 11	17.65% 12	2.94% 2	26.47% 18	68	2.58

#	COMMENTS:	DATE
1	I was staff--I didn't see how I fit into the plan.	1/9/2018 4:50 PM
2	I will try to attend Assessment Committee meetings this semester, so I will not more about it.	1/9/2018 1:39 PM

Q6 Rate your experience with training for assessment at ICC.

Answered: 67 Skipped: 2



	ZERO TRAINING	POOR	FAIR	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
☆	28.36% 19	16.42% 11	32.84% 22	16.42% 11	5.97% 4	67	2.55

#	COMMENTS:	DATE
1	Aside from the 2014-2016 plan, I have received lots of training in assessment already.	1/19/2018 1:01 PM
2	Not applicable	1/18/2018 3:07 PM
3	I like the new way we are assessing. I actually feel like I have an idea of what is going on now.	1/11/2018 3:05 PM
4	But I have but small need for assessment trainign in my position.	1/11/2018 11:14 AM
5	I do not remenmber if there was a training for assessement at ICC	1/9/2018 1:39 PM
6	I do not understand the assessment process. I have a difficult experience deciphering and retaining assessment instructions, its expectations, and its effect upon my teaching.	1/9/2018 11:43 AM
7	Training came from Master's Classes--not ICC itself.	1/9/2018 11:38 AM
8	New employee	1/9/2018 11:26 AM
9	I recently became faculty.	1/9/2018 11:14 AM

Appendix 81

Template Operational Plans for Co-Curricular Groups

Operational Plan for Group Name Here

Objective 1: *Begin typing here. (State which Board Goal or Strategic Plan Area this Objective relates to).*

Strategies:

1. List a strategy you will use to accomplish this Objective.
2. List a strategy you will use to accomplish this Objective.

Measurement:

Measure 1:	List specific things you will gather data on and measure to insure that this Objective is met.
Measure 1 Results:	Q1: Update on any progress that has been made in regard to this measure.
Measure 2:	List specific things you will gather data on and measure to insure that this Objective is met.
Measure 2 Results:	Q1: Update on any progress that has been made in regard to this measure.

Objective 2: *Begin typing here. (State which Board Goal or Strategic Plan Area this Objective relates to).*

Strategies:

1. List a strategy you will use to accomplish this Objective.
2. List a strategy you will use to accomplish this Objective.

Measurement:

Measure 1:	List specific things you will gather data on and measure to insure that this Objective is met.
Measure 1 Results:	Q1: Update on any progress that has been made in regard to this measure.
Measure 2:	List specific things you will gather data on and measure to insure that this Objective is met.
Measure 2 Results:	Q1: Update on any progress that has been made in regard to this measure.

Appendix 82

December 2018 Board Meeting Minutes

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
December 13, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Terry Clark
Norman Chambers
Jana Shaver
Cynthia Sherwood

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President for Academic Affairs
Wendy Isle, Chief Business Officer
Beverly Harris, Executive Assistant/Board Clerk
Keli Tuschman, Vice-President for Operations
Brittany Thornton, Director of Enrollment and Retention Management
Eric Montgomery, Chief Information Officer
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services
Jared Wheeler, Director of On-line
Jessica Morgan-Tate, Compliance Officer/Title IX
John Eubanks, Faculty Senate President
Ben Seel, Professor of Political Science
Cody Westerhold, Head Cheer/Stunt Team Coach

Guests
Susan Scovel, Reporter
George Cagle, Community Member

I. ROUTINE
   A. Call to Order – Chair DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Val DeFever informed the group that the Consent Agenda item "F. Revisions to Procedures Section of Board Policy Manual" would be moved forward on the agenda for discussion following item "B." of Institutional Operations. Terry Clark moved to approve the revised amended agenda as noted. Norman Chambers seconded the motion and the motion carried 6-0. Dr. Barwick recognized Taylor Crawshaw and Jessica Morgan-Tate for the massive amount of work accomplished in development of the Kansas Board of Regents Civil Rights Audit Report and shared that the section of the agenda moved forward was to facilitate continued efforts on finalizing the report for delivery in Topeka on Friday.
   C. Welcome Guests – Chair DeFever welcomed the guests and recognized community member, George Cagle.
   D. Pledge of Allegiance – George Cagle led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Terry Clark read the College Mission Statement.
   F. Vision Statement – Cynthia Sherwood read the College Vision Statement.
   G. Approval of November 8, 2018 meeting minutes – Mike Wood moved to approve minutes of the November 8, 2018 Board meeting. Cynthia Sherwood seconded the motion and the motion carried 6-0.

Dr. Barwick recognized Jay Jones' resignation and publicly commended his significant tenure at Independence Community College as both an employee and member of the Board of Trustees.

Meeting attendees were informed that the meeting would be interrupted at 7:00 p.m., as an Executive Session conference call with an attorney was scheduled.

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II. INSTITUTIONAL OPERATIONS

A. Board Policy TRU-918 Non-Discrimination/Second Reading – Val DeFever read the second reading of Board Policy TRU-918. Jana Shaver moved to adopt Policy TRU-918 as read. Terry Clark seconded the motion and the motion carried 6-0.

B. Board Policy TRU-919 Non-Retaliation/Second Reading – Val DeFever read the second reading of Board Policy TRU-919. Terry Clark moved to adopt Policy TRU-919 as read. Norman Chambers seconded the motion and the motion carried 6-0.

F. Revisions to Procedures Section of Board Policy Manual – Jessica Morgan-Tate noted that revisions basically involved the grievance procedure. Norman Chambers moved to adopt the proposed procedure revisions. Mike Wood seconded the motion and the motion carried 6-0.

C. Academic Update

- Culinary Art Program – Kara Wheeler provided an update of the Culinary Art Program and shared that the adjunct instructor obtained for the program is moving and has withdrawn his interest. It was also noted that the option of utilizing local chefs as adjunct instructors is being explored.
- Art Instructor Search – Kara Wheeler informed the group that a large pool of candidates have applied for the position and interviews started that day. The top three candidates will be invited to campus in January for face-to-face interviews. Hopefully the individual selected for the position can commence work in February and begin building the Program from the ground up, as well as recruiting students for the Program. Dr. Barwick commended Kara Wheeler and Mike Wood for their work toward filling this position.
- Online Classes – Jared Wheeler shared that an 8-week format of the Early Childhood Education Program launches in January; two new instructors have been identified for the modular program. Criminal Justice launches in March; Chief of Police Jerry Harrison, and Judge Jeff Gettler are instructors for the program. Mr. Wheeler shared that they are in the fact-finding stage for partnering with an existing outside entity for building robust online programs; more information will be presented during the January Board of Trustees meeting.

D. 2019-2020 Tuition and Fees/Room and Board Proposal – At the beginning of discussion, individual members of the Trustees stated they would not consider a mill increase. Wendy Isle informed the group that the 2019-2020 proposal mirrored the process utilized last year and only reflected an increase in charges equal to the rate of inflation. Cynthia Sherwood questioned the food service contract with Great Western Dining Services. It was noted that two years remain on the food service contract agreement; however, the contract renews on an annual basis and contains options for early termination. Terry Clark stated that Great Western should be held accountable for the poor quality of service provided ICC students, and suggested they refund students a percentage of the money collected this past year. Trustee Clark added that many students live in the dorms and are required to select a meal plan; however, they rarely eat in the cafeteria due to the quality of the food offered. Dr. Barwick shared that Tammie Geldenhuys is chairing a committee of students and College employees for exploration of alternative food service providers. Val DeFever also voiced concerns about whether students in the residence halls are getting what they pay for as her CP2 students have reported that the food service is poor; they only have access to two washers and dryers; and, the Internet service is inadequate. Wendy Isle informed the Board that the 2019-2020 proposal reflected the maximum charges and meal charges could be reduced at a later date; however the tuition and fee rates required establishment for recruiting and admission purposes. Following further discussion, Cynthia Sherwood moved to approve the 2019-2020 Tuition and Fees/Room and Board Proposal. Mike Wood seconded the motion and the motion carried 6-0.

V. EXECUTIVE SESSION: Attorney/Client Privilege – Norman Chamber moved the Board go into Executive Session for consultation via conference call with Attorney, Jeremy Merkel, regarding a legal matter pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 7:20 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick and Eric Montgomery. Mike Wood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:05 p.m. and returned to Open Session at 7:20 p.m. Norman Chambers moved the Board go into Executive Session for consultation via conference call with Attorney Jeremy Merkel regarding a legal matter pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 7:45 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick and Eric Montgomery. Mike Wood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:22 p.m. and returned to Open Session at 7:45 p.m.

DRAFT

E. KACCT/COP December Meeting Update – Jana Shaver noted that the Fab Lab tour and Sunday evening dinner were great events. Terry Clark commended all the ICC employees who assisted with the Fab Lab tour Sunday afternoon. Jana shared that KACCT Executive Director, Linda Fund, is retiring. Trustee Shaver also informed the group that KACCT is working on a marketing plan for all the Kansas community colleges.

F. Allow Payables – Mike Wood moved to allow payables. Terry Clark seconded the motion and the motion carried 6-0.

G. President's Update – Dan Barwick shared that former ICC President, Leon Foster, passed away. An update on accreditation progress was provided; Dr. Barwick noted that College standing committees, the Student Government Association, and co-curricular groups developed Operational Plans for demonstration of campus-wide commitment and involvement in addressing the Board's Strategic Plan goals. In the event a conflict of interest was discovered, we received documentation for our review from the Higher Learning Commission identifying the site visit team members. Dr. Barwick shared that Strategic planning has been in a two-month data-gathering phase. Listening Sessions were held in the community, on campus, at ICC West, and in Cherryvale. Surveys were administered to students and through various social media avenues, as well. Dr. Barwick noted the longer version of the Operational Plan Update due to inclusion of standing committees' and co-curricular groups' Operational Plans. The Trustees were reminded of the Annual PTK Honors Luncheon scheduled in Topeka on March 7, 2019. Dr. Barwick shared that the College closed on the loan paperwork through First Oak Bank for the practice field and came in under the amount approved by the Board of Trustees. An additional $40,000 donation was received that day; $20,000 toward the practice field, and the remaining $20,000 toward other athletic areas. Val DeFever requested the exact figures related to donations received for the practice field and the ICC Foundation match, as well as the exact loan amount, so a response to the factually inaccurate cartoon featured in the Independence Daily Reporter could be considered. Wendy provided highlights of the Dashboard and noted that it would appear on the College website in January. Norman Chambers identified an error between the information presented to the Board in July and the data portrayed in the Dashboard; he stated that was why he voted "No" to the mill levy increase during the budget planning cycle. Val DeFever requested a memo at the front of the Dashboard which identifies when revenue is received during the year. Dr. Barwick ended his update by thanking everyone who assisted with organization of the Fall Graduation Ceremony, and the Trustees whose schedules permitted attendance and participation. Val DeFever inquired about the current enrollment status; Brittany Thornton informed the group that projections show enrollment down 21% from last year; however, Fall-to-Fall retention went up from 31% to 37%. Val DeFever informed meeting attendees that Keli Tuschman has resigned; she added that Ms. Tuschman will be truly missed and her shoes will be hard to fill.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda. Terry Clark seconded the motion and the motion carried 6-0. The Consent Agenda included receipt of the financial, personnel, and grant progress reports. The personnel report included separations of: Paul Holmes from the Assistant Football Coach position; Daniela Pena from the Head Volleyball Coach position; Beau Ratzlaff from the Maintenance/Custodial position; Jordan Remza from the Assistant Football Coach position; and, Matt Smith from the Assistant Football Coach position. Also included in the Consent Agenda was approval of the bid received from Gerber Tours in the amount of $28,620 for transportation, lodging, and cultural events for the 2019 Upward Bound Summerfest trip to Houston and Galveston, Texas. Payment to McDonnell & Company in the amount of $10,660 for acoustical shells for used by the Fine Arts Department was also included in the Consent Agenda.

The Annual Computer Science Program Review and the Annual Administrative Office Assistant Program Reviews were included in the Board Agenda packet for reference only and required no action.

Val DeFever informed meeting attendees that no action would be taken following Executive Session.

IV. EXECUTIVE SESSION – Non-Elected Personnel. Jana Shaver moved the Board enter Executive Session for discussion of non-elected personnel pursuant to K.S.A. 75-4319(b)(1). Open Session would resume at 9:25 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick was invited to attend. The Board entered Executive Session at 9:10 p.m. The Board returned to Open Session at 9:25 p.m. Jana Shaver moved the Board enter Executive Session for discussion of non-elected personnel pursuant to K.S.A. 75-4319(b)(1). Open Session would resume at 9:55 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick was invited to attend. The Board entered Executive Session at 9:25 p.m. The Board returned to Open Session at 9:55 p.m.

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Upon returning to Open Session in CLC104, the Board and Dr. Barwick discussed possible expansions of community and technical education programs.

VI. ADJOURN – Jana Shaver moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 6-0. The meeting adjourned at 10:25 p.m.

_____

Beverly Harris
Board Clerk

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

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Appendix 83

Athletic Survey Documents

Tammie Geldenhuys

From: Anita Chappuie
Sent: Wednesday, May 30, 2018 10:20 AM
To: Tammie Geldenhuys
Subject: Survey Data

2017-18

	Strongly Agree	Agree	Disagree	Strongly Disagree
I attend college to get and education, but chose this one for athletics	52.59%	39.66%	6.90%	0.86%
I intend to play sports professionally	47.41%	26.72%	21.55%	4.31
I intend to go to a 4 year whether or not I play	81.03%	14.66%	3.45%	0.86%
I intend to graduate from ICC and enter workforce	16.38%	17.24%	50%	16.38%
Beyond the joy of playing, I believe sports builds character	71.30%	26.09%	2.61%	0.00%
Playing sports developed leadership qualities in me and teammates	64.66%	32.76%	1.72%	0.86%
My coaches are inspiring leaders	44.83%	43.97%	9.48%	1.72%
I wouldn't have gone to college if not for sports	24.14%	19.83%	31.90%	24.14%
Sports motivate me to do well in the classroom	50.86%	38.79%	8.62%	1.72%
Athletics helped me develop positive lifelong skills	67.24%	29.31%	1.72%	1.72%
ICC Faculty understand the unique/diverse life experiences of student athletes	29.31%	53.45%	12.93%	4.31%
The tutoring lab is supportive and helpful	50.86%	45.69%	2.59%	0.86%

	Excellent	Average	Poor
Housing	20%	63.48%	16.52%
Library	34.48%	62.07%	3.45%
Union	34.48%	51.72	13.79
Science Labs	22.41	69.83	7.76
Computer Labs	29.31	62.93	7.76
Classrooms	26.72	58.62	14.66
Locker rooms	28.32	38.94	32.74
Weight room	42.11	48.25	9.65
Athletic training room	20.18	53.51	26.32
Travel to games	30.97	57.52	11.50
Practice facilities	19.83	57.76	22.41
Game facilities	25.22	67.83	6.96

I shortened the questions to save myself time here, but I think you can still match them up pretty easily. Let me know if you have any questions.

Anita Chappuie, J.D.
Director of Institutional Research
Independence Community College
*Self-expression and self-identification are important to my professional and personal values. One way to practice these values is to share preferred gender pronouns. My name is Anita and I use she/her pronouns. What pronouns do you use?

2016-17

Independence Community College Student-Athlete Survey

Please circle the correct response to each statement:

S/A - Strongly Agree A - Agree D - Disagree S/D - Strongly Disagree

1. I attend college to get an education, but I chose this one because of athletics.
   S/A **46%** A **45%** D **7%** S/D **2%**

2. I intend to play sports professionally after I graduate.
   S/A **39%** A **23%** D **30%** S/D **8%**

3. I intend to go to a four-year school to complete my education whether or not I continue to play.
   S/A **76%** A **19%** D **4%** S/D **1%**

4. I intend to graduate from this school and enter the workforce full time.
   S/A **12%** A **15%** D **40%** S/D **33%**

5. Beyond the joy of playing, I believe participating in sports builds character.
   S/A **70%** A **27%** D **3%** S/D **0%**

6. Playing sports has developed leadership qualities in me and my teammates.
   S/A **59%** A **38%** D **2%** S/D **1%**

7. Overall, my coaches have been inspiring leaders who expect the best from me and my teammates both on and off the playing field/court.
   S/A **40%** A **47%** D **8%** S/D **5%**

8. I would not have gone to college if I did not have the opportunity to play sports.
   S/A **18%** A **18%** D **33%** S/D **31%**

9. Sports help give me the motivation to do well in the classroom.
   S/A **42%** A **41%** D **14%** S/D **3%**

10. I believe that participating in athletics has helped me develop positive lifelong skills.
    S/A **65%** A **35%** D **2%** S/D **0%**

11. Our Faculty understand the unique and diverse life experiences of student athletes on this campus.
    S/A **27%** A **51%** D **15%** S/D **7%**

12. The Tutoring Lab is supportive and helpful in achieving success in the classroom.
    S/A **47%** A **48%** D **3%** S/D **2%**

How would you rate our Campus Facilities compared to other junior colleges you visited and were recruited by:

	E – Excellent	A – Average	P – Poor
a. Housing	E **29%**	A **62%**	P **19%**
b. Library	E **36%**	A **60%**	P **4%**
c. Student Union	E **32%**	A **53%**	P **15%**
d. Science Labs	E **21%**	A **72%**	P 7%
e. Computer Labs	E **27%**	A **66%**	P **7%**
f. Academic Classrooms	E **26%**	A **60%**	P **14%**
g. Locker room (if applicable)	E **30%**	A **32%**	P **38%**
h. Weight Room	E **39%**	A **49%**	P **12%**
i. Athletic Training Room	E **16%**	A **54%**	P **30%**
j. Travel to games	E **33%**	A **53%**	P **14%**
k. Practice Facilities	E **16%**	A **55%**	P **29%**
l. Game Day Facilities	E **23%**	A **69%**	P **8%**

Appendix 84

Department Reviews Documents

The following three pages are an example of a breakdown of a specific sport at Community College A. This type of synopsis needs to be done for each sport and activity offered by the school.

Info on the following pages are an example.

Men's Basketball
SPORT

Community College A Baseball	
2016-17 Season Record	14-17
Region finish	#9
National Ranking	
Retention Statistics	
Number of student-athletes on first-day of practice	15
Number of student-athletes enrolled during Fall semester	15
Number of student-athletes enrolled Spring semester	13
Number of student-athletes completed the athletic season	13
Number of student-athletes from Community College A district/area	2
Number of student-athletes of in-state	6
Number of student-athletes from out-of-state	7
Number of student-athletes from out-of-country	0

Special Team Accomplishments

- Region 1? Champions NO
- ~~District~~ Conference ? Champions NO
- Juco World Series Participants
- First 40-win season in school history
- Four All-Region Players 2 All-conference player
- One NJCAA All-American
- Three NJCAA Academic All-Americans
- 3.05 Team GPA

Special Accomplishments of Coaching Staff

- Region ? & District Coach of the Year
- Speaker at ABC Conference in Wichita, Kan.

2006-07 Team Goals

- NJCAA Championship
- Team GPA 3.5+

- Win Conference
- Win Regional tournament
- Win National tournament
- Improve team GPA from last year
- All Soph move on to a four year University

The following three pages are an example of a breakdown of a specific sport at Community College A. This type of synopsis needs to be done for each sport and activity offered by the school.

Info on the following pages are an example.

WBB
SPORT

Community College A Baseball	
2016-17 Season Record	13-19
Region finish	8
National Ranking	N/A
Retention Statistics	
Number of student-athletes on first-day of practice	17
Number of student-athletes enrolled during Fall semester	17
Number of student-athletes enrolled Spring semester	15
Number of student-athletes completed the athletic season	13
Number of student-athletes from Community College A district/area	0
Number of student-athletes of in-state	8
Number of student-athletes from out-of-state	5
Number of student-athletes from out-of-country	3

Special Team Accomplishments

- Region 1? Champions
- Conference ~~District~~ ? Champions
- Juco World Series Participants
- First 40-win season in school history
- Four All-Region Players
- One NJCAA All-American
- Three NJCAA Academic All-Americans
- 3.05 Team GPA

Special Accomplishments of Coaching Staff

- Region ? & District Coach of the Year
- Speaker at ABC Conference in Wichita, Kan.

2006-07 Team Goals

- NJCAA Championship
- Team GPA 3.5+

The following three pages are an example of a breakdown of a specific sport at Community College A. This type of synopsis needs to be done for each sport and activity offered by the school.

Info on the following pages are an example.

Volleyball
SPORT

Community College A Baseball	
2016-17 Season Record	9-23
Region finish	9th
National Ranking	—
Retention Statistics	
Number of student-athletes on first-day of practice	18
Number of student-athletes enrolled during Fall semester	18
Number of student-athletes enrolled Spring semester	18
Number of student-athletes completed the athletic season	15
Number of student-athletes from Community College A district/area	1
Number of student-athletes of in-state	8
Number of student-athletes from out-of-state	8
Number of student-athletes from out-of-country	2

Special Team Accomplishments

- Region 1? Champions
- District ? Champions
- Juco World Series Participants
- First 40-win season in school history
- Four All-Region Players
- One NJCAA All-American
- Three NJCAA Academic All-Americans
- 3.05 Team GPA

Special Accomplishments of Coaching Staff

- Region ? & District Coach of the Year
- Speaker at ABC Conference in Wichita, Kan.

2006-07 Team Goals

- NJCAA Championship
- Team GPA 3.5+

The following three pages are an example of a breakdown of a specific sport at Community College A. This type of synopsis needs to be done for each sport and activity offered by the school.

Info on the following pages are an example.

Athletic Training
SPORT

Community College A Baseball	N/A
2016-17 Season Record	
Region finish	
National Ranking	
Retention Statistics	
Number of student-athletes on first-day of practice	
Number of student-athletes enrolled during Fall semester	
Number of student-athletes enrolled Spring semester	
Number of student-athletes completed the athletic season	
Number of student-athletes from Community College A district/area	
Number of student-athletes of in-state	
Number of student-athletes from out-of-state	
Number of student-athletes from out-of-country	

Special Team Accomplishments

- Region 1? Champions
- ~~District~~ ? Champions CONF
- Juco World Series Participants
- First 40-win season in school history
- Four All-Region Players
- One NJCAA All-American
- Three NJCAA Academic All-Americans
- 3.05 Team GPA

Special Accomplishments of Coaching Staff

- Region ? & District Coach of the Year
- Speaker at ABC Conference in Wichita, Kan.

2006-07 Team Goals

- NJCAA Championship
- Team GPA 3.5+

Appendix 85

KJCCC Sport Academic Standings (KJCCC Documents)

Kansas Jayhawk Community College Conference

2015-2016 Athletic Team GPA Standings By Sport

Edited July 19, 2016 - 3:50PM

From the office of Bryce Roderick

BASEBALL

College	GPA
Fort Scott	3.54
Kansas City KS	3.39
Neosho County	3.37
Allen	3.37
Butler	3.34
Coffeyville	3.31
Johnson County	3.26
Barton	3.24
Pratt	3.18
Garden City	3.16
Seward County	3.13
Colby	3.13
Dodge City	3.10
Hutchinson	3.04
Cloud County	2.92
Cowley	2.89
Independence	2.82
Highland	2.68
Labette	2.55

FOOTBALL

College	GPA
Independence	2.91
Dodge City	2.81
Garden City	2.81
Butler	2.75
Coffeyville	2.74
Highland	2.64
Hutchinson	2.43
Fort Scott	2.34

WOMEN'S TENNIS

College	GPA
Cowley	3.36
Seward County	3.32
Barton	3.31

MEN'S TENNIS

College	GPA
Seward County	3.27

WOMEN'S BASKETBALL

College	GPA
Seward County	3.57
Fort Scott	3.48
Allen	3.45
Cloud County	3.39
Hutchinson	3.30
Pratt	3.29
Kansas City KS	3.28
Cowley	3.24
Coffeyville	3.17
Neosho County	3.13
Butler	3.13
Independence	3.09
Colby	2.93
Dodge City	2.93
Barton	2.93
Johnson County	2.92
Highland	2.85
Garden City	2.69
Labette	2.56

MEN'S GOLF

College	GPA
Garden City	3.59
Dodge City	3.54
Barton	3.42
Coffeyville	3.37
Hutchinson	3.20
Kansas City KS	2.95
Allen	2.89
Independence	2.61

WOMEN'S GOLF

College	GPA
Coffeyville	3.57
Barton	3.38
Dodge City	3.09

WRESTLING

College	GPA
Pratt	3.12

MEN'S BASKETBALL

College	GPA
Cloud County	3.02
Kansas City KS	3.01
Dodge City	3.00
Cowley	2.87
Colby	2.79
Seward County	2.75
Pratt	2.67
Allen	2.55
Barton	2.53
Coffeyville	2.53
Independence	2.51
Butler	2.49
Neosho County	2.47
Hutchinson	2.45
Highland	2.43
Fort Scott	2.14
Labette	2.14
Garden City	1.83
Johnson County	1.60

SOFTBALL

College	GPA
Barton	3.63
Colby	3.54
Allen	3.52
Garden City	3.49
Fort Scott	3.44
Pratt	3.42
Seward County	3.30
Dodge City	3.28
Hutchinson	3.26
Cloud County	3.25
Butler	3.23
Coffeyville	3.22
Neosho County	3.22
Cowley	3.20
Highland	3.14
Labette	3.14
Kansas City KS	3.09
Independence	3.08

Cowley	3.13	Neosho County	2.99	Johnson County	3.07
Barton	3.11	Labette	2.75		
		Barton	2.65	**VOLLEYBALL**	
		Colby	2.54	**College**	**GPA**
				Allen	3.75
WOMEN'S CROSS COUNTRY		**MEN'S CROSS COUNTRY**		Garden City	3.73
College	**GPA**	**College**	**GPA**	Seward County	3.67
Colby	3.74	Coffeyville	3.60	Fort Scott	3.64
Johnson County	3.68	Butler	3.43	Cloud County	3.58
Barton	3.49	Cloud County	3.43	Pratt	3.58
Butler	3.39	Hutchinson	3.02	Johnson County	3.58
Hutchinson	3.33	Colby	3.00	Barton	3.54
Dodge City	3.33	Dodge City	2.88	Cowley	3.52
Coffeyville	3.29	Cowley	2.79	Coffeyville	3.51
Cloud County	3.15	Allen	2.50	Neosho County	3.50
Highland	3.05	Highland	2.49	Colby	3.46
Pratt	2.96	Pratt	2.46	Hutchinson	3.35
Allen	2.93	Barton	2.39	Dodge City	3.34
Garden City	2.75	Johnson County	2.37	Butler	3.32
Cowley	2.60	Garden City	2.14	Kansas City KS	3.28
Neosho County	2.22	Neosho County	2.03	Highland	3.23
				Independence	3.01
WOMEN'S INDOOR TRACK		**MEN'S INDOOR TRACK**		Labette	2.72
College	**GPA**	**College**	**GPA**		
Dodge City	3.37	Pratt	3.08		
Butler	3.23	Dodge City	2.99		
Barton	3.16	Cloud County	2.97		
Pratt	3.14	Coffeyville	2.87		
Coffeyville	3.13	Hutchinson	2.85		
Hutchinson	3.11	Cowley	2.84		
Colby	3.08	Highland	2.77		
Cloud County	3.02	Allen	2.75		
Cowley	2.94	Colby	2.75		
Highland	2.84	Butler	2.72		
Allen	2.79	Barton	2.66		
Johnson County	2.77	Johnson County	2.49		
Neosho County	2.37	Neosho County	1.33		
WOMEN'S OUTDOOR TRACK		**MEN'S OUTDOOR TRACK**			
College	**GPA**	**College**	**GPA**		
Dodge City	3.35	Highland	3.04		
Butler	3.23	Cloud County	2.99		
Barton	3.16	Hutchinson	2.89		
Coffeyville	3.15	Dodge City	2.88		
Pratt	3.10	Coffeyville	2.87		
Colby	3.08	Cowley	2.85		
Hutchinson	3.07	Allen	2.78		

	Cloud County	3.06		Colby	2.75			
	Cowley	2.84		Butler	2.72			
	Highland	2.77		Pratt	2.67			
	Johnson County	2.77		Barton	2.61			
	Allen	2.75		Johnson County	2.49			
	Garden City	2.72		Garden City	2.28			
	Neosho County	2.26		Neosho County	2.18			
	WOMEN'S SOCCER			**MEN'S SOCCER**				
	College	**GPA**		**College**	**GPA**			
	Dodge City	3.47		Johnson County	3.30			
	Butler	3.38		Coffeyville	3.11			
	Johnson County	3.36		Pratt	3.06			
	Pratt	3.27		Garden City	3.05			
	Hutchinson	3.20		Cowley	3.04			
	Coffeyville	3.04		Neosho County	3.02			
	Kansas City KS	3.02		Barton	2.88			
	Allen	2.97		Kansas City KS	2.86			
	Cowley	2.96		Dodge City	2.73			
	Barton	2.95		Cloud County	2.46			
	Garden City	2.72		Allen	2.12			
	Neosho County	2.62						

Gameday!

Daily Calendar

Kansas Jayhawk Community College Conference

2017-2018 Athletic Team GPA Standings By Sport

Edited August 21, 2018 - 10:40 AM

From the office of Carl Heinrich

Baseball

Rnk	College	GPA
1	Allen	3.45
2	Neosho County	3.44
3	Fort Scott	3.33
4	Colby	3.28
5	Dodge City	3.27
6	Seward County	3.27
7	Cloud County	3.25
8	Barton	3.23
9	Cowley	3.20
10	Johnson County	3.15
11	Independence	3.11
12	Hutchinson	3.08
13	Coffeyville	3.05
14	Butler	2.98
15	Labette	2.90
16	Pratt	2.88
17	Garden City	2.85
18	Kansas City KS	2.74

Women's Basketball

Rnk	College	GPA
1	Barton	3.72
2	Cloud County	3.50
3	Coffeyville	3.42
4	Dodge City	3.40
5	Independence	3.34
6	Neosho County	3.28
7	Hutchinson	3.22
8	NW Kansas Tech	3.19
9	Seward County	3.19
10	Cowley	3.11
11	Butler	3.02
12	Johnson County	3.01
13	Fort Scott	3.00
14	Pratt	2.96
15	Garden City	2.84
16	Highland	2.83
17	Labette	2.79
18	Kansas City KS	2.74

Men's Basketball

Rnk	College	GPA
1	NW Kansas Tech	3.28
2	Pratt	3.01
3	Colby	2.98
4	Fort Scott	2.92
5	Johnson County	2.79
6	Kansas City KS	2.76
7	Seward County	2.76
8	Hutchinson	2.73
9	Dodge City	2.72
10	Barton	2.70
11	Allen	2.62
12	Butler	2.55
13	Neosho County	2.54
14	Garden City	2.49
15	Cloud County	2.45
16	Coffeyville	2.30
17	Independence	2.20
18	Labette	2.19

19	Highland	2.36

Football

Rnk	College	GPA
1	Dodge City	2.86
2	Butler	2.73
3	Independence	2.64
4	Coffeyville	2.55
5	Hutchinson	2.32
6	Garden City	1.96
7	Highland	1.94
8	Fort Scott	

Women's Golf

Rnk	College	GPA
1	Barton	3.77
2	Dodge City	3.47
3	Coffeyville	3.32

Wrestling

Rnk	College	GPA
1	Pratt	3.14
2	Cloud County	2.98
3	NW Kansas Tech	2.81
4	Barton	2.72
5	Neosho County	2.52
6	Labette	1.70
7	Colby	

Women's Cross Country

Rnk	College	GPA
1	NW Kansas Tech	3.38
2	Colby	3.35
3	Allen	3.32
4	Cowley	3.26
5	Butler	3.23
6	Hutchinson	3.14
7	Johnson County	3.11
8	Pratt	3.01
9	Barton	3.00
10	Coffeyville	3.00
11	Highland	2.97
12	Garden City	2.93
13	Neosho County	2.88
14	Dodge City	2.80
19	Allen	2.71
20	Colby	

Women's Tennis

Rnk	College	GPA
1	Seward County	3.62
2	Cowley	3.41
3	Barton	3.20

Men's Tennis

Rnk	College	GPA
1	Cowley	3.44
2	Seward County	3.39
3	Barton	3.27

Men's Golf

Rnk	College	GPA
1	Dodge City	3.45
2	Barton	3.33
3	Hutchinson	3.17
4	Kansas City KS	2.94
5	Allen	2.54
6	Coffeyville	2.54
7	Independence	2.50
8	Garden City	2.08

Men's Cross Country

Rnk	College	GPA
1	Hutchinson	3.39
2	Coffeyville	3.25
3	Allen	3.13
4	Johnson County	3.11
5	NW Kansas Tech	3.09
6	Barton	3.01
7	Dodge City	2.98
8	Colby	2.94
9	Pratt	2.89
10	Garden City	2.87
11	Butler	2.78
12	Cloud County	2.59
13	Highland	2.10
14	Neosho County	1.96
19	Highland	2.06
20	Cowley	

Softball

Rnk	College	GPA
1	Allen	3.67
2	Butler	3.60
3	Colby	3.54
4	Garden City	3.50
5	Coffeyville	3.44
6	Hutchinson	3.37
7	NW Kansas Tech	3.37
8	Fort Scott	3.35
9	Highland	3.35
10	Labette	3.35
11	Johnson County	3.30
12	Seward County	3.27
13	Cloud County	3.22
14	Neosho County	3.21
15	Dodge City	3.19
16	Cowley	3.16
17	Independence	3.14
18	Kansas City KS	3.10
19	Barton	3.04
20	Pratt	2.94

Volleyball

Rnk	College	GPA
1	Barton	3.78
2	Fort Scott	3.66
3	Neosho County	3.64
4	Hutchinson	3.54
5	Seward County	3.52
6	Cloud County	3.51
7	Butler	3.41
8	Independence	3.40
9	Pratt	3.40
10	Colby	3.37
11	Coffeyville	3.20
12	Allen	3.16
13	Garden City	3.16
14	Johnson County	3.15

Gameday!

Daily Calendar

2016-2017

KJCCC Athletic Teams Academic Standings

BASEBALL			WOMEN'S BASKETBALL			MEN'S BASKETBALL		
Rnk	College	GPA	Rnk	College	GPA	Rnk	College	GPA
1	Barton	3.42	1	Seward County	3.50	1	Barton	3.17
2	Allen	3.41	2	Neosho County	3.47	2	Cloud County	3.06
3	Cloud County	3.37	3	Barton	3.45	3	Pratt	3.02
4	Fort Scott	3.34	4	Independence	3.29	4	Allen	2.99
5	Kansas City KS	3.31	5	Coffeyville	3.27	5	NWKTech	2.96
6	Johnson County	3.21	6	Cloud County	3.20	6	Cowley	2.95
7	Independence	3.17	7	Garden City	3.18	7	Hutchinson	2.91
8	Cowley	3.16	8	Hutchinson	3.06	8	Kansas City KS	2.90
9	Colby	3.15	9	Butler	3.04	9	Dodge City	2.85
10	Neosho County	3.11	10	Allen	3.03	10	Johnson County	2.71
11	Dodge City	3.07	11	Johnson County	3.01	11	Neosho County	2.67
12	Butler	3.04	12	Kansas City KS	3.01	12	Colby	2.60
13	Pratt	3.02	13	Cowley	3.00	13	Independence	2.31
14	Hutchinson	3.01	14	NWKTech	3.00	14	Coffeyville	2.29
15	Garden City	3.00	15	Dodge City	2.98	15	Highland	2.26
16	Coffeyville	2.98	16	Pratt	2.92	16	Garden City	2.26
17	Seward County	2.96	17	Fort Scott	2.81	17	Butler	2.20
18	Highland	2.81	18	Colby	2.71	18	Fort Scott	2.18
19	Labette	2.60	19	Highland	2.67	19	Labette	2.18
			20	Labette	2.32	20	Seward County	1.81

Gameday!

Daily Calendar

2016-2017

KJCCC Athletic Teams Academic Standings

BASEBALL			WOMEN'S BASKETBALL			MEN'S BASKETBALL		
Rnk	**College**	**GPA**	**Rnk**	**College**	**GPA**	**Rnk**	**College**	**GPA**
1	Barton	3.42	1	Seward County	3.50	1	Barton	3.17
2	Allen	3.41	2	Neosho County	3.47	2	Cloud County	3.06
3	Cloud County	3.37	3	Barton	3.45	3	Pratt	3.02
4	Fort Scott	3.34	4	Independence	3.29	4	Allen	2.99
5	Kansas City KS	3.31	5	Coffeyville	3.27	5	NWKTech	2.96
6	Johnson County	3.21	6	Cloud County	3.20	6	Cowley	2.95
7	Independence	3.17	7	Garden City	3.18	7	Hutchinson	2.91
8	Cowley	3.16	8	Hutchinson	3.06	8	Kansas City KS	2.90
9	Colby	3.15	9	Butler	3.04	9	Dodge City	2.85
10	Neosho County	3.11	10	Allen	3.03	10	Johnson County	2.71
11	Dodge City	3.07	11	Johnson County	3.01	11	Neosho County	2.67
12	Butler	3.04	12	Kansas City KS	3.01	12	Colby	2.60
13	Pratt	3.02	13	Cowley	3.00	13	Independence	2.31
14	Hutchinson	3.01	14	NWKTech	3.00	14	Coffeyville	2.29
15	Garden City	3.00	15	Dodge City	2.98	15	Highland	2.26
16	Coffeyville	2.98	16	Pratt	2.92	16	Garden City	2.26
17	Seward County	2.96	17	Fort Scott	2.81	17	Butler	2.20
18	Highland	2.81	18	Colby	2.71	18	Fort Scott	2.18
19	Labette	2.60	19	Highland	2.67	19	Labette	2.18
			20	Labette	2.32	20	Seward County	1.81

FOOTBALL

Rnk	College	GPA
1	Dodge City	2.79
2	Butler	2.78
3	Coffeyville	2.69
4	Independence	2.47
5	Hutchinson	2.39
6	Fort Scott	2.37
7	Garden City	2.05
8	Highland	2.04

WOMEN'S GOLF

Rnk	College	GPA
1	Coffeyville	3.69
2	Barton	3.67
3	Dodge City	3.21

WRESTLING

Rnk	College	GPA
1	Pratt	3.10
2	NWKTech	2.95
3	Barton	2.90
4	Labette	2.26
5	Colby	2.00
6	Neosho County	1.96

WOMEN'S TENNIS

Rnk	College	GPA
1	Seward County	3.55
2	Barton	3.44
3	Cowley	3.32

MEN'S TENNIS

Rnk	College	GPA
1	Seward County	3.48
2	Barton	3.29
3	Cowley	3.04

MEN'S GOLF

Rnk	College	GPA
1	Dodge City	3.37
2	Hutchinson	3.28
3	Barton	3.17
4	Coffeyville	3.13
5	Garden	2.55
6	Allen	2.54
7	Independence	2.53
8	Kansas City KS	2.30

SOFTBALL

Rnk	College	GPA
1	Allen	3.64
2	Colby	3.60
3	Fort Scott	3.50
4	Cloud County	3.48
5	Barton	3.47
6	Dodge City	3.47
7	Garden City	3.46
8	Butler	3.41
9	Johnson County	3.26
10	Neosho County	3.21
11	Pratt	3.21
12	Coffeyville	3.12
13	Cowley	3.02
14	Independence	3.00
15	Labette	2.98
16	Highland	2.96
17	Hutchinson	2.90
18	Kansas City KS	2.88
19	Seward County	2.67

WOMEN'S CROSS COUNTRY

Rnk	College	GPA
1	Allen	3.30
2	Hutchinson	3.25
3	Barton	3.23
4	Butler	3.20
5	Pratt	3.20
6	Colby	3.13
7	Cowley	2.92
8	Garden City	2.84
9	Cloud County	2.73
10	Highland	2.72
11	Johnson County	2.70
12	Coffeyville	2.63
13	Dodge City	2.58
14	Neosho County	2.06

MEN'S CROSS COUNTRY

Rnk	College	GPA
1	Dodge City	3.26
2	Hutchinson	3.21
3	Barton	3.15
4	Cloud County	3.12
5	Butler	3.11
6	Johnson County	3.11
7	NWKTech	2.91
8	Pratt	2.88
9	Colby	2.84
10	Allen	2.83
11	Coffeyville	2.70
12	Cowley	2.53
13	Neosho County	2.50
14	Highland	2.44
15	Garden City	2.04

VOLLEYBALL

Rnk	College	GPA
1	Barton	3.83
2	Fort Scott	3.62
3	Allen	3.57
4	Neosho County	3.53
5	Coffeyville	3.52
6	Cloud County	3.51
7	Garden City	3.50
8	Colby	3.46
9	Cowley	3.41
10	Pratt	3.37
11	Butler	3.36
12	Seward County	3.33
13	Kansas City KS	3.25
14	Hutchinson	3.21
15	Johnson County	3.20
16	Dodge City	3.12

Appendix 86

Equity in Athletics Report Document

INDEPENDENCE COMMUNITY COLLEGE

EQUITY IN ATHLETICS REPORT 2017

The information in this report reflects student participation in athletics at ICC during the 2016-17 academic year

Independence Community College is a member of the National Junior College Athletic Association and is one of 19 colleges that make up the Kansas Jayhawk Community College Conference. ICC participates in the following men's and women's sports: baseball, men's and women's basketball, football, men's golf, softball and volleyball.

Full-Time Students

ICC has 294 (57%) full-time male students and 219 (43%) full-time female students for a total of 513 full-time students.

Number of Participants (Students actually practicing or competing on a team)

Men's Sports: 154 (total and unduplicated head count)
Women's Sports: 52 (total and unduplicated head count)

Baseball: 39
Men's Basketball: 18
Women's Basketball: 16
Football: 92
Men's Golf: 5
Softball: 21
Volleyball: 15

Athletic Related Student Aid & Ratios

Men's Teams: $260,472 (72%)
Women's Teams: $101,296 (28%)

Average Coaching Salaries:

ICC has six full-time head coaches and one volunteer head coach for its seven sports teams. ICC's men's sports teams are coached by three full-time and one volunteer male head coaches with an average annual salary of $50,825 and ICC's women's sports teams are coached by three full-time female head coaches with an average salary of $38,190.

ICC has 22 assistant coaches for its seven sports teams. ICC's men's teams are coached by seven male full-time assistant coaches, 5 male part-time assistant coaches and 5 male volunteer assistant

coaches which equates to 9.5 FTE assistant coaches. Men's sport's team assistant coaches receive an average annual salary of $18,520 (per assistant coach) or $23,394 (per FTE coach).

ICC's women's teams are coached by two female full-time assistant coaches, 2 female part-time assistant coaches and 1 male (for women's basketball) volunteer assistant coaches which equates to 3.5 FTE assistant coaches. Women's sport's team assistant coaches receive an average annual salary of $16,008 (per assistant coach) or $18,295 (per FTE coach).

Total Recruiting Expenses
Men's Sports: $18,253
Women's Sports: $10,534
Total: $28,787

Total Operating (Game-Day) Expenses (Expenses an institution incurs attributable to home/away/neutral athletic contests for lodging, meals, transportation, officials, uniforms/equipment (including managers and coaches).

Baseball: $19,095 (team); $490 (per participant)
Men's Basketball: $21,420 (team); $1,190 (per participant)
Women's Basketball: $35,976 (team); $2,249 (per participant)
Football: $87,912 (team); $956 (per participant)
Men's Golf: $5,280 (team); $1,056 (per participant)
Softball: $17,261 (team); $822 (per participant)
Volleyball: $14,427 (team); $962 (per participant)
Total (Men's and Women's Basketball): $57,396
Total (Men's): $133,707
Total (Women's): $67,664
Total (All Sports): $201,371

Total Expenses (Additional expenses including: student aid, contract services, fundraising activities, promotional/marketing, recruiting, salaries/benefits, and coach's travel).

All Sports: $2,049,537
All Men's Sports: $979,951
All Women's Sports: $415,054
Not Attributable to Gender/Sport: $654,532
All Sports (excl. basketball and football): $419,487
Men's Sports (excl. basketball and football): $186,431
Women's Sports (excl. basketball): $233,056

Baseball: $174,096
Men's Basketball: $184,067
Women's Basketball: $181,998
Football: $609,453
Men's Golf: $12,335
Softball: $136,065
Volleyball: $96,991

Total Revenues

All Sports: $2,049,537
All Men's Sports: $979,951
All Women's Sports: $415,054
Not Attributable to Gender/Sport: $654,532
All Sports (excl. basketball and football): $419,487
Men's Sports (excl. basketball and football): $186,431
Women's Sports (excl. basketball): $233,056

Baseball: $174,096
Men's Basketball: $184,067
Women's Basketball: $181,998
Football: $609,453
Men's Golf: $12,335
Softball: $136,065
Volleyball: $96,991

Questions about this report? Contact

Jessica Morgan-Tate
Compliance Officer/Title IX Coordinator
Independence Community College
Academic Building, Room 127
1057 West College Avenue
Independence, KS 67301
jmorgantate@indycc.edu (620) 332-5672

Athletics Participation: Men's and Women's Teams

The following table represents the number of participants as of the day of the first scheduled contest

	Men's Teams	Women's Teams
Baseball	39	--
Basketball	18	16
Football	92	--
Golf	5	--
Softball	--	21
Volleyball	--	15
Total Participants	154	52
Unduplicated Count of Participants	154	52

TEAM	Number of Participants		Number of Participants Participating on a 2nd Team		Number of Participants Participating on a 3rd Team	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Baseball	39	--	0	--	0	--
Basketball	18	16	0	0	0	0
Football	92	--	0	--	0	--
Golf	5	--	0	--	0	--
Softball	--	21	--	0	--	0
Volleyball	--	15	--	0	--	0

Head Coaches, Men's Teams

	Male Head Coaches				Female Head Coaches				
	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Total Head Coaches
Baseball	1	0	1	0	0	0	0	0	1
Basketball	1	0	1	0	0	0	0	0	1
Football	1	0	1	0	0	0	0	0	1
Golf	0	1	0	1	0	0	0	0	1
Coaching Positions Total	3	1	3	1	0	0	0	0	4

Head Coaches, Women's Teams

	Male Head Coaches				Female Head Coaches				
	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Total Head Coaches
Basketball	0	0	0	0	1	0	1	0	1
Softball	0	0	0	0	1	0	1	0	1
Volleyball	0	0	0	0	1	0	1	0	1
Coaching Positions Total	0	0	0	0	3	0	3	0	3

Head Coaches' Salaries, Men and Women's Teams

The following information is based on salary paid as compensation for coaching only; benefits are not included

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	$50,825	$38,190
Number of Head Coaches used to calculate the average	3	3
Number of Volunteer Head Coaches	1	0
Average Annual Institutional Salary	$50,825	$38,190
Sum of Full-Time Equivalent Positions used to calculate the average	3.00	3.00

Assistant Coaches, Men's Teams

	Male Assistant Coaches				Female Assistant Coaches				
	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Total Assistant Coaches
Baseball	1	2	1	2	0	0	0	0	3
Basketball	1	2	1	2	0	0	0	0	3
Football	5	6	5	6	0	0	0	0	11
Golf	0	0	0	0	0	0	0	0	0
Coaching Positions Total	7	10	7	10	0	0	0	0	17

Assistant Coaches, Women's Teams

	Male Assistant Coaches				Female Assistant Coaches				
	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Total Assistant Coaches
Basketball	0	1	0	1	1	1	1	1	3
Softball	0	0	0	0	1	0	1	0	1
Volleyball	0	0	0	0	0	1	0	1	1
Coaching Positions Total	0	1	0	1	2	2	2	2	5

Assistant Coaches' Salaries, Men and Women's Teams

The following information is based on salary paid as compensation for coaching only; benefits are not included

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	$18,520	$16,008
Number of Assistant Coaches used to calculate the average	12	4
Number of Volunteer Assistant Coaches	5	1
Average Annual Institutional Salary	$23,394	$18,295
Sum of Full-Time Equivalent Positions used to calculate the average	9.5	3.50

Athletically Related Student Aid, Men's and Women's Teams

Athletically related aid is defined as "any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the participant to participate in a program of intercollegiate athletics at the institution."

	Men's Teams	Women's Teams	Total
Amount of Aid	$260,472	$101,296	$419,973
Ratio	72%	28%	100%

Recruiting Expenses, Men's and Women's Teams

Recruiting expenses is defined as "all expense an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting."

	Men's Teams	Women's Teams	Total
Total	$18,253	$10,534	$28,787

Operating (Game-Day) Expenses, Men's and Women's Teams by Team

Operating expenses is defined as "all expenses an institution incurs attributable to home, away and neutral-site intercollegiate athletic contests for (A) lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to, team managers and trainers) and others; and (B) Officials."

Varsity Teams	Men's Teams			Women's Teams			Total Operating Expenses
	Number of Participants	Operating Expenses per Participant	By Team	Number of Participants	Operating Expenses per Participant	By Team	
Basketball	18	$1,190	$21,420	16	$2,249	$35,976	$57,396
Football	92	$956	$87,912	--	--	--	$87,912
Baseball	39	$490	$19,095	--	--	--	$19,095
Golf	5	$1,056	$5,280	--	--	--	$5,280
Softball	--	--	--	21	$822	$17,261	$17,261
Volleyball	--	--	--	15	$962	$14,427	$14,427
Total	154		$133,707	52		$67,664	$201,371

TOTAL REVENUES AND TOTAL EXPENSES:

Total Revenues, Men's and Women's Teams

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	$184,067	$181,998	$366,065
Football	$609,453	--	$609,453
Baseball	$174,096	--	$174,096
Golf	$12,335	--	$12,335
Softball	--	$136,065	$136,065
Volleyball	--	$96,991	$96,991
Total Expenses of All Sports, except Football and Basketball, combined	$186,431	$233,056	$419,487
Total	$979,951	$415,054	$1,395,005
Not Attributed to Gender/Sport (Expenses not attributable to a particular sport or sports)	--	--	$654,532
Grand Total Expenses	--	--	$2,049,537

Total Expenses, Men's and Women's Teams

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	$184,067	$181,998	$366,065
Football	$609,453	--	$609,453
Baseball	$174,096	--	$174,096
Golf	$12,335	--	$12,335
Softball	--	$136,065	$136,065
Volleyball	--	$96,991	$96,991
Total Expenses of All Sports, except Football and Basketball, combined	$186,431	$233,056	$419,487
Total	$979,951	$415,054	$1,395,005
Not Attributed to Gender/Sport (Expenses not attributable to a particular sport or sports)	--	--	$654,532
Grand Total Expenses	--	--	$2,049,537

Appendix 87

Coaches Evaluation Documents

ICC Employee Evaluation and Feedback

Date _____ Employee _____ Supervisor _____

Mark an X if needs improvement.

A.	Keeps budget updated and fiscally responsible with the budget.	___
B.	Raises money, supports and participates in Athletic Fundraising Events.	___
C.	Accepts new assignments with a positive attitude (game day assignments).	___
D.	Cooperates and works well with campus staff/faculty/administration and colleagues.	___
E.	Plans and organizes workload so that students, colleagues & staff don't suffer.	___
F.	Abides by college procedures and policies.	___
G.	Abides by KJCCC and NJCAA procedures and policies.	___
H.	Promotes a positive college image on campus and in the community during the work day, during games and outside of work.	___
I.	Honest and forthright in dealing with supervisors and colleagues.	___
J.	Personally displays Character First Traits	___
	Student Athletes display Character First Traits	___
	Assistant Coaches display Character First Traits	___
K.	Takes care of equipment and materials.	___
L.	Meets team enrollment numbers set by Athletic Director.	___
M.	Communicates, evaluates and develops staff.	___

Performance Management Process

Summary of how form will be used: Performance feedback will be gathered from a combination of the employee's peers, supervisor, leadership team, and client/customers, if applicable. The feedback provided will be as relates to the employee's performance of their specific roles and responsibilities. The feedback gathered through this process along with the employee's self-evaluation will be used by the employee and their supervisor in the preparation of a development plan and as a tool to help fine tune the employee's roles and responsibilities.

Performance Review Feedback Form (for Supervisors)

Reviewer:

What dates specifically have you met with this employee for the purpose of providing feedback that either praised them or provided suggestions for improvement?

What two or three things does this person do best? Please provide specific examples?

In what ways does this person support and/or influence the direction of ICC (i.e. do they attend ICC events, participate in committees, volunteer to assist others, bubble up issues, etc.)?

In what ways has this person supported the Vision of ICC to be "Excellent" in Academics, Service and/or Support. Reflect specifically on how their role supports one of the three areas above.

What improvement areas are important for this employee's success at ICC?

What 3-4 character traits do you believe best describes this person?

Performance Management Process

Summary of how to use: Performance feedback is mainly for the benefit of the employee. Feedback provided should be used to help the employee reflect on their performance and aid them as they prepare their development plans with their supervisor. The self evaluation form is for the employee to reflect on their performance for the past year and come to their own conclusions/decisions about the performance of their role.

Self Evaluation Form:

List and add comments on your top 3 accomplishments for the year.

List and add comments on areas where you feel you could have performed your role better.

How many performance conversations have you had with your supervisor this past year?

Do you have a good job description and Performance Development Plan?

In what ways have you supported the Vision of ICC to be "Excellent" in Academics, Service and/or Support. Reflect specifically on how your role supports one of the three areas above.

What trainings, classes or resources, would be helpful in the performance of your role?

What other opportunities might you be interested in at ICC?

characterfirst®

char•act•er: the inward values that determine outward actions

Alertness
Being aware of what is taking place around me so I can have the right responses

Attentiveness
Showing the worth of a person or task by giving my undivided concentration

Availability
Making my schedule and priorities secondary to the wishes of those I serve

Benevolence
Giving to others' basic needs without having as my motive personal reward

Boldness
Confidence to say or do what is true, right, and just

Cautiousness
Knowing the importance of right timing in accomplishing right actions

Compassion
Investing whatever is necessary to heal the hurts of others

Contentment
Realizing that true happiness does not depend on material conditions

Creativity
Approaching a need, a task, or an idea from a new perspective

Decisiveness
The ability to recognize key factors and finalize difficult decisions

Deference
Limiting my freedom so I do not offend the tastes of those around me

Dependability
Fulfilling what I consented to do, even if it means unexpected sacrifice

Determination
Purposing to accomplish right goals at the right time, regardless of the opposition

Diligence
Investing all my energy to complete the tasks assigned to me

Discernment
Understanding the deeper reasons why things happen

Discretion
Recognizing and avoiding words, actions, and attitudes that could bring undesirable consequences

Endurance
The inward strength to withstand stress and do my best

Enthusiasm
Expressing joy in each task as I give it my best effort

Faith
Confidence that actions rooted in good character will yield the best outcome, even when I cannot see how

Flexibility
Willingness to change plans or ideas without getting upset

Forgiveness
Clearing the record of those who have wronged me and not holding a grudge

Generosity
Carefully managing my resources so I can freely give to those in need

Gentleness
Showing consideration and personal concern for others

Gratefulness
Letting others know by my words and actions how they have benefited my life

Honor
Respecting others because of their worth as human beings

Hospitality
Cheerfully sharing food, shelter, and friendship with others

Humility
Acknowledging that achievement results from the investment of others in my life

Initiative
Recognizing and doing what needs to be done before I am asked to do it

Joyfulness
Maintaining a good attitude, even when faced with unpleasant conditions

Justice
Taking personal responsibility to uphold what is pure, right, and true

Loyalty
Using difficult times to demonstrate my commitment to those I serve

Meekness
Yielding my personal rights and expectations with a desire to serve

Obedience
Quickly and cheerfully carrying out the direction of those who are responsible for me

Orderliness
Arranging myself and my surroundings to achieve greater efficiency

Patience
Accepting a difficult situation without giving a deadline to remove it

Persuasiveness
Guiding vital truths around another's mental roadblocks

Punctuality
Showing esteem for others by doing the right thing at the right time

Resourcefulness
Making wise use of what others might overlook or discard

Responsibility
Knowing and doing what is expected of me

Security
Structuring my life around that which cannot be destroyed or taken away

Self-Control
Rejecting wrong desires and doing what is right

Sensitivity
Using my senses to perceive the true attitudes and emotions of others

Sincerity
Eagerly doing what is right with transparent motives

Thoroughness
Knowing what factors will diminish the effectiveness of my work or words, if neglected

Thriftiness
Allowing myself and others to spend only what is necessary

Tolerance
Accepting others at different levels of maturity

Truthfulness
Earning future trust by accurately reporting past facts

Virtue
The moral excellence evident in my life as I consistently do what is right

Wisdom
Making practical application of truth in daily decisions

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Independence
COMMUNITY COLLEGE

Performance Development Plan

Name:

Date:

Short Term Goals /Actions

Priority	Action Step	Target Date

Long Term Goals/ Actions

Priority	Action Step	Target Date

Appendix 88

Co-Curricular Operational Plan Documents

Operational Plan for Athletics

Objective 1: ***Be innovative and resourceful in our approach to provide a quality student athlete experience. (Board Goal or Strategic Plan Area: Service Excellence)***

Strategies:

1. Increase student athlete satisfaction by providing safe and exceptional Athletic Practice and Game Facilities by 2% based on ICC Student Athletic Experience Survey.
2. First year to establish a baseline for user hits on Live Streaming Games and Webpage/Social Media interaction with our athletic programs.
3. Increase student athlete satisfaction by providing a safe and exceptional student athlete travel experience by 5% based on ICC Student Athlete Experience Survey.
4. Maintaining the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey.

Measurement:

Measure 1:	We will use the Noel Levitz, ICC Student Athletic Experience Survey and web page online tracking.
Measure 1 Results:	Q1: Online tracking shows the following views for Football: Webpage – June 2224, July 3030, August 6797, September 6941, October 6392, November 6596, as of December 6 7015 views Live Stream – Football Hype Video 5,835, Iowa Western 2,309, Garden City 1,889, Dodge City 1,358, Highland 1,717, Hutchinson 233, Butler 534, Coffeyville 257 Q2: Live Stream – Football Hype Video 7,900, NetFlix LCU Midwest Bowl Game 30,000, Rakeem Boyd NetFlix ICC 8,400, NetFlix LCU Season 3 6,600. You Tube Basketball Games – (W)Colby 293, (M)Dodge City 349, (M)Pratt 459, (W)Neosho 267. Waiting for data on Webpage hits.

Responsibilities:

All Athletic staff

Objective 2: ***Maintain a coaching staff who recruits highly skilled full time student athletes who are committed to obtaining an education while furthering their athletic careers. (Board Goal or Strategic Plan Area: Service Excellence)***

Strategies:

1. First year establishing a baseline to increase student athlete retention rates based on NJCAA Athletic Department Review Report.
2. Increasing women's salaries by 2% as a step in meeting gender equity guidelines based on Equity in Athletics Report.
1. Evaluate salaries based on the Equity in Athletics Report and KAACRO salary reports that are in the median range of our competing schools and bonus pay structure for coaches who are meeting ICC bench marks.
2. First year establishing a baseline to enhance and increase the level of faculty understanding of student athletes with unique and diverse life experiences.
3. Maintain the percentage of student athletes at 80% who are committed to continuing their educations at the for year level based on the ICC Student Athlete Experience Survey.

Measurement:

Measure 1:	We will use the Noel Levitz Survey, NJCAA annual reports, Equity in Athletics report, KAACRO report, Coaches Bonus Pay Bench Mark Report and ICC Student Athlete Experience Survey.
Measure 1 Results:	Q1: Compiling information from other KJCCC schools and their bonus/salary structures for their fall sports. Q2: Compiling data each quarter on sport by sport retention. Faculty and student athletes from each sport have ben meeting monthly for open discussions on issues facing student athletes as well as creating activities for faculty and student athletes to interact in. Dodge Ball Tournament was the group's first activity.

Responsibilities:
Athletic Director and Coaches

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

Strategy:

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

Measurement:

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

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

Appendix 89

Budget Increases for Women's Salaries in Volleyball, Stunt, and Women's Basketball

2017-18 Volleyball Salary Line

Family Fringe	1102	1,234
Single Fringe	629	704
FICA	7.65%	
Pena, Daniella	30,800	
Schultz, Kelly	6,000	
Total Salaries:	36,800	

2017-2018 Cheer/Stunt Salary Line

Family Fringe	1102	1,234
Single Fringe	629	704
FICA	7.65%	
Kent. Lavon	35,900	
Vasquez, Tony	23,000	
Total Salaries:	58,900	

Women's Basketball Salary Line

Family Fringe	1102	1,234
Single Fringe	629	704
FICA	7.65%	
Crane, Leslie	45,900	
Floyd. Taylor	30,000	
Anderson, Kamri	10,000	
Total Salaries:	85,900	

2018-19 Volleyball Salary Lines – increased $23,200.00 (63%) in total salaries

Family Fringe		1,264
Single Fringe		722
FICA	7.65%	
Pena, Daniella	36,000	
Medina, Polette	24,000	
Total Salaries:	60,000	

2018-19 Stunt Salary Line – increased $11,216.00 (11%) in total salaries

Family Fringe		1,264
Single Fringe		722
FICA	7.65%	
Westerhold, Cody	44,616	
Brubaker, Sheena	25,500	
Total Salaries:	70,116	

2018-19 Women's Basketball Salary Lines – increased $5,000.00 (11%) in head coach salary

Family Fringe		1,264
Single Fringe		722
FICA	7.65%	
Crane, Leslie	50,900	
Anderson, Kamri	30,000	
TBD	10,000	
Total Salaries:	90,900	

Appendix 90

Update Data Table

INSTITUTIONAL USE OF COLLECTED INFORMATION 2017-2019

Nationally Normed Surveys and Other Nationally Available Information	
Name of Data Collection or Service	*Departmental Use*
Community College Survey of Student Engagement (CCSE)	Office of Accommodations: Accessibility Operational Plan, Objective 2 **Tutoring Center**: Operational Plan Objective 2 Institutional Research Office: Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested Institutional Research Office: Used for creation of the ICC three-year Institutional Assessment Plan Athletics: Used to measure Objectives: 1:1, 2:4 in Athletic Operational Plan Student Life: The survey data from these reports allows us to measure Objectives: 1:2. 1:4, 1:5, 2:1-3,3:1-2 in Student Life Operational Plan President's Office: Used in drafting Annual Review of Strategic Plan Board of Trustees: Used in creation of Annual Update to Strategic Plan
Great Colleges to Work For	Institutional Research Office: Distribution of survey results to the President and Human Resources Human Resources: Used for the creation of HR Operational Plan
IDEA Diagnostic Feedback *End of course student survey*	Academic Affairs: All teaching personnel have access to course evaluation at the end of each semester to review how students rated them on certain aspects of the course design and course outcomes Academic Affairs: Probationary faculty may submit their surveys as evidence of teaching excellence and course-assessment activities President's Office: Used for faculty evaluation for probationary faculty
National Community College Benchmarking Project	Academic Affairs: Information use for KBOR Performance Agreement Key Performance Indicators Institutional Research Office: Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested Institutional Research Office: Used for creation of the ICC three-year Institutional Assessment Plan Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website) President's Office: Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component Board of Trustees: Used in creation of Annual Update to Strategic Plan

National Student Clearinghouse Research Center *Variety of reports on student access, student mobility, credential attainment and enrollment trends*	**President's Office:** Data identified to be used in the 2018 Strategic Plan Review
National Student Clearinghouse StudentTracker Service	**Institutional Research Office:** Extraction of data for the IPEDS GRS, GRS 200 and Outcome Measures Surveys **Institutional Research Office:** Extraction of data for a variety of data requests including but not limited to Student Support Services and Upward Bound **President's Office:** Use of enrollment information for student retention and transfer reporting to the Board of Trustees **Student Support Services:** Use of enrollment information for student retention and transfer; internal use and external reporting **Upward Bound:** Use of enrollment information for student retention and transfer; internal use and external reporting **Admissions**: Using this data to identify increases in retention for Objective 3 in Admissions Operational Plan
Noel Levitz Student Satisfaction Inventory	**Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan **Student Activities:** Used in benchmarking and setting goals for student satisfaction and safety. **Athletics**: Used to measure Objectives: 1:1, 2:4 in Athletics Operational Plan **Student Life:** The survey data from these reports allows us to measure Objectives: 1:2. 1:4, 1:5, 2:1-3,3:1-2 in Student Life Operational Plan **President's Office:** Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component **Board of Trustees:** Used in creation of Annual Update to Strategic Plan
White House Scorecard	**Institutional Research Office:** Used as a model for the ICC ScoreCard Report
Accuplacer	**Upward Bound**: evaluate participant learning from year to year **Student Support Services:** Assessment of services needed; program evaluation
LASSI	**Student Support Services:** Assessment of services needed; program evaluation
MyNextMove	**Student Support Services:** Assessment of services needed; program evaluation
Career Inventory	**Student Support Services:** Assessment of services needed; program evaluation
CashCourse	**Student Support Services:** Assessment of services needed; program evaluation

Institutional Surveys and Institution-Unique Information	
Name of Data Collection or Service	*Departmental Use*
Annual Awards Survey	**Institutional Research Office:** Preparation of a summary report for Human Resources and Events Committee for Annual Awards Banquet. **Human Resources:** Information used for award plaques and event script
Campus Culture Survey	**Institutional Research Office:** Preparation of a summary report of quantitative information for campus use. Distribution of qualitative information to the Board of Trustees, President and Human Resources **Human Resources:** Used for the creation of HR Operational Plan **Human Resources:** Used to summarize and review qualitative information for use by President and/or Board of Trustees. **President's Office:** Used in creation of President's Office Operational Plan **President's Office:** Used in drafting faculty negotiating positions **Information Technology:** Uses data to drive operation plans and departmental objectives to improve the quality of service, support and technology throughout ICC as a whole, as well as targeted projects to help support CTE students
Community LINKS Survey	**Institutional Research Office:** Preparation of a summary report for Outreach Education
Employee Satisfaction with College Events	**Institutional Research Office:** Preparation of a summary report for the Events Committee. **Events Committee:** Information use for event improvements
Graduate Exit Survey	**Institutional Research Office:** Preparation of a summary report for campus use **President's Office:** Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component **Board of Trustees:** Used in creation of Annual Update to Strategic Plan
In-Service Employee Survey	**Institutional Research Office:** Preparation of a summary report for campus use
PowerCampus	**Tutoring Center:** Peer Tutor Transcript Review **Accessibility Ofice:** Student Schedules to send Academic Accommodations to Faculty **Academic Affairs:** GPA information for KBOR Performance Agreement Key Performance Indicator **Admissions:** Contact information for event invitations **Business Office:** High school enrollment information for billing **Business Office:** Enrollment information for annual audit **Faculty:** Pass/fail rates for individual courses **Financial Aid:** Enrollment information for internal records **Financial Aid:** Final grades for aid eligibility

	ICC Foundation: Contact information for alumnae **Institutional Research Office:** Data extraction using both canned reports and IR-created Vista Views for completion of institutional data requests, IPEDS and KBOR data collections. **Phi Theta Kappa:** Contact information for membership recruitment **President's Office:** Enrollment information for Board of Trustee reports **Student Support Services:** Contact information for membership recruitment **Admissions**: Recording of required admissions documents. HS transcripts, test scores, and students' admissions applications **Student Support Services:** Collection of outcomes data re: student academic standing; program evaluation **Student Support Services:** Collection of outcomes data re: SSS graduation rates; program evaluation **Student Support Services:** Collection of outcomes data re: transfer rates; program evaluation
Human Resources Stay Interviews	**Human Resources**: Collect Data on employees who are new to the organization through Supervisor and Employee conversations. The focus is on what it takes to keep an employee at ICC. This survey is typically done within the first year of employment. The information gathered is also used to inform the HR Operational Plan
Program Review	**Institutional Research Office:** Preparation of enrollment, completion and retention data for both faculty and Program Review Committee use. **Academic Affairs:** Used by Faculty and Program Review Committee for annual and three-year analysis. **Academic Affairs:** Used by Faculty and Program Review Committee for annual and three-year analysis.
Human Resources Exit Interviews	**Human Resources**: Collect data through a list of questions for those employees who have decided to terminate employment from ICC. This information is used by HR and by supervisors where applicable. The information is also used to inform the HR Operational Plan
Tk20 (used in 2017-2018)	**President's Office:** Oversight of employees' participation in standing committee meetings. Oversight of Departmental Operational Plans and compilation of data for quarterly/annual Operational Plan reviews to Board of Trustees **Upward Bound**: document participant progress toward objectives and performance measurements **Academic Affairs**: compile and analyze date for course and program outcomes by semester and by academic year **Academic Affairs**: map specific course outcomes that meet general education outcomes into a single report to be analyzed to ensure we are meeting our targets **Academic Affairs**: report and analyze departmental goals set through operational plans

Unduplicated Headcount	President's Office: Share information campus-wide through daily e-mail compilation, compare data from year-to-year for identification of enrollment growth/areas of concern/trends/etc. 20th day/Census Day data used for campus-wide enrollment report and presentation to the Board of Trustees. Board of Trustees: Used in creation of Annual Update to Strategic Plan President's Office: Used in drafting Strategic Plan Annual Review document, Enrollment Measurement Component
Monthly Cash Flow Summary	President's Office: Oversight of College financial status Board of Trustees: Oversight of College financial status
Student Life Survey	Student Activities: Preparation of a summary report on student satisfaction of campus facilities, events, safety, and suggestions on ways to enhance the student experience
Student Semester Tracking	Navigators: Track student through semester to see how they are performing. Detailed notes are taken and reasons why students do not return are recorded. This is used to recognize patterns and reason of why students are leaving and to identify strategies to implement in the enrollment/Retention Operational Plan.
Graduation Retention Sur vey	Navigators: Used to see what is helping students get to graduation. Helps us collect data on what strategies and projects are helping retain students and helps us set goals for our Operational Plans.
Fireworks Reports	Recruiting/Admissions: Recruiting pulls reports that break down recruits by, Grad year, high school, activity, and CPC location. This data is used to help us make decisions on what CPC's we should go back to and what areas we have opportunities in. This is data is used to create our annual retention plan
Low Enrollment Reports	Enrollment/Retention: These reports were used to see what departments have low enrollment and what classes need to be marketed. They were also sent to the president and leadership team with estimates on what we spend on staffing for those programs compared to the amount of money we get from students in those programs.
Enrollment Projections	Enrollment/Retention: Enrollment projections are made from using the Student Semester Tracking report and the incoming navigator spreadsheets to estimate projected numbers for the upcoming term. This is sent to the President and the Chief Business Officer to review for upcoming budget planning.
Tutoring Center Survey	Academic Support Services: Results reviewed by professional and faculty advisors
Upward Bound Performance Review	Upward Bound: Required analysis that is part of the grant cycle. Reviewed with teams and supervisor
SSS Performance Review	Student Support Services: Required analysis that is part of the grant cycle. Reviewed with teams and supervisor
Annual Mission and Vision Survey	Board of Trustees: Use as part of the annual Strategic Plan Review and Evaluation Cycle

Academic Building Needs Survey	Academic Building Committee: Available to all employees. Used to create multi-year recommendations for long-term improvements, acted on by Board of Trustees as part of annual Repair and Renovation Fund discussion process
Campus Concern Log	Cabinet: Members of Cabinet use the information collected through the ICC Concern Log to address the immediate needs of students and other stakeholders and for driving improvement activities within the departments under their purview President's Office: Used to make occasional disciplinary decisions
Google Analytics	Marketing: Used to measure social media engagement, likes, shares, views, and click-through rates used to determine engagement success and future content promotion. Marketing: Used to "boost" College events for social media advertising Marketing: Used to establish baseline data for visitors, views, geography, and content (pages)
Facebook Analytics	Marketing: Used to promote/measure social media engagement, likes, shares, views, and click-through rates used to determine engagement success and future content promotion. Marketing: Used to "boost" College events for social media advertising Marketing: Used to establish baseline data for visitors, views, geography, and content (pages)
Twitter Analytics	Marketing: Used to establish baseline for social media engagement, retweets, likes, shares, views, and click-through rates used to determine engagement success and future content promotion
Instagram Analytics	Marketing: Used to establish baseline for social media engagement, likes, shares, views, and click-through rates used to determine engagement success and future content promotion
Presidential Advisory Committee Recommendations	Marketing: data collected from community stakeholders regarding marketing effectiveness
Department of Education Annual Performance Report	Upward Bound: evaluate performance measurements and program objectives reported to the Department of Education
Blumen Database	**Student Support Services:** use Blumen to track student information for Annual Performance Reviews (APR) submitted to the Department of Ed Upward Bound: project's record keeping database; provides collection of data to demonstrate if the project is effectively achieving its objectives – generates monthly, quarterly and annual reports –used to complete annual APR
SSS Eligibility Criteria: educational status of parents, income status, academic achievement levels	Student Support Services: Selection Criteria
Student satisfaction surveys of SSS activities, events, tutoring and academic coaching services	Student Support Services: Qualitative data used for program evaluation

Student satisfaction surveys of SSS mentoring activities; records of mentoring events and processes	Student Support Services: Quantitative and qualitative data used for annual report and program evaluation
ICC Student Athlete Experience Report	Athletics: The student athletes rate their experiences on our campus, and the data that is collected is used to measure Objectives in the Athletic Operational Plan
Title IX Equity in Athletics Report	Athletics: Annual report required of each College that allows comparison of in-house data from year to year, and to compare to regional and national schools. Used to measure Objectives 2:2., 2:3, 3:3 in Athletics Operational Plan, and in annual budget preparation Board of Trustees: Used in drafting annual budget
ICC Coaches Bonus Pay Benchmarks	Athletics: used to identify those coaches who have met benchmarks that qualify them for bonus pay. This will be used to measure Objectives 2:2, 2:3 in the Athletics Operational Plan and in annual budget preparation
NJCAA Annual Report	Athletics: Required national report providing data on GPA and Retention that will be used for in house and regional comparisons. Used to measure Objectives: 2:1, 2:5 in Athletics Operational Plan
KJCCC Annual Reports	Athletics: Required regional report providing data on GPA and Retention that will be used for in house and regional comparisons. Used to measure Objectives: 2:1, 2:5 in Athletics Operational Plan
ICC Student Life Survey	Student Life: This report administered to residents, commuters and non-traditional students allows them to rate, identify and give feedback about their student experience on both of our campuses about student life activities/organizations, safety, student union, food service and the dorms if they are residents. This will be used to measure Objectives: 1:1-5, 2:1-3, 3:1, 4 in the Student Life Operational Plan
Ellucian Data Reports	Admissions: Used to determine applicant placement in the process and allow them to create scheduled actions for communicating and guiding students in our admission process. Admissions: Used to measure Objectives: 1:1-3, 2:1-2 in Admissions Operational Plan President's Office: Used for regular enrollment reporting to Board of Trustees
Technology Survey	**Information Technology:** Serves as a planning document on a wide array of technical areas across campus, and a measure of the satisfaction of newly implemented software and hardware and suggested improvements
Survey Stance Kiosk Reporting	**Compliance/Institutional Research:** Used to track feedback from students regarding satisfaction and safety issues **Dining Services:** Used to measure user satisfaction

Integrated Postsecondary Education System (IPEDS)	
Name of Data Collection or Service	*Departmental Use*

12-month Enrollment	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Academic Libraries	**Library**: Used to compare budgets, collection statistics, and operations to the previous year
Completions	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **Academic Affairs:** Used for Program Review data and Perkins Reporting **President's Office:** Used in drafting Strategic Plan Annual Review document, Completions Measurement Component **Board of Trustees:** Used in creation of Annual Update to Strategic Plan
Data Center	**Institutional Research Office:** Creation of custom Data Feedback Reports for an annual campus report
Fall Enrollment	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Finance	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Graduation Rates	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **Academic Affairs:** Used by Faculty and Program Review Committee for Program Review **President's Office:** Used in drafting Strategic Plan Annual Review document, Completion Measurement Component **Board of Trustees:** Used in creation of Annual Update to Strategic Plan
Institutional Characteristics	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
200% Graduation Rates	**Academic Affairs:** Program Review Processes
Outcome Measures	**Academic Affairs:** Faculty use to review/analyze/make changes to targets set for course, general education, and program outcomes
Student Financial Aid	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Data Feedback Report	**Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan

Kansas Board of Regents (KBOR)and other state agencies	
Name of Data Collection or Service	*Departmental Use*
AY Collection *Information about students and their enrollments in credit bearing coursework; collection spans one academic year.*	Academic Affairs: Used in Program Review process President's Office: Used in preparation of Annual Fall Enrollment Analysis Report Board of Trustees: Used to discuss long-term institutional needs based on trends across the state
BTE Collection *Information about students and their enrollments in zero credit hour courses and BI training; collection spans one academic year.*	Academic Affairs: Used for Perkins reporting
Community College Budget Document	Cabinet and Board of Trustees: Required by statute, used to tie budget to Strategic Planning **Information Technology:** establishes a baseline for the current year's process by analyzing the previous year's expenditures and revenue
Community College Tuition & Fees Report	President's Cabinet: Comparative data used annually when identifying tuition and fee levels for the coming fiscal year Information Technology: Establishes a baseline for the current year's process by analyzing the previous year's expenditures and revenue Board of Trustees: Used in creation of annual budget
CTE Special Collection *Information about high school student enrollments in CTE coursework; used for funding purposes.*	Academic Affairs: Used to monitor CTE funding for technical courses.
Enrollment Reports	Academic Affairs: Used in course scheduling decisions
Facilities Survey	Cabinet: Used to prioritize and report to Board of Trustees on facilities improvements
Follow Up Survey of CTE Students	Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website) Academic Affairs: used for CTE external accreditors and Perkins reporting.
KHEER Enrollment Collections	Academic Affairs: Kansas Performance Indicator measures
Kansas DegreeStats	Academic Affairs: Program Review process
Kansas Higher Education Reporting System (KHERS) *KHEER, Enrollment, Credential Production, Student Success Index, and Employment & Wage*	Academic Affairs: Kansas Performance Indicator measures
Performance Reports (KPI)	Academic Affairs: Used to improve key areas covered in report

Transfer Feedback Report	**Board of Trustees**: Reviewed for transfer success **President's Office:** Reviewed for transfer success; VPAA notified if concerns are found
Tuition and Fees Report	**President's Office**: Historical data used to illustrate long-term trends for strategic planning review documents. **Business Office**: Required report for KBOR
KAACRO Reports	**Athletics**: This data provides average, mean and high salaries for athletic positions and allows us to compare our salaries to schools within our Kansas Community College Conference and will be used to measure Objectives 2:2, 2:3 in the Athletics Operational Plan
Kansas Department of Commerce High Needs Credential Report	**President's Office, Board of Trustees, and Academic Affairs:** All use this data to evaluate the potential for new academic programs – recent uses include Culinary, Cosmetology, and Barbering
Kansas Training Information (K-TIP)	**Use???**

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Strategic Planning Review

Independence Community College
2017-2018 Strategic Planning Annual Review

Part One: Introduction

Strategic Plan Annual Review Process

The College's Strategic Plan uses three primary review processes for strategic planning:

1. On a quarterly basis, operational divisions review their progress against their Operational Plan goals, each of which is tied to the Strategic Plan.
2. On an annual basis, administration produces a report for Board review ("Strategic Plan Annual Review"), which provides data on the College's progress in the nine areas of measure named in the Strategic Plan, as well as year-end summaries of the progress divisions made toward their goals.
3. On an annual basis, following the review described in #2, the Board of Trustees makes any needed adjustments to the Strategic Plan, using data presented in the review and feedback from employees.

This report, the "2017-2018 Strategic Plan Annual Review," is the second step of the process described above.

Strategic Plan History

Work began on the current Strategic Plan in 2015, when the Trustees had a special public meeting to receive feedback from the College community and to discuss whether the existing Mission and Vision Statements remained appropriate. The Board elected to continue the Mission and Vision statements unchanged, and then assigned the President to create a broad-based workgroup to draft a plan for review. The President assembled a ten-member team of faculty and staff who were chosen specifically because they represented all areas of the College and both physical campus locations. The team members solicited feedback from each of their areas. The team's meetings were open to all, and the team's draft was then presented to the Board of Trustees, which also provided input. In addition, ICC's Institutional Researcher completed an environmental scan using interviews with 52 community members, and internally, the College had just completed a SWOT analysis which every employee was able to complete. All of this material was made available to the Board. The Board then held a special public meeting to discuss institutional goals, and four goals were selected. In all, the 2015 Strategic planning process included over a dozen faculty and staff in the writing process, the entire campus in the research process, 52 members of the community in the same research process, and the entire Board of Trustees. In addition, any member of the faculty, staff, or public were included in the public comment and discussion periods prior to adoption.

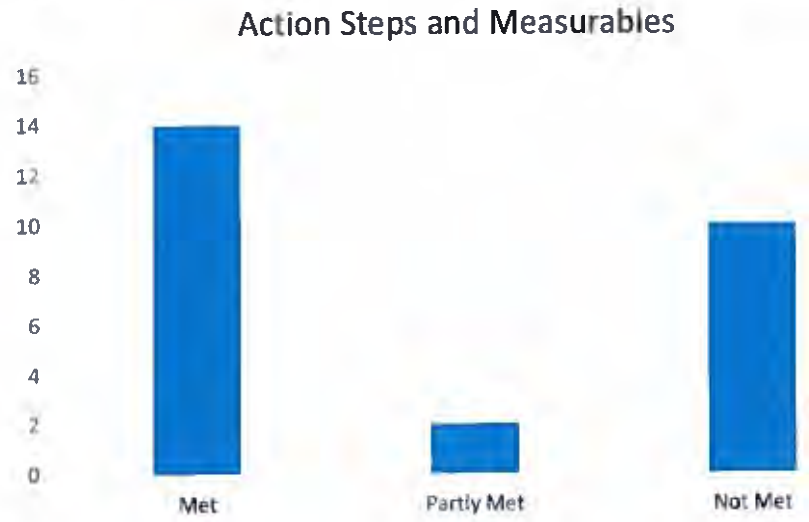
The result was a three-year Strategic Plan for 2016-2019. The Board of Trustees set a vision for the school in which the College progresses on a path of continuous improvement in the areas of academics, student services, and staff support services. The continuous improvement is in defined areas which are quantitative and lend themselves to the use of comparative data to measure progress and to drive resource and policy decisions, with the goal of further improvement. Departmental Operational Plans were developed to measure continuous improvement in achieving the Board of Trustees' vision of excellence, and were documented in Tk20 for tracking purposes. Through the use of Tk20, areas for improvement were identified, goals set, measures established, and analysis conducted throughout each area of the campus. Compilation of the individual Departmental Operational Plans resulted in the 2016-2017 ICC Operational Plan, which ties to the Board of Trustees' Strategic Goals and the College Strategic Plan. The first annual Operational Plan was presented to the Board of Trustees during the April 14, 2016 Board meeting. Quarterly Reports were presented during the July and October 2016 meetings, as well as the January and

April 2017, Board meetings; an Annual Report was also to be provided in a standardized format and published on the College website.

The Board of Trustees reviewed the 2016-2017 Strategic Plan Annual Review in June of 2017, and adopted a number of recommendations for the Strategic Plan in July of 2017. The college 2017-2018 budget was created based on the strategic priorities contained in the updated Strategic Plan. Operational Plans for each area, which are based on the Board's strategic goals, are created following revision to the Strategic Plan and subsequent budget development. The Board of Trustees continued to receive Operational Plan Quarterly Reviews during the 2017-2018 year.

Part Two: Review/Report Card of Current Strategic Plan Mission, Vision, Areas of Measure, and Goals

Overall:



Strategic Plan Detail:
(The summary below is a condensed version of the current strategic plan.)

MISSON STATEMENT

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

VISION STATEMENT

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.

STRATEGIC GOALS

1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.
Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year – **Not met**
- Continue ongoing program review process (review schedule to ensure that each year of the review schedule includes a technical program) - **Met**

2. Improve the College's relationship with the community.
Institutional Action steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program - **Met**
- Improve community participation in Inge Festival, measured by dollar support, volunteer participation, and local attendance - **Met**
- Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete. - **Met**
- Emphasize those aspects of the Facilities Master Plan which are most likely to see public use. - **Met**

3. Enhance programs through innovation to improve the overall student experience.
Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program - **Met**
- Focus the 2017-2018 Repair and Renovation Fund expenditures on improving the student experience – **Not Met**
- Operational Plans for each area that serve students should adopt a specific CSSE or Noel Levitz measure or measures that the area's activities influence - **Met**
- Research and identify funding sources for implementation of a professional recruiting software system - **Met**

4. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.
Institutional Action Steps:

- At close of regional accreditation cycle, identify accreditation requirements not yet addressed - **Met**
- Meet any critical needs identified by 2017 Vet Tech Accreditation - **Met**
- Meet any facilities needs identified by 2017 Cosmetology site inspection – **Not Met**

5. In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.
Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016-2017 levels. – **Not Met**
- Create new structures and processes to increase unrestricted support for the College by 300% over 2016-2017 baseline levels – **Partly Met**
- Increase Booster Club membership by 10% per year – **Not Met**
- Lead by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area. – **Not met**

6. Ensure continuous improvement of educational quality.
Institutional Action Steps:

- Complete current three-year assessment plan - **Met**
- Implement planed updates to Assessment Plan - **Met**
- Begin participation in Assessment Academy - **Met**
- Begin two-year renovation to main Academic Building – **Not Met**

ENSURING THE MISSION - ACHIEVING THE VISION

For the purpose of this plan, the Board will consider an educational experience exceptional if it is part of a comprehensive program of continuous quality improvement, as defined in our Core Value – Excellence.

We will achieve the Board's vision through excellence in the following three areas:

- Academic Excellence
- Service Excellence
- Support Excellence

We will measure our continuous improvement (excellence) using five areas of measure:

- Student Satisfaction - **Met**
- Enrollment – **Not Met**
- Retention – **Not Met**
- Recruitment – **Partly Met**
- Completion – **Not Met**

Student Satisfaction Goals

There are three primary vehicles for measuring students' satisfaction: Graduate Exit Survey, CSSE, and Noel Levitz. Because the latter two are administered on alternating years and are nationally normed, they provide excellent long-term data about satisfaction trends.

Each Division should identify those items which are pertinent to their areas and implement Operational Plan tactics that are designed to increase satisfaction in those areas. The institution-wide goals will be an average increase of 5% in all areas that were measured that year.

Enrollment Goals

1. Because funding at the state level is no longer tied to FTE for most courses, the College's primary strategic goal should be to fill its dorms, as the payments on those dorms represent a fixed cost. This does not necessarily favor out of district students, since some in-district students may either prefer to or be required to live in the residence halls. However, our primary measure of enrollment success should be whether we have maximum dorm occupancy.

Enrollment measure: Create a recruitment and scholarship structure that maximizes dorm residency. The next strategic plan should establish a baseline from which future enrollment can be compared.

2. The enrollment measure in the Strategic Plan should be enlarged to include an optimal/target enrollment mix. The President's Cabinet should work to create a proposal for Board Review in time for the next round of scholarship policy-setting and recruiting cycle.

Retention Goals

The appropriate division should identify students who actually plan to finish a degree or credential at ICC, and that cohort should be tracked to determine retention among them. ("Degree-seeking" is not an accurate measure of this cohort, so an agreed upon subset percentage should be determined.) Among this cohort, retention should increase 3% per year.

Recruitment Goals

Measurement 1: Athletic enrollment should remain steady
Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase
Measurement 3: Online enrollment should increase by 25% per year
Measurement 4: Residential enrollment should increase to full dorm capacity (increase will be approximately 30 headcount)

Completion Goals

Measurement: ICC's position is that we view the success of our transfer students and the success of our local completers to be of equal value if the student has met his/her self-identified educational goal. Therefore, our goal is to increase our % Cohort Rank for "% Completed OR Transferred" by an average of 2% each year for the next five years. Note that because of the need to track transfers, this is a lagging indicator, and so steps taken to achieve this goal may result in modest results for the next 2-3 years.

Part Three: Recommendations for Strategic and Operational Plans for Upcoming Year

Strategic Plan Recommendations:

1. The data clearly shows that the online area, as a source of new headcount and billable credit hours, is stagnant. We recommend a completely new emphasis on online, in which online becomes its own virtual campus. ***The recommendation is for the Director of Online should report directly to the President and should be a member of the president's cabinet, and should be tasked with and evaluated on his/her success in reaching a minimum target of 25 new, unduplicated students in the fall semester of 2018 and a minimum target of an additional 25 new, unduplicated students in the spring semester of 2019.***

2. The cost of the dorms is constant, and created a significant cost/revenue imbalance when residential enrollment declined. This is because the loss of a residential students hurts the college twice – we lose instructional income (tuition and fees) and housing fees that would have been used to pay dorm expenses. ***The recommendation is that some portion of academic scholarship dollars be devoted to the recruitment of residential students.***

3. The revenue decrease in 2017-2018 has the potential to persist into 2018-2019. ***The recommendation is for the budget to reflect this potential shortfall to prevent our cash balance from dropping too low.***

4. The 2017-2018 Strategic Plan began to address the possibility of decreased public funding. The issue should be continued, and recommendations made for supplementing public funds with additional private funds, including ensuring a long-term supply of unrestricted funds, not simply restricted funds. ***The recommendation is for a simple unrestricted quasi-endowment fund to be created with the current Capital Reserve account and any other available funds, for the primary but not exclusive purpose of funding capital projects in perpetuity.***

5. ***ADA improvements and structural improvements to existing facilities should be prioritized.***

6. The existing Facilities Master Plan has seen good progress on project completion. However, the projects later in the timeline were less structured from a timeline perspective. ***The projects that remain the Facilities Master Plan should be prioritized, based on campus need and donor partner potential.***

Operational Plan Recommendations:

1. Service must be improved to increase student satisfaction. There is simply no reason why a school of our size should not be able to offer service that is seen positively by students in all areas. The student service data we have also requires no guesswork – because it is broken down by area, each area should be able to continue to use this data to identify specific measurable steps for improvement. Also, examination of the national data shows clear areas that demand attention – for example, there are four student satisfaction areas in the Noel-Levitz data (Appendix B) in which ICC ranks lower than the national average and lower than its 2016 results. Areas such as these should be a priority. ***The recommendation for each area is that for student satisfaction operational goals, priority should be given to what the data shows are the weakest areas or the areas of greatest return.***

2. Although we have a significant amount of data about enrollment in different areas and how that enrollment changes over time, data is lacking about how each potential student is identified and recruited. This is because our Admissions area has only recently acquired the normal tracking software that most Admissions Departments have, software that would track a student through the entire recruitment cycle; generating data about the number of prospects, contacts, interests, and real-time success rates from varying zip codes. ***The recommendation for Admissions and Recruiting is that the operational plan for 2018-2019 make thorough use of the reporting function of such software in that division's quarterly reports.***

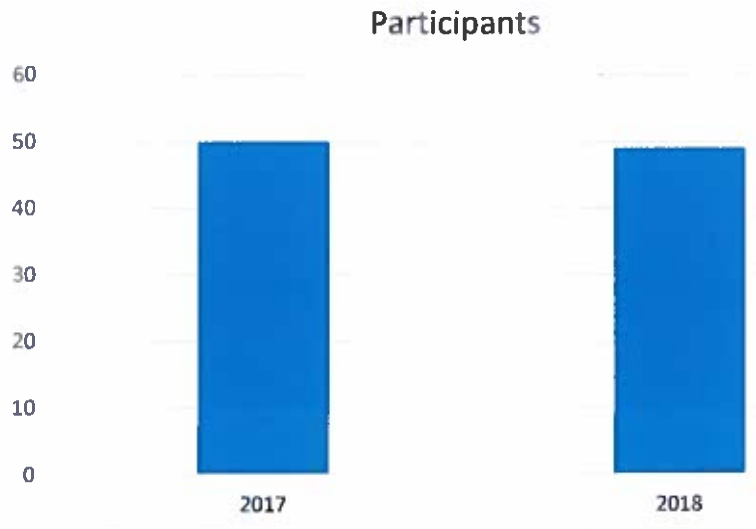
Part Four: Data Measurements Related to Strategic Plan

The section proceeds sequentially through the strategic plan.

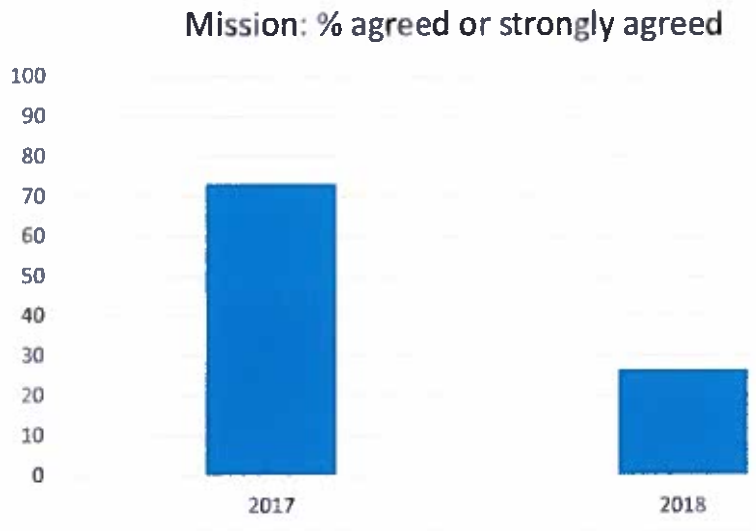
Mission and Vision Statement Survey

For the last two years, an annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.

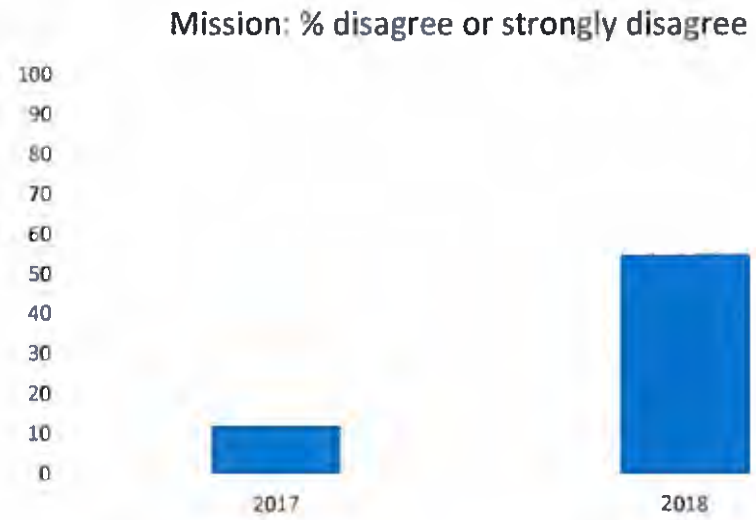
Participation in the survey remained nearly constant:



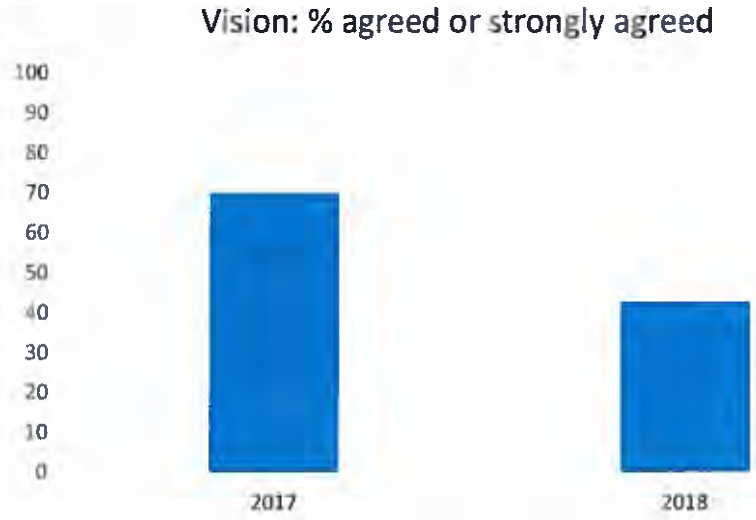
The result showed a decline in agreement with the mission of the college, measured against the results from 2017:



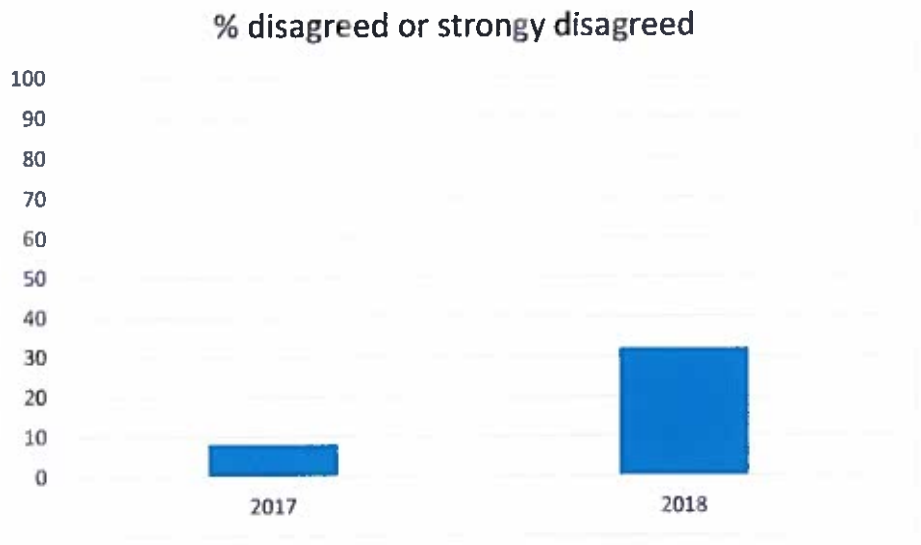
The result showed an increase in disagreement with the mission of the college, measured against the results from 2017:



The results for the Vision Statement were similar, showing a decline in agreement with the vision of the college, measured against the results from 2017:



The result showed an increase in disagreement with the vision of the college, measured against the results from 2017:



The qualitative comments that accompanied the survey suggest strongly that the those who disagreed with the mission or vision did not feel that the mission or vision are inappropriate. Many actually stated that the mission or vision were appropriate. But the common theme was the perception that one or more areas of the college were not taking the mission or vision seriously, or whose actions were at odds with the lofty ideals they contain.

Recommendation: Due to the conflict between the quantitative responses and the qualitive responses, no change is recommended to the mission or vision statement for the 2018-2019 year. However, it is recommended that the college conduct a more in-depth study of the mission and vision statements in preparation for the 2019-2020 strategic planning process.

The following chart summarizes the completion rate of the individual initiatives contained in Operational Plans that support the six board goals and three areas of excellence that are described in the 2017-2018 Strategic Plan:

The following chart summarizes the percentage of goals met of the individual initiatives contained in Operational Plans that BOTH support the six board goals and three areas of excellence that are described in the 2017-2018 Strategic Plan, AND have measurable outcomes:

Board Strategic Goal #1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. Technical Education/Increase the number of industry partners submitted to the employer engagement initiative in order to draw tech students seeking industry skills	Complete	KBOR industry list updated
2. Technical Education/Each Tech program will increase industry partner list by at least 2 each semester	Incomplete	Not Met - There was an increase in advisory board members, but no new employer initiatives were submitted to KBOR
3. Technical Education/The Associate Dean, ICC faculty/staff and the ICC NOW coordinator will work to market to area high school students	Ongoing	N/A
4. Technical Education/Technical programs offered to high school students will increase the number of high school students by at least 2 for the year	Complete	Met - This year we had 23 in the fall and 49 in the spring for a total of 72 up from 62 last year for an increase of 10
5. Technical Education/Each technical program will increase the number of articulation agreements with four-year universities by at least 1 per semester	K-State Global does not want to complete any articulation agreements until their new software program is running and Pitt State has everything, but has not completed their end. No new articulation agreements have been made this year	Not Met
6. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8 Eight new adjuncts were hired and 12 new courses were added
7. Online/Marketing will initiate a marketing campaign to promote	Complete	N/A

online enrollment and program success by May 1, 2018		
8. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
9. Registrar/100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course inventory, program inventory, and course matrix will be maintained	Complete	N/A

Board Strategic Goal #2: Improve the College's Relationship with the Community
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/President hosts monthly initiatives with community members	Ongoing	
2. President/Continue meetings with President's Advisory Council	Ongoing	
3. President/President hosts monthly initiatives with faculty and staff members	Ongoing	
4. Technical Education/Increase the number of industry partners submitted to the employer engagement initiative in order to draw tech students seeking industry skills	Complete	KBOR industry list updated
5. Technical Education/Each Tech program will increase industry partner list by at least 2 each semester		Not Met - There was an increase in advisory board members, but no new employer initiatives were submitted to KBOR
6. Technical Education/The Associate Dean, ICC faculty/staff and the ICC NOW coordinator will work to market to area high school students	Ongoing	
7. Technical Education/Each technical program will increase the number of articulation agreements with four-year universities by at least 1 per semester	K-State Global does not want to complete any articulation agreements until their new software program is running and Pitt State has everything, but has not completed their end. No	Not Met

	new articulation agreements have been made this year	
8. Technical Education/Technical programs offered to high school students will increase the number of high school students by at least 2 for the year	Complete	Met - This year we had 23 in the fall and 49 in the spring for a total of 72 up from 62 last year for an increase of 10
9. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
10. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
11. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
12. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "This institution has a good reputation within the community" reflects an improved level of satisfaction from 5.05 to 5.25	Complete	Not Met Satisfaction level dropped from 5.05 to 4.73
13. Library Resources/The Director of Library Services will attend at least two professional conferences per year to become aware of regional initiatives	Complete	Met
14. Library Resources/The Director of Library Services will seek opportunities to cooperate with other institutions in consortia purchasing	Complete	
15. Library Resources/The Director of Library Services will seek opportunities to cooperate with other institutions in grant writing	Complete	3 grants received and working on NE grant for January 2019
16. Library Resources/The Director of Library Services will seek opportunities to cooperate with other institutions in regional project development	Complete and Ongoing	
17. Library Resources/ Staff will host at least 2 cultural and 2 educational programs per semester for the public and college community	Incomplete-postponed until staffing is filled due to time demands	

18. Registrar/Fulfill 85% of transcript requests within two business days	Complete and ongoing	
19. Registrar/Semester review of policy manual and procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office	Complete and ongoing	
20. Registrar/Expenditures will be tied to operational plan and stay within given restraints	Complete	
21. Registrar/Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits	Complete	
22. Admissions/Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers		Not Met – Data under review
23. Admissions/Use CP2 to increase student satisfaction to support institutional retention rates		Not Met- Survey not administered
24. Marketing Department/Will improve community relations by including community leaders as advisors to marketing strategies for special events happening throughout the academic calendar	Complete and ongoing	
25. Marketing Department/Will develop and implement an inbound marketing plan for the Fall 2017/Spring 2018 academic school year	Complete	
26. Marketing Department/Will continuously make improvements to the College's websites that will include a mobile friendly versions, and serve as a source of content for inbound marketing materials.	Complete and ongoing	
27. Athletics/Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete		Met - Athletics as a whole performed 1465 hours of Community Service this year which is an average of 5.63 hours per student athlete
28. Athletics/Establish a baseline to engage spectators and sponsors by Creating a 'Fan Experience' at home sporting contests	Complete	
29. Athletics/Increase the number of dollars in Fundraising by individual teams	Complete	Met - Fundraised dollars per program: +Athletic Training - $100 -Stunt - $900 +Men's Basketball - $3000

		+Women's basketball - $4749 +Softball - $5095 +Football - $11,281(not including gifts in kind) +Baseball - $16,000

Board Strategic Goal #3: Enhance programs through innovation to improve the overall student experience.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Vet Tech Task Force Created	Complete	
2. President/Resolution of various accreditation deficiencies will be considered during the budget-planning process where appropriate funding is earmarked	In progress	
3. President/Structure Program Reviews in alignment with the Strategic Plan	Complete	
4. President/Program Review outcomes will drive the budget planning process	In progress	
5. Technical Education/ICC TECH increases institutional effectiveness and positive moral through a recognition incentive program	Complete and ongoing	
6. Online/Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual	Complete	
7. Online/Online Advisory Committee will reevaluate the outcomes and goals for annual data collection	Incomplete	
8. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
9. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
10. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8.
11. ICC Tech/Raise the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey		Not Met - Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement

12. Library Services/Review all materials with programs scheduled for program review this year by December 2017 and obtain a list of desired materials from each program	Complete	
13. Library Services/Remove items which instructors find outdated or which will not be used	Complete	
14. Library Services/Noel-Levitz- decrease the performance gap by .05 for question #14		Met - Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07
15. Library Services/Score at least 80% satisfactory on faculty/staff survey regarding library resources	Incomplete – No feedback received	
16. Library Services/Promote the new request feature available in the online catalog and receive at least 1 suggestion in the first 3 months of use	Complete and ongoing	No requests were made via catalog, but some were received via email and in person
17. Registrar/Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits	Complete	
18. Financial Affairs/Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt	In progress	The OSFA is on track to meet our spending goal of 90% of the awarded amount. We have currently spent 89.9% of the total awarded FWS funds and have one pay period remaining in the award year
19. Financial Affairs/Continue increasing the number of students positively impacted by the FWS program, the OSFA will target spring student athletes who participate in the football program because these students have a less rigorous schedule in the spring and more availability to earn FWS monies	Complete	Met - OSFA has increased the total number of FWS recipients to 59 compared to 45 recipients at the same time last year
20. Financial Affairs/Educate students about personal financial wellness	Complete and ongoing	Increased number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services
21. Financial Affairs/Collaborate with Admissions, Upward Bound, and Independence High School to hold another "Price Is Right" financial literacy gameshow tailored to high school students	Complete - Price Is Right financial literacy event for 100 Independence High School students and staff was held in March	

22. Financial Affairs/Conduct a Lunch & Learn in conjunction with Student Support Services to provide students information on budgeting financial aid refunds	Complete – Budget Workshop held for 10 College students	
23. Financial Affairs/Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist	Complete	
24. Financial Affairs/Increase the number of early FAFSAs completed by 10% by February 1, 2018	Complete -	Met - An increase of 30% over last year, and OSFA has received those 3 months earlier than last year
25. Financial Affairs/Reduce the annual 3-Year Cohort Default Rate (CDR) calculated by the Department of Education	Complete	Met - An increase of 8.47% in the number of students no longer being reported as delinquent
26. Financial Affairs/Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA	Incomplete	
27. Financial Affairs/Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations	Complete	
28. Financial Affairs/Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets	Complete	Met - 38% increase in web orders and 73% increase in sales dollars
29. Financial Affairs/Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales	Complete	Met - 38% increase in web orders and 73% increase in sales dollars
30. Financial Affairs/Reduction of Fall 2017 A/R Aging by 2%		Met - Fall 2017 A/R aging was captured at 8.68% which is a reduction over Fall 2016 of 3.79%. Spring 2018 A/R term aging was captured at 11.79% which is a reduction over Spring 2017 at 12.47%;
31. Financial Affairs/Baseline FY 2017 data for statements and A/R Aging	Complete - Baseline data was determined. Staff have created an "Accounts Receivable Summary" monthly	

	report to track A/R aging data and currently are reviewing on a weekly basis	
32. Financial Affairs/Reduce the amount of debt owed by students when leaving ICC through improved communications and payment options	Complete and Ongoing/ Continued mailing of statements by 5th of each month, constant communication with departments regarding student balances have continued	
33. Facilities/Respond to campus facility maintenance and needs in a timely fashion	Complete and Ongoing	Met - 295 maintenance tickets submitted, 294 were resolved and 1 is still open. The 1 open ticket is a way for maintenance staff to track Preventative Maintenance of HVAC systems
34. Facilities/Stay within budgeted dollars allotted for the Maintenance Department	Complete	Met - Expensed and encumbered 92% of published budget. Expensed and encumbered 92.7% of new operating budget
35. The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping	Complete and Ongoing	
36. ICC Maintenance staff/100 % will be trained in CPR and AED	Incomplete	
37. ICC Maintenance staff/50% will receive First Responder Training	Incomplete	
38. Compliance/Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission	Complete. Student Satisfaction and Complaints Review Committee formed	
39. Compliance/Provide campus-wide training for the new Maxient program	Complete	

40. Compliance/The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting	Complete and Ongoing	
41. Compliance/The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee	Complete and Ongoing 33/41 80.5%	First data report following April meeting 15/16 94%

Board Strategic Goal #4: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Specific requirements are included in Departmental Operational Plans	Complete	
2. President/Data is gathered for setting targets and establishing benchmarks	Ongoing	
3. President/Deficiencies noted in the HLC Comprehensive Quality Review Final Report are resolved	Ongoing – ahead of schedule	
4. President/Cabinet meetings will focus around strategies for resolution of deficiencies noted	Complete and Ongoing	
5. President/Continue weekly Cabinet discussion of individual accreditation Criteria findings	Complete and Ongoing	
6. President/Distribute Cabinet meeting minutes "All Staff", "All Students", and the Board of Trustees for campus-wide inclusion and transparency	Complete and Ongoing	
7. President/Set targets for goal achievement	Complete	
8. President/Outcomes drive the budget-planning process	Ongoing	
9. President/Operational Plans reflect the Strategic Plan and Board of Trustees Goals	Complete	

10. President/Identify funding requirements where appropriate to facilitate inclusion for consideration during the budget-planning cycle	Ongoing	
11. President/Establish link between Strategic Plan, Operational Plan, and budget process; earmark funding where appropriate	Complete	
12. President/Develop Operational Plans through Strategic Plan directives and Board Goals	Complete	
13. President/Present quarterly reviews of Operational Plans to Board of Trustees	Complete	
14. President/Present to the Board annual progress report toward achieving goals stated in Operational Plans	Complete	
15. President/Present monthly accreditation progress report to Board of Trustees	Complete and Ongoing	
16. President/Post Quarterly Reviews on the College website	Complete and Ongoing	
17. President/Address deficiencies during weekly Cabinet meetings with responsible parties for achieving resolution identified and timelines set for completion	Complete and Ongoing	
18. President/Collaborate with HLC liaison to confirm strategies for addressing deficiencies are appropriate	Complete and Ongoing	
19. Compliance/Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission	Complete/Student Satisfaction and Complaints Committee formed.	
20. Compliance/Provide campus-wide training for the new Maxient program	Complete	
21. Compliance/The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting	Complete and Ongoing	

22. Compliance/The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee	Complete and Ongoing	First data report delivered at April 2018 meeting
23. Compliance/Compile and review all College policy and procedure handbooks and manuals and will approve the revision of at least one-third of the College's policy, procedure and compliance related documents	Ongoing/Specific areas of focus implemented: Clery Act, Title IX and HLC priorities	
24. Compliance/Over 90% of College faculty and staff will attend two or more live compliance training sessions, with over 90% of faculty and staff completing 100% of assigned LawRoom webinars	Complete and Ongoing	
25. Compliance/Over 90% of freshman enrolled in College Success, student-athletes and students living in resident housing will attend two or more compliance training sessions and over 60% of the general student population will attend at least one compliance training session during the 2017-2018 school year	Complete	Met
26. Compliance/Compliance Officer will attend monthly compliance training webinars and/or conferences	Complete	
27. Compliance/Respond to the Higher Learning Commission and ensure that all federal, state, and local reporting requirements are met	Ongoing	

Board Strategic Goal #5: In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Private support for scholarships increases 25% over 2016-2017 levels	Ongoing	Foundation awarding (25) $200 part-time student scholarships
2. President/Processes are established for supplementing decreasing level of	In progress	Anticipated completion end of second quarter of the 2017-2018 fiscal year

public funds with additional private unrestricted funds-at least two options for structures or mechanisms will be submitted		
3. President/Checks and balances are implemented and 98% accuracy of financial forecasting reports is achieved	Complete	
4. President/Inge Center activities are aligned with College Mission and Vision.	Complete	
5. President/Financial predictability of Inge Center achieves stability	Complete	
6. President/Sections of Noel Levitz Student Satisfaction Inventory regarding Inge Center activities show improvement in areas associated with student benefits	Complete	Results show a slight drop in various areas associated with student benefits
7. President/Identify potential Inge Honoree donors, craft letters personal information, and follow-up with phone conversations and solicitations	Complete	Donations received
8. President/Mail solicitation letters to recipients of *New Voices in the American Theater Award*. Follow-up phone conversations	Complete	Donations received
9. President/Host meeting of the Inge Artistic Advisory Committee.	Complete and Ongoing	
10. President/Independence Community College and Independence Community College Foundation objectives are aligned for cohesiveness between the entities	Ongoing	
11. President/Requested and received ICC Foundation financial assistance sending football athletic students to the Midwest Classic Bowl game	Complete	
12. President/Raise funds for Pirate Pantry through ICC Foundation hosting Dancing With The Indy Stars	Complete	
13. President/Poll Trustees for level of satisfaction with: involvement in the budgeting process, and degree of oversight	Incomplete	
14. President/Interim Artistic Director for the Inge Center will utilize a different process for the Inge Theater Festival to improve financial stability and predictability	Complete	

Board Goal #6: Ensure continuous improvement of educational quality.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. Academic Affairs/Increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	Incomplete - Spring semester has ended, so IR can now start pulling data to see if we made our goal	
2. Academic Affairs/Identify areas for improvement based on data received from common assessments in both developmental and English Comp I courses	In progress	
3. Technical Education/Identify improvements in retention and success of students in technical programs	Ongoing	
4. Technical Education/Complete the annual program review process through use of the Perkins Core Outcome indicators, and will submit required paperwork to the Kansas Board of Regents (KBOR) by April 30th of each calendar year	Complete	
5. Technical Education/Associate Dean and the Vet tech staff will meet any critical needs identified by the 2017 Vet Tech Accreditation	Complete	Reinstatement of Full Accreditation Status Received
6. Technical Education/Associate Dean and the Cosmetology staff will meet any critical needs identified by the 2017 Cosmetology site inspection	In progress	Floor inspection done
7. Online/Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual	Complete and ongoing	
8. Online/Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018	In progress	
9. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Met - Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added

10. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8.
11. Library Resources/Noel-Levitz- decrease the performance gap by .05 for question #14. Library resources and services are adequate	Complete	Met - Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07
12. Library Resources/Analysis of post instruction activities in College Success with student success rate of 70% or better for each semester	Incomplete – Feedback not received from College Success instructors	
13. Library Resources/Monthly theme in information literacy to be emphasized	Complete and Ongoing	
14. Library Resources/Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2017-2018 academic year	Complete	
15. Library Resources/All students will be enrolled in library resources class by the end of first semester	Incomplete - In development with online	
16. Library Resources/Statistical analysis of use of online tutorials and library skills course on Canvas	Incomplete	Possible redevelop with new ADA requirements
17. Library Resources/Survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher	Complete	Not Met - Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%
18. Library Resources/Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2017	Complete	
19. Library Resources/Work with the Inge Director and staff to create a file of signed releases for digital archives and for historical purposes and begin obtaining releases for items in the back log to be completed by May 2018	Complete	
20. Student Support Services/61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year	Complete and Ongoing	

21. Student Support Services/73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution	Complete	
22. Student Support Services/32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years	Complete	
23. Student Support Services/80% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment	Complete	Not Met - 20% of active participants completed CashCourse modules and scored higher on post-test than on pre-test

Board Area of Excellence #1: Academic Excellence
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. Academic Affairs/Increase the percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Program	In progress	
2. Academic Affairs/CTE Faculty will work with IR and with the Registrar's office to track students after they have left ICC to ensure we have accurate reporting to the Kansas Board of Regents (KBOR)	Ongoing	
3. Academic Affairs/Increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	In progress	
4. Academic Affairs/Identify areas for improvement based on data received from common assessments in both developmental and English Comp I courses	In progress	
5. Academic Affairs/Instructors will notify students early in the term if they are doing poorly in a class	Ongoing- Navigators took this responsibility	
6. Academic Affairs/Noel Levitz - reduce the gap between importance and satisfaction from 1.10 to .9 on the following statement, "Students are notified early in the term if they are doing poorly in a class."	Complete	Met - The performance gap between importance and satisfaction for Spring 2018 was 0.65. This is a bigger reduction than our target was set at, which means we made significant progress towards this goal

7. Technical Education/Raise the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey	Complete	Not Met - Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement.
8. Technical Education/Identify improvements in retention and success of students in technical programs	Ongoing	
9. Technical Education/Complete the annual program review process through use of the Perkins Core Outcome indicators, and will submit required paperwork to the Kansas Board of Regents (KBOR) by April 30th of each calendar year	In progress	
10. Technical Education/Follow up on the barbering program that was taken to Academic Council in 2017	Incomplete	On Hold/Budget Restrictions
11. Technical EducationAssociate Dean and the Vet tech staff will meet any critical needs identified by the 2017 Vet Tech Accreditation	Complete	Reinstatement of Full Accreditation Status Received
12. Technical Education/Associate Dean and the Cosmetology staff will meet any critical needs identified by the 2017 Cosmetology site inspection	In progress	Floor inspection done
13. Online/Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual	Complete and ongoing	
14. Online/Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018	In progress	
15. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
16. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
17. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
18. Library Resources/Noel-Levitz-decrease the performance gap by .05 for question #14. Library resources and services are adequate	Complete	Met - Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07

19. Library Resources/Analysis of post instruction activities in College Success with student success rate of 70% or better for each semester	Incomplete	
20. Library Resources/ Monthly theme in information literacy to be emphasized	Complete and ongoing	
21. Library Resources/Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2017-2018 academic year	Complete	Met
22. Library Resources/All students will be enrolled in library resources class by the end of first semester	Incomplete	In development with online
23. Library Resources/Statistical analysis of use of online tutorials and library skills course on Canvas	Incomplete	Possible redevelop with new ADA requirements
24. Library Resources/Survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher	Incomplete	Not Met - Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%
25. Library Resources/Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2017	Complete	
26. Library Resources/Proper legal documents for usage of William Inge Collection materials by others, and copyright/performance clearance completed by December 2017	Complete	
27. Library Resources/Work with the Inge Director and staff to create a file of signed releases for digital archives and for historical purposes and begin obtaining releases for items in the back log to be completed by May 2018	Complete	
28. Library Resources/Director of Library Services will work with Inge community to seek out resources to maintain the collections	Incomplete	Volunteers failed to show up in the second half of the first semester and the first part of the spring
29. Library Resources/Director of Library services will enroll in at least one course or attend at least one conference to increase knowledge and resources for the Inge collection	Incomplete	Due to time constraints and budget
30. Library Resources/Inge Collection Committee will meet at least 2 times per semester to assess the progress of projects	Incomplete	Inge Collection Committee has not met yet this semester and has not informed Library Director of any Inge activities through the Inge Center

31. Student Support Services/61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year	Ongoing	
32. Student Support Services/73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution	Complete	
33. Student Support Services/32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years	Ongoing	
34. Student Support Services/31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years	Ongoing	
35. Student Support Services/80% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment	Complete	Not Met - 20% of active participants completed CashCourse modules and scored higher on post-test than on pre-test
36. Student Support Services/60% of SSS participants surveyed will report that their financial and economic literacy was improved by participation in targeted SSS activities	Incomplete	Not Met - Spring survey did not include this question. Data will be collected in August, 2018
37. Student Support Services/80% of SSS participants designated in admissions criteria as having a disability will report on annual survey that they received high or excellent quality services related to their disability-related access or accommodations	Incomplete	Not Met - Spring survey did not include this question. Data will be collected in August, 2018
38. Student Support Services/60% of identified stakeholders will report that SSS social media interactions are somewhat or very helpful to them	Incomplete	Not Met - Spring survey did not include this question. Data will be collected in August, 2018
39. Information Technology/ Implement reusable and Administratively wide accessible reports for 100% of the KBOR and IPEDs collections	Complete	
40. Information Technology/ Complete the integration of SQL Server Reporting Services with Ellucian and GP Dynamics to allow access to all 140 faculty and staff	Ongoing	

41. Information Technology/By restructuring the employee entrance process to allow for 75% of all new employees to be setup and ready prior to the first day of employment	Complete and Ongoing	
42. Upward Bound/85% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year	Complete	Q2: **Met** - 90% of participants have a GPA of 2.5 of higher, in progress until 05/18 Q3: **Met** - Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA Q4: **Not Met** - Grade check- May 1, 2018— 24% (16 out of 65) participants were put on Academic Probation due to the new tutoring policy changes
43. Upward Bound/50% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math	In progress	Not Met - 29 out of 50 participants are enrolled in ACT Math and English for the Summer Program 2018 to improve efficiency on state assessments
44. Upward Bound/94% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma	In progress	Met - 100% of participants graduated with a regular high school diploma, or moved on to the next grade level following the 2017-2018 academic year
45. Upward Bound/75% of all current and prior year participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study	In progress	Met - 100% of seniors graduated with a regular secondary school diploma and completed a rigorous program of study
46. Upward Bound/85% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester	Complete	Met - 100% of seniors have been accepted into an institution of higher education
47. Upward Bound/44% of participants who enrolled in a program of postsecondary education by fall term immediately following high school graduation or by next academic term (e.g. spring term) as result of acceptance but deferred enrollment, will attain either an associate or	In progress - 13 out of 15 seniors have qualified for the summer Bridge program and will be taking	

bachelor's degree within six years following graduation from high school	up to six credit hours at ICC; 25 juniors and sophomores have enrolled in one (1) three (3) credit ICC college class for the first summer session	

Board Area of Excellence #2: Service Excellence
Actions Taken/Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Improve service through adoption of specific CSSE measures, or measures that each area's activities influence, to increase student satisfaction	Complete	
2. President/Install survey kiosk for collecting data regarding students' levels of satisfaction in various area across campus; associated reports will identify areas for improvement	Complete	
3. President/Establish benchmarks for evaluating future data from Survey kiosk reports	In progress	Benchmark set at spring 2018 monthly average
4. President/Sections of the Noel Levitz Student Satisfaction Inventory show improvement in areas associated with student benefits	Complete	Results show a slight drop in various areas associated with student benefits
5. President/Host monthly initiatives with faculty and staff members	Complete and Ongoing	
6. President/Host monthly initiatives with community members	Complete and Ongoing	
7. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
8. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	

9. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
10. President/Raise funds for Pirate Pantry through ICC Foundation hosting Dancing With The Indy Stars	Complete	
11. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "People on this campus respect and are supportive of each other" reflects an improved level of satisfaction from 4.73 to 4.80	Complete	Not met - Satisfaction level dropped from 4.73 to 4.67
12. Tutoring Services/Maintaining CRLA Certification for Tutor Training Program – logging all tutor contacts weekly	Complete	
13. Tutoring Services/Maintaining CRLA Certification for Tutor Training Program –distributing tutor contact sheets to faculty daily	Complete	
14. Tutoring Services/Maintaining CRLA Certification for Tutor Training Program – updating tutor training program in July/August	Incomplete	
15. Tutoring Services/The Tutoring Center will maintain an Excel budgeting sheet for tutor salaries and utilize practices and approaches that are fiscally responsible, including tying expenses to operational plan. 16. Tutoring Services/Complete Departmental Review by April of 2018	Complete	
17. Tutoring Services/College Reading and Learning Association requires evaluation of peer tutors to be performed each semester – All peer tutors will score 60/80 on supervisor evaluation	Complete	
18. Academic Advising/Director of Enrollment and Retention Management will lead annual departmental review	Complete	
19. Academic Advising/Utilize practices and approaches that are fiscally responsible	Complete	
20. Academic Advising/70% of students who attend degree plan information sessions will rate workshop as satisfactory, Noel-Levitz Item 66 "Program requirements are clear and reasonable" performance gap will decrease from .54 to .5	Complete	Met - Decreased the gap to .47

21. Library Resources/Noel-Levitz- Decrease the performance gap for question #26 by .05	Complete	Met - Decreased the performance gap on question 26 (regarding the friendliness and knowledge of staff) by .18
22. Library Resources/Collect baseline data on student usage through door counter statistics	Complete	
23. Library Resources/Have 10 staff meetings to implement new technology updates, discuss needs and fix problems	Complete	Orientation has been done with student workers/staff position will not be filled
24. Library Resources/The Library will meet or exceed the national staffing averages at peer institutions (e.g. see NCES)	Incomplete	Remain below national and regional staffing levels and hours
25. Library Resources/All full-time employees will participate in at least one work related conference or workshop every year	Complete	
26. Library Resources/All staff will participate in at least 8 out of the 10 staff meetings	Incomplete	No professional staff; meetings held with student workers weekly or as needed
27. Library Resources/Survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher		Not Met - Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%
28. Registrar/Fulfill 85% of transcript requests within two business days	Complete	
29. Registrar/Semester review of policy manual and procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office	Complete and ongoing	
30. Registrar/ Expenditures will be tied to operational plan and stay within given restraints	Complete	
31. Registrar/Advisors will complete a degree check for each graduation application. The Registrar reviews these degree checks for correctness before a student is placed on the graduation list	Complete	
32. Registrar/Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits	Complete	
33. Registrar/100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course	Complete	

inventory, program inventory, and course matrix will be maintained		
34. Admissions/Increase satisfaction rating for Noel Levitz item number 5 "The personnel involved in registration are helpful" from 0.08 – 0.10		Not Met - Gap widened to .54
35. Admissions/Decrease Gap score for Noel Levitz item number 41 "Admissions staff is knowledgeable" from 0.55 to 0.50 Using Power Campus to run enrollment reports		Not Met - Gap widened to .63
36. Admissions/Use Ellucian to measure the percentage of students that complete setup in Pirate Portal	Complete	Fireworks system will fix this process; Starting on June 11th, students will automatically get their username and log-on emailed to them
37. Admissions/Use CP2 to increase student satisfaction to support institutional retention rates		Not Met- Survey not administered
38. Admissions/Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers		Not Met – Data under review
39. Marketing Department/Will develop and implement an inbound marketing plan for the Fall 2017/Spring 2018 academic school year	Complete	
40. Marketing Department/Will continuously make improvements to the College's websites that will include a mobile friendly versions, and serve as a source of content for inbound marketing materials	Complete	
41. Athletics/Establish a baseline for user hits on Live Streaming Games and Webpage/Social Media interaction with our athletic programs	Complete	FB views: Hype Video – 9.2 K, Midwest Bowl Highlights – 40K, Athletic Webpage Monthly Visits: Aug – 52,175, Sept – 61,480, Oct – 60,376, Nov – 63,929, Dec – 53,972, Jan – 32,421. Twitter followers for Dream U – 4,717
42. Athletics/Increase student athlete satisfaction by providing safe and exceptional Athletic Practice and Game Facilities by 2% based on ICC Student Athletic Experience Survey	Complete	Met - There was an increase by 34% in satisfaction with regards to game/practice facilities. 78% of our SA were satisfied with the practice facilities and 93% of our SA were satisfied with their Game Facilities. You can see the 15% gap between practice and game facilities. This number was highly influenced by the football dissatisfaction of their practice facilities
43. Athletics/Increase student athlete satisfaction by providing a safe and exceptional student athlete travel	Complete	Met - There was an increase by 34% in satisfaction with regards to satisfaction in transportation to and from games

experience by 5% based on ICC Student Athlete Experience Survey		
44. Athletics/Maintain the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey		Met - 98% of our SA felt splaying sports at ICC developed leadership qualities in themselves and their teammates (compared to 96% in 2016-17)
45. Athletics/Establish a baseline to increase student athlete retention rates based on NJCAA Athletic Department Review Report	Complete	Overall Athletic Retention Rate – 75%. By sport: Football – 82%, Men's Basketball – 96%, Women's Basketball – 100%, Baseball – 83%, Softball – 78%, Stunt 78%, Golf – 40%, Athletic Training – 43%
46. Athletics/Increase women's salaries by 2% as a step in meeting gender equity guidelines based on Equity in Athletics Report	Incomplete	Not Met – Won't have data until Equity Report is completed in August
47. Athletics/Evaluate salaries based on the Equity in Athletics Report and KAACRO salary reports that are in the median range of our competing schools and bonus pay structure for coaches who are meeting ICC bench marks	Incomplete	Not Met - Won't have data until Equity Report is completed in August
48. Athletics/Establish a baseline to enhance and increase the level of faculty understanding of student athletes with unique and diverse life experiences	Complete	Met - 78% (29% strongly agree & 54% agree) of our SA's feel that the ICC Faculty understand their unique/diverse life experiences. The remaining 22% (which is 57 student athletes) do not feel that the ICC Faculty understand their unique/diverse life experiences
49. Athletics/Maintain the percentage of student athletes at 80% who are committed to continuing their educations at the four-year level based on the ICC Student Athlete Experience Survey	Complete	Met - 96% of our SA's are committed to continuing their educations at the four-year level (81% strongly agree and 15% agree)
50. Student Life/Encourage students to participate in Student Organizations and activities that enhance the student experience	Complete and Ongoing	
51. Student Life/Set up a mobile scanner that can be placed at games, theater performances, and events around campus. Each time a student attends one of these events they receive an entry to an end of the semester drawing for prizes	Complete	
52. Student Life/Utilize data from scanners to identify student participation. After the first quarter benchmark is set the goal will be to increase student participation at games and events by 10%	Incomplete	Data collected was insufficient benchmark difficult to set

53. Student Life/Using the in-house Student Survey have 85% of students say "Yes" to the question "The college shows concern and makes an effort to provide activities for students."	Complete	Not Met - 80% of students marked "Yes" to the question
54. Student Life/Create innovative spaces in the student union that will engage students and create a better student experience	Incomplete	
55. Student Life/Using the Noel Levitz survey question "The student center is a comfortable place for students to spend their leisure time." Lower the "Gap" from .42 in 2016 to .35 in 2018	Complete	Not Met - the "Gap" went up from 0.42 to 0.47
56. Student Life/From the in-house Student Survey question "The Student union is a comfortable place for me to spend my free time." Raise the number of students who responded "yes" in 2017 from 80.5% to 85% in 2018	Complete	Met - 86% of students felt student union was a comfortable place
57. Student Life/Campus Clarity- Have students participate in online training during college success classes	Complete	
58. Student Life/Campus Clarity- Before each movie show a short clip about campus safety, sexual awareness, bystander intervention, etc.	Complete	
59. Student Life/Using the in house Student Survey have 95% of students respond "yes" to the question "Did you learn about Bystander Intervention while at ICC?."	Complete	Not Met - 47.1% of students said yes and 25.5% of students said they learned about it but cannot remember what it was. Overall 72.6% of students reported they did learn about bystander intervention
60. Student Life/Programing training and ongoing prevention for sexual misconduct Guest Speakers and Webinars	Complete	
61. Student Life/ From the in-house Student Survey question "Do you feel safe on Campus?" Raise the number of students who responded "yes" in 2017 from 78.8% to 85% in 2018	Complete	Met - 94.1% of students feel safe on campus
62. Financial Affairs/Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt	Complete and ongoing	Met - Exceeding the amount of FWS monies spent at the same time last year. Year-to-date, OSFA has expended $17,601 while at the same time last year OSFA had expended $16,805; an increase of 4.7%
63. Financial Affairs/Continue increasing the number of students positively impacted by the FWS program, the OSFA will target spring student-athletes who participate in the football program because these students have a less	Complete	Met - Increased the total number of FWS recipients to 47 since the last report. At the same time last year, the OSFA had 43 FWS recipients

rigorous schedule in the spring and more availability to earn FWS monies		
64. Financial Affairs/Educate students about personal financial wellness	Complete	Met - Increased number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services
65. Financial Affairs/Collaborate with Admissions, Upward Bound, and Independence High School to hold another "Price Is Right" financial literacy gameshow tailored to high school students	Complete	
66. Financial Affairs/Conduct a Lunch & Learn in conjunction with Student Support Services to provide students information on budgeting financial aid refunds	Complete	
67. Financial Affairs/Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist	Complete	
68. Financial Affairs/Increase the number of early FAFSAs completed by 10% by February 1, 2018	Complete	Met - An increase of 30% over last year, and OSFA has received those 3 months earlier than last year
69. Financial Affairs/Reduce the annual 3-Year Cohort Default Rate (CDR) calculated by the Department of Education	Complete	Met - An increase of 8.47% in the number of students no longer being reported as delinquent
70. Financial Affairs/Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA.	Incomplete	
71. Financial Affairs/Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations	Complete	
72. Financial Affairs/Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets	Complete	
73. Financial Affairs/Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales.	Complete	Met - 38% increase in web orders and 73% increase in sales dollars
74. Financial Affairs/Improve the college's relationship with the stakeholders through targeted surveys	Ongoing work with Institutional Research	

75. Financial Affairs/Reduction of Fall 2017 A/R Aging by 2%	Complete	Met - captured at 8.68% which is a reduction over Fall 2016 of 3.79%
76. Financial Affairs/Baseline F& 2017 data for statements and A/R Aging	Complete	Baseline data for Fall 2016, Spring 2017, Summer 2017, and Fall 2017 has been captured for term based A/R aging Fall 2016 (13.07%), Spring 2017 (12.47%), Summer 2017 (20.08%), Fall 2017 (8.68%)
77. Financial Affairs/Reduce the amount of debt owed by students when leaving ICC through improved communications and payment options	Complete and Ongoing/ Continued mailing of statements by 5th of each month, constant communication with departments regarding student balances have continued	
78. Facilities/Respond to campus facility maintenance and needs in a timely manner	Complete	Met - 204 maintenance tickets submitted, 203 have been resolved and 1 is open (Cosmetology floors)
79. Facilities/Stay within budgeted dollars allotted for the Maintenance Department	Complete	Met - Expensed and encumbered 48.1% of published budget. Expensed and encumbered 48.47% of new operating budget with budget cuts
80. Facilities/Stay within budgeted dollars allotted for the Maintenance Department	Complete	Met - Expensed and encumbered 76.7% of published budget. Expensed and encumbered 77.2 % of new operating budget
81. The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping	Complete and Ongoing	
82. ICC Maintenance staff/100 % will be trained in CPR and AED	Incomplete	
83. ICC Maintenance staff/50% will receive First Responder Training	Incomplete	
84. Information Technology/ Setup focus groups, with the help of Marketing, to identify possible technological improvements	Incomplete/set up Spring of 2018	
85. Information Technology/Focus of at least one advancement in educational technology	Complete	

86. Information Technology/ Redesign our current infrastructure to offer online account creation and password reset abilities	Complete/Ongoing	
87. Information Technology/ Continue evolving the Infrastructure Roadmap to develop an optimal digital identity life-cycle	Ongoing	
88. Information Technology/ Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards	Complete	
89. Information Technology/ Implement technology based Security	On hold/budget constraints	
90. Compliance/Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission	Complete/Student Satisfaction and Complaints Review Committee formed	
91. Compliance/Provide campus-wide training for the new Maxient program	Complete	
92. Compliance/The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting	Complete and Ongoing	
93. Compliance/The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee	Complete and ongoing	First data report following April meeting
94. Accessibility Services/Complete ADA checklists for every building and program at ICC	Incomplete	
95. Accessibility Services/ Complete Web Contest Accessibility Guide (WCAG) checklist	Incomplete	
96. Accessibility Services/Disseminate information to students with disabilities regarding available campus and	Incomplete	

community resources through an information packet		
97. Accessibility Services/ Develop Accessibility webpage by June 1, 2018	Incomplete	
98. Accessibility Services/Move student accommodations process to Maxient	Complete	
99. Accessibility Services/Create online form for students to submit accommodation requests	Incomplete	
100. Accessibility Services/Review and Revise Accommodations Handbook as necessary	Incomplete	
101. Accessibility Services/ Complete Departmental Review at end of Spring Semester	Incomplete	
102. Technical Education/Raise the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey	Complete	Not Met - Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement

Board Area of Excellence #3: Support Excellence
Actions Taken/Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Checks and balances are implemented and 98% accuracy of financial forecasting reports is achieved	Complete	
2. President/The Business Office has undergone new structuring and subsequent training. Additional outside assistance has been provided by a certified accountant to assure accuracy of financial reports	Complete	
3. President/The new Cash Receipt report allows the Chief Business Officer to drill down into the amount of cash receipts received from various sources (Student Cash Receipts, Credit Card Student Receipts, County Distributions, State Grant payments, etc.)	Complete	
4. President/Currently the Monthly Bank Statement is compared to the Cash Receipt report to gauge accuracy	Complete	
5. President/Enforce the Purchasing Policy to accurately reflect cash flow numbers; goods and services are encumbered prior to purchase	Complete	
6. President/Inge Center activities are aligned with College Mission and Vision	Complete	

7. President/Financial predictability of Inge Center achieves stability	Ongoing	
8. President/Independence Community College and Independence Community College Foundation objectives are aligned for cohesiveness between the entities	Ongoing	
9. President/The Board of Trustees are provided quarterly long-and-short-term Facilities Plan reports	Complete	
10. President/Facility Planning is incorporated in the budget-planning process	Complete	
11. Restructure the Technology Committee to a Technology Steering Committee for alignment with the Strategic Plan and Board goals, and to drive the budget	Complete	
12. President/Poll Trustees for level of satisfaction with: involvement in the budgeting process, and degree of oversight	Incomplete	
13. President/Processes utilized by sister institutions are identified	Complete	Poll showed wide variance in processes
14. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "This institution has a good reputation within the community" reflects an improved level of satisfaction from 5.05 to 5.25	Complete	Not Met - Satisfaction level dropped from 5.05 to 4.73
15. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "People on this campus respect and are supportive of each other" reflects an improved level of satisfaction from 4.73 to 4.80	Complete	Not Met - Satisfaction level dropped from 4.73 to 4.67
16. President/Processes are established for supplementing decreasing level of public funds with additional private unrestricted funds-at least two options for structures or mechanisms will be submitted	Incomplete	Not met - Anticipated completion end of second quarter of the 2017-2018 fiscal year
17. Online/Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018	In progress	
18. Online/The Associate Dean of Online will work with full-time faculty and	Complete and ongoing	Met - Online programs offered completely online increased from 1 to 8. Eight new

adjuncts to continuously update the spreadsheet of courses to be added each semester		adjuncts were hired and 12 new courses were added
19. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
20. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
21. President/Host monthly initiatives with faculty and staff members	Complete	
22. President/Host monthly initiatives with community members	Complete	
23. President/The ICC Foundation established the ICC Foundation Part-Time Student Scholarship; twenty-five $200 scholarships will be awarded each semester, as well as for the summer session	Complete	
24. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "People on this campus respect and are supportive of each other" reflects an improved level of satisfaction from 4.73 to 4.80	Complete	Not Met - Satisfaction level dropped from 4.73 to 4.67
25. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "This institution has a good reputation within the community" reflects an improved level of satisfaction from 5.05 to 5.25	Complete	Not Met - Satisfaction level dropped from 5.05 to 4.73
26. President/Hold two ICC Board meetings during the months of April, May, June, and July to facilitate Academic Program Review presentations/approvals and participation in the budget planning cycle, as well as review, and continued development of, the Strategic Plan	Complete and Ongoing	
27. President/Inform Trustees of across-the-board campus-wide budget cuts made in order to maintain adequate cash flows instead of transference of funds from the reserve account	Complete	
28. President/Inform Trustees of personnel cuts and additional discretionary budget cuts made in order to adjust for revenue reductions and maintain adequate cash flows	Complete	

29. President/Requested and received ICC Foundation financial assistance sending football athletic students to the Midwest Classic Bowl game	Complete	
30. President/Raise funds for Pirate Pantry through ICC Foundation hosting Dancing With The Indy Stars	Complete	
31. Tutoring Services/ Decrease Gap score for 2016 Noel Levitz Item 50, "Tutoring Services are readily available,"' from -0.26 to -0.2	Complete	Not Met - The result for the 2018 Noel-Levitz data is a performance gap score of .32 indicating a decrease in the number of students indicating they are using/tutoring services are readily available. With an increase in hours and a full peer tutoring staff, this difference will currently be treated as an anomaly
32. Tutoring Services/Decrease Mean Difference score from 2016 Noel Levitz Item 55, "Academic support services adequately meet the needs of students," from -0.56 to -0.51	Complete	Not Met - Noel-Levitz results indicate a performance gap decrease from .56 to .52
33. Tutoring Services/ CRLA Certification Process; Peer tutors will score 60/80 or better on supervisor evaluation	Complete	
34. Academic Advising/45% of eligible (no holds preventing enrollment) returning students will be enrolled for the spring semester by December 15th	Complete	Met - This goal was exceeded. We have enrolled 57% of eligible students that will be returning for the fall by May 30th, 2018
35. Academic Advising/Decrease of Performance Gap score for Noel Levitz Item 40, "My academic advisor is knowledgeable about the transfer requirements of other schools," from .56 to 0.5	Complete	Not Met - The gap widened to .63
36. Academic Advising/increases stakeholder knowledge about career planning	Incomplete	Restructuring resulted in new areas of focus for Navigators
37. Admissions/Reach out and connect with high schools and potential students locally, regionally, nationally and internationally to increase enrollment	Ongoing	Met - 22 students on track for vet tech in the Fall. 6 students enrolled for the EMT Fall semester and 7 more students in the pipeline; on track to have 13 students enrolled for the Fall Semester with the course having a maximum capacity of 15 students. Cosmetology has 12 incoming students for the fall semester and looking at 17 students in total for the fall
38. Admissions/International enrollment increased by 10 students to raise international student population to 30 students by fall of 2018	Complete	Met - 34 in pipeline for Fall 2018 creating an MOA with ESU regarding a 2+2 program for international students. This program should be active Fall 2018

39. Admissions/Ellucian enrollment reports are run and future recruiting software package is included for consideration during the budget-planning process	Complete	Went with a CRM called Fireworks by Fire Engine RED and hoping to go live by June 13th, 2018
40. Admissions/Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers	Complete	Not Met – Data under review
41. Admissions/Use CP2 to increase student satisfaction to support institutional retention rates	Incomplete	
42. Institutional Research/ Administer the Noel Levitz Student Satisfaction Inventory survey	Complete	
43. Institutional Research/Use Noel Levitz data received back to identify strengths and areas for improvement for the college	Ongoing	
44. Institutional Research/ Produce reports appropriate to audience need within thirty (30) business days of receipt of information. Reports to include NCCBP, NCCPP, IPEDS Data Feedback Report, Student Reaction to Instruction, Transfer Survey, Graduate Exit Survey	Complete	
45. Institutional Research/Work with the Outcomes Assessment Committee to create appropriate reports, report-out formats and processes for disseminating student learning outcomes assessment information to internal and external stakeholders	Complete	
46. Institutional Research/Learn and become more familiar with the external reporting requirements and data collection needs	Complete	
47. Institutional Research/Collect and/or report data for all external accountability needs including state (KBOR), federal (IPEDS), and accreditation-related (HLC)	Complete	
48. Information Technology/ Implement reusable and Administratively wide accessible reports for 100% of the KBOR and IPEDs collections	Complete	
49. Information Technology/ Complete the integration of SQL Server Reporting Services with Ellucian and GP Dynamics to allow access to all 140 faculty and staff	Ongoing	

50. Information Technology/By restructuring the employee entrance process to allow for 75% of all new employees to be setup and ready prior to the first day of employment	Incomplete and Ongoing	
51. Information Technology/Focus of at least one advancement in educational technology	Complete	
52. Information Technology/ Redesign our current infrastructure to offer online account creation and password reset abilities	Complete and Ongoing	
53. Information Technology/ Continue evolving the Infrastructure Roadmap to develop an optimal digital identity life-cycle	Ongoing	
54. Information Technology/ Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards	Complete	
55. Information Technology/ Implement technology based Security	Incomplete - On hold/budget constraints	
56. Information Technology/CIO will implement a communication plan, working in conjunction with Marketing and Human Resources to allow for minimum downtime for all institution platforms	Complete	
57. Information Technology/Provides increased opportunities for departmental employee training	Complete	
58. Human Resources/Quarterly review of turnover statistics reflect that ICC is retaining both "at" and "above expectation" employees	Complete and Ongoing	Q2: Turnover for September through November is 4%. Of this turnover, none was turnover of employees who were "at" to "above" on their performance. Therefore, this turnover would be considered good turnover for ICC. Q3: Turnover for December through February is 3%. Of this turnover 2% was turnover of employees who were "at" to "above" on their performance. Therefore, 2% of the turnover would be considered bad for ICC and 1% would be considered good turnover for ICC. Q4: Turnover for March through May is 9.5%. Of this turnover, 4% was turnover of employees who were "at" to "above" on their performance, 4.5% was planned turnover due to consolidation of roles and/or Early Retirement. Therefore, 1% of

		the turnover would be considered good turnover for ICC
59. Human Resources/ Organizational survey results will demonstrate a positive change in "Our campus focuses on the positive rather than the negative." 2016 rating is 45%	Complete	Not Met - 2017 rating is 24%
60. Human Resources/ Organizational survey results will demonstrate a positive change in "Stakeholders are loyal because your organization consistently does what it says it will do." 2016 rating is 45%	Complete	Not Met - 2017 rating is 23%
61. Human Resources/ Organizational survey results will demonstrate a positive change in "Good performances from staff or management receive favorable public commendation." 2016 rating is 52%	Complete	Not Met - 2017 rating is 41%
62. Human Resources/Support ICC's Vision to be "Excellent" by hiring and developing the right resources who will create value for ICC and their students in the long term	Ongoing	
63. Human Resources/There will be a shift in ownership from just the senior leaders (Cabinet) to at least one level down in each of their respective areas. The next level down will be owning events and activities of the college such as Soirees, Holiday activities, Faculty/Staff nights at major athletic events, community events, etc	Complete	
64. Human Resources/Interview at least 1 candidate per month for the express purpose of looking at talent for future hiring needs	Complete and Ongoing	
65. Human Resources/Establish ongoing discussion forums for specific groups. An example is the Student/Faculty Forum and the Academics/Athletics Forum. The purpose of these forums is to create a greater appreciation for all points of view and to encourage open communication	Complete/Academics has taken charge of the Forums and have hosted employees and faculty members	
66. Human Resources/Number of HR communications will increase to be at least one each week	Complete	Met
67. Upward Bound/**85%** of participants served during the project year will have a cumulative GPA of 2.5 or better on a	Complete	Q2: **Met** - 90% of participants have a GPA of 2.5 of higher, in progress until 05/18.

four-point scale at the end of the school year		Q3: **Met** - Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA. Changed UB policy on tutoring/Academic Probation Q4: **Not Met** - Grade check- May 1, 2018—24% (16 out of 65) participants were put on Academic Probation due to the new tutoring policy changes
68. Upward Bound/50% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math	In progress, 02/03/2018 32 of 49 (9th-11th graders) participants took the Accuplacer - an average of scores would result course placement in Composition Prep and Elementary Algebra - 100% of participants who took the Accuplacer in 2017 increased their scores - added ACT Math and ACT Science to Summer program curriculum	Not Met
69. Upward Bound/94% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma	Complete	Met - 100% of participants graduated with a regular high school diploma, or moved on to the next grade level following the 2017-2018 academic year
70. Upward Bound/75% of all current and prior year participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study	Complete	Met - 100% of seniors graduated with a regular secondary school diploma and completed a rigorous program of study
71. Upward Bound/85% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall	Complete	Q2: **Met** - 90% of participants have a GPA of 2.5 of higher, in progress until 05/18. Q3: **Met** - Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA Q4: **Not Met** - Grade check- May 1, 2018—24% (16 out of 65) participants were put on

term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester		Academic Probation due to the new tutoring policy changes
72. Upward Bound/44% of participants who enrolled in a program of postsecondary education by fall term immediately following high school graduation or by next academic term (e.g. spring term) as result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school	In progress - 13 out of 15 seniors have qualified for the summer Bridge program and will be taking up to six credit hours at ICC; 25 juniors and sophomores have enrolled in one (1) three (3) credit ICC college class for the first summer session	
73. Compliance/Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission	Complete	Student Satisfaction and Complaints Review Committee formed
74. Compliance/Provide campus-wide training for the new Maxient program	Complete	
75. Compliance/The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting	Complete and Ongoing	
76. Compliance/The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends	Complete and Ongoing	First data report following April meeting

revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee		
77. Compliance/Compile and review all College policy and procedure handbooks and manuals and will approve the revision of at least one-third of the College's policy, procedure and compliance related documents	Ongoing/Specific areas of focus implemented: Clery Act, Title IX and HLC priorities	
78. Compliance/Over 90% of College faculty and staff will attend two or more live compliance training sessions, with over 90% of faculty and staff completing 100% of assigned LawRoom webinars	Complete and Ongoing	
79. Compliance/Over 90% of freshman enrolled in College Success, student-athletes and students living in resident housing will attend two or more compliance training sessions and over 60% of the general student population will attend at least one compliance training session during the 2017-2018 school year	Complete	Met
80. Compliance/Compliance Officer will attend monthly compliance training webinars and/or conferences	Complete	
81. Compliance/Respond to the Higher Learning Commission and ensure that all federal, state, and local reporting requirements are met	Ongoing	

Areas of Measure

1. Student Satisfaction

Ratings from the ICC Graduate Exit Survey

The information below reflects the satisfaction ratings from those students who completed an academic program and the corresponding graduation request with the Registrar's Office during academic years 2014, 2015, 2016, and 2017.

All collected information reflects the voluntary contributions of the respondents.

1. Illustration 1. Student Evaluation of College Services

	2014		2015		2016		2017	
	N	Mean	*N*	Mean	*N*	Mean	*N*	Mean
Admissions	112	4.25	121	4.23	113	4.20	107	4.27
Advising	110	4.18	121	4.40	113	4.38	107	4.42
Business Office	112	4.00	120	4.02	113	3.96	107	4.02
Career/Transfer	111	4.18	121	4.17	101	4.06	107	4.36
Faculty	112	4.44	120	4.34	114	4.24	107	4.28
Financial Aid	112	4.09	117	3.99	110	3.87	107	4.03
Food Services	112	3.16	119	3.09	86	3.01	106	3.83
Housing	112	3.17	119	3.67	76	3.71	105	4.56
Library	111	4.34	120	4.28	106	4.27	106	4.44
Student Activities	112	3.48	120	3.89	95	3.99	107	4.37
Student Support Services	109	4.24	120	4.37	103	4.40	107	4.60

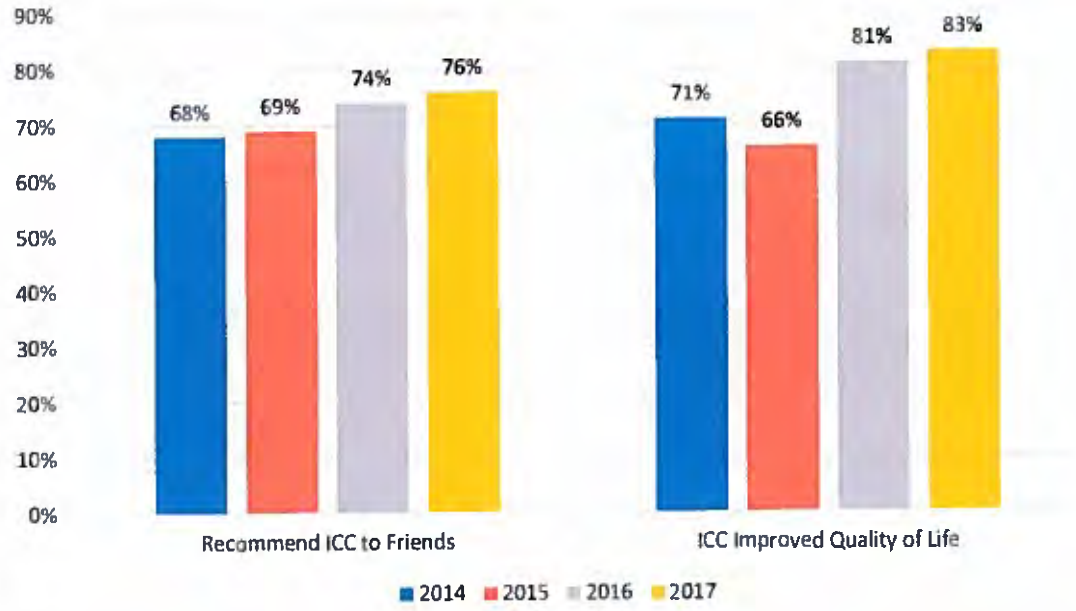
Did you achieve your educational goal(s) through attendance at ICC?

- **2014: 99% or 106 of 107 105 respondents selected *Partially* or *Yes***
- **2015: 100% or 120 of 120 respondents selected *Partially* or *Yes***
- **2016: 100% or 109 of 109 respondents selected *Partially* or *Yes***
- **2017: 100% or 101 of 101 respondents selected *Partially* or *Yes***

2. Illustration 2. Student Evaluation of Instructional Services

	2014		2015		2016		2017	
	N	Mean	*N*	Mean	*N*	Mean	*N*	Mean
Quality of instruction	111	4.13	120	3.98	115	4.10	107	4.12
Instructors' knowledge of subjects	112	4.26	120	4.23	115	4.24	107	4.31
Clear course objectives and requirements	112	4.13	120	4.03	115	4.13	107	4.20
Course content	110	4.03	120	3.93	114	4.09	107	4.16
Methods of instruction	111	4.05	120	3.93	115	3.97	107	4.04
Class size	111	4.32	120	4.08	115	4.28	107	4.32
Satisfaction with course schedule	111	3.95	119	3.82	115	3.96	107	4.02
Instructor availability during office hours	110	4.01	120	3.99	114	4.07	106	4.11
Availability of advisors	106	4.08	114	4.06	114	4.18	106	4.24
Timely response of online instruction	107	3.82	114	3.75	114	3.94	106	3.97
Availability of services for online students	102	3.80	114	3.69	113	3.99	106	4.01

Illustration 3. Overall Satisfaction with ICC



How do you rate your two-year college experience at ICC as preparation for continuing your education? (Scale of 5 where 1=Very poor and 5=Very good)

1. 2014: 4.01 (*N*=111)
2. 2015: 3.92 (*N*=116)
3. 2016: 4.04 (*N*=117)
4. 2017: 4.08 (N=109)

Illustration 4. Peer Comparison Information from the National Community College Benchmarking Project (NCCBP)

Institutional Characteristics									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
IPEDS Enrollment	1031	1%	5984	945	1%	5798	976	2%	5628
Full-time Credit Headcount	575	2%	2540	537	2%	2326	579	4%	2234
Part-time Credit Headcount	456	3%	3358	408	2%	3315	397	2%	3250
% of Full-time Students	55.7%	89%	40%	56.8%	93%	38%	59.3%	95%	38%
% High School Student Enrollment	26%	88%	10%	31%	91%	12%	31%	88%	14%
% High School Student Credit Hours	13%	84%	6%	12%	78%	6%	12%	74%	7%
% Transfer Credit Hours	70%	83%	57%	70%	84%	57%	73%	86%	59%
% Technical/Career Credit Hours	23%	30%	31%	10%	4%	32%	9%	<1%	31%
% Developmental Credit Hours	7%	22%	10%	7%	37%	9%	7%	40%	8%
Average Credit Section Size	14.5	11%	18.2	14.2	8%	18	12.8	4%	17.7
Student/Faculty Ratio	10.5	5%	17.3	10.3	7%	17	10.9	9%	16.3
% Credit Hours by Full-time Faculty	77.6%	91%	54%	75.7%	89%	55%	73.2%	86%	55%
% Sections by Full-time Faculty	70.3%	88%	51%	72%	88%	53%	71.6%	88%	53%
Student Demographics									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
Credit Student Median Age	19	6%	22	22	62%	22	22	65%	22
% Female Credit Students	55%	28%	51%	51%	8%	58%	52%	11%	58%
% Nonresident Alien	1%	79%	0.2%	2%	86%	0.2%	1.7%	82%	0.5%
% Hispanic of Any Race	3%	29%	5%	4%	34%	6%	2.6%	19%	6.7%
% Black or African American	9%	58%	7.4%	14%	76%	7%	13.8%	74%	7.6%
% White	79%	70%	70%	73%	61%	69%	73%	62%	65.7%
% Two or More Races/Ethnicities	3%	84%	2%	4%	91%	2%	4.9%	93%	2.4%
% Minority Credit Students	20%	39%	25%	24%	46%	26%	24.7%	48%	26%
% Minority Employees	8%	37%	12%	7%	26%	12%	7.4%	27%	11.9%

Student Completion and Transfer: Fall IPEDS GRS Cohort									
Benchmark	2015 (Fall 2012 cohort)			2016 (Fall 2013 cohort)			2017 (Fall 2014 cohort)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
% Completed in 2 Years, Full-time	19.6%	77%	12%	15.8%	63%	13%	21.8%	75%	13%
% Transferred in 2 Years, Full-time	10.5%	55%	9%	18.9%	87%	10%	7.3%	28%	10.5%
% Completed AND Transferred in 2	2.7%	66%	1.2%	3.1%	62%	2.1%	4.6%	64%	2.3%
	2015 (Fall 2011 cohort)			2016 (Fall 2012 cohort)			2017 (Fall 2013 cohort)		
% Completed in 3 Years, Full-time	27.4%	75%	22%	26.3%	68%	21%	21.7%	46%	22%
% Transferred in 3 Years, Full-time	21.4%	74%	16%	23.2%	81%	15%	28.2%	93%	15.2%
% Completed AND Transferred in 3	13.2%	87%	4.8%	14.1%	85%	6.7%	12.4%	71%	8.3%
Retention									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
Fall-Fall Persistence Rate	23.1%	<1%	49%	31.8%	3%	48%	32.2%	4%	48.4%
Next-Term Persistence Rate	58.2%	3%	72%	65.2%	14%	72%	69.9%	32%	72%
Student Satisfaction and Engagement									
CCSSE Benchmarks	Spring 2013			Spring 2015			Spring 2017		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
Active & Collaborative Learning	--	--	--	49.9	62%	48.9	47.8	29%	49.6
Student-Faculty Interaction	--	--	--	52.5	75%	50.3	49.4	39%	50.6
Support for Learners	--	--	--	45.7	10%	49.6	47.6	33%	49.7
Credit Courses, Completer Success Rates									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
All Credit College-level Courses	96.7%	97%	91%	80.9%	21%	84%	83.4%	38%	84.8%
Developmental Math	64.9%	34%	68%	53.5%	8%	69%	47%	<1%	71.5%
Developmental Writing	77.1%	57%	75%	50.8%	1%	75%	81.3%	66%	76.9%
First College-level Math	61.2%	3%	78%	67.4%	13%	79%	74%	35%	78.8%
First College-level Writing	81.5%	63%	79%	80.9%	52%	81%	75%	21%	81.2%

English Comp I	87.4%	87%	80%	79.4%	40%	81%	81.6%	48%	81.7%
English Comp II	78.7%	32%	81%	73%	13%	81%	87.2%	78%	82%
Speech	89.4%	67%	87%	85.1%	37%	87%	93%	86%	88%
College Algebra	67.5%	52%	75%	68.7%	21%	75%	80.8%	61%	77.9%

Illustration 5. Peer Comparison Information from the Community College Survey of Student Engagement: CCSSE Key Findings 2015 & 2017

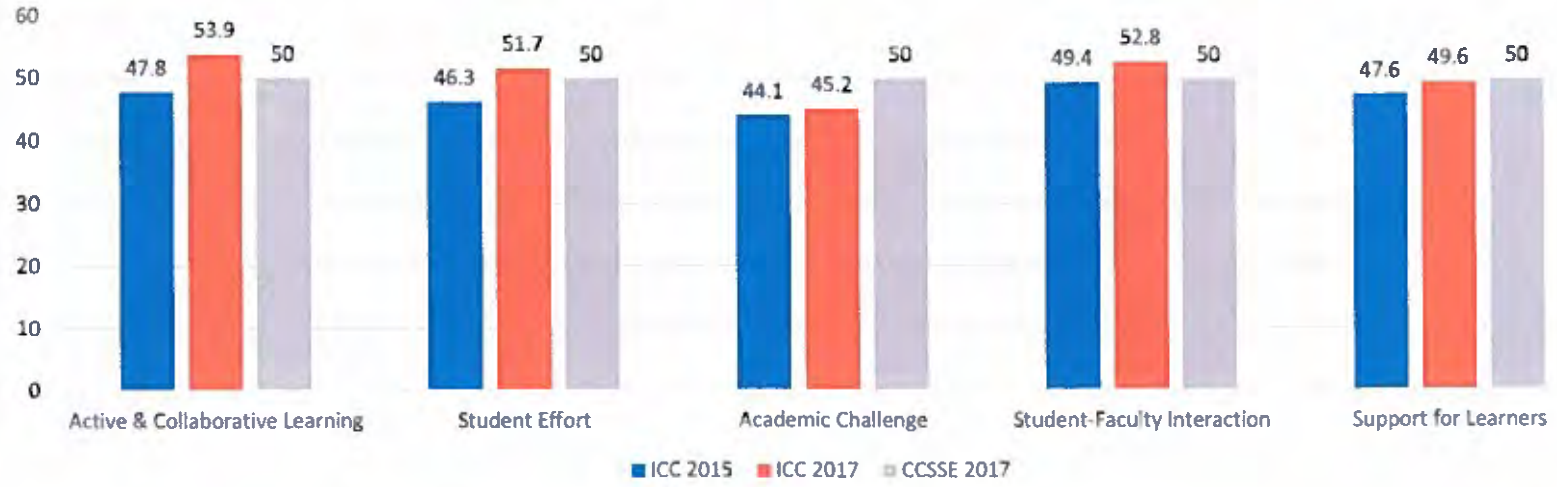


Illustration 6. CCSSE Means Comparisons 2015 & 2017

Active and Collaborative Learning			
In your experiences at this college during the current academic year, about how often have you done each of the following? *(1=never, 2=sometimes, 3=often, 4=very often)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Asked questions in class or contributed to class discussions	2.97	3.00	2.94
Made a class presentation	1.99	2.18	2.20
Worked with other students on projects during class	2.37	2.53	2.59
Worked with classmates outside of class to prepare class assignments	2.01	2.13	1.98
Tutored or taught other students (paid or voluntary)	1.52	1.60	1.38
Participated in a community-based project (service-learning activity) as part of a regular course	1.51	1.47	1.38
Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)	2.22	2.60	2.54
Student Effort			

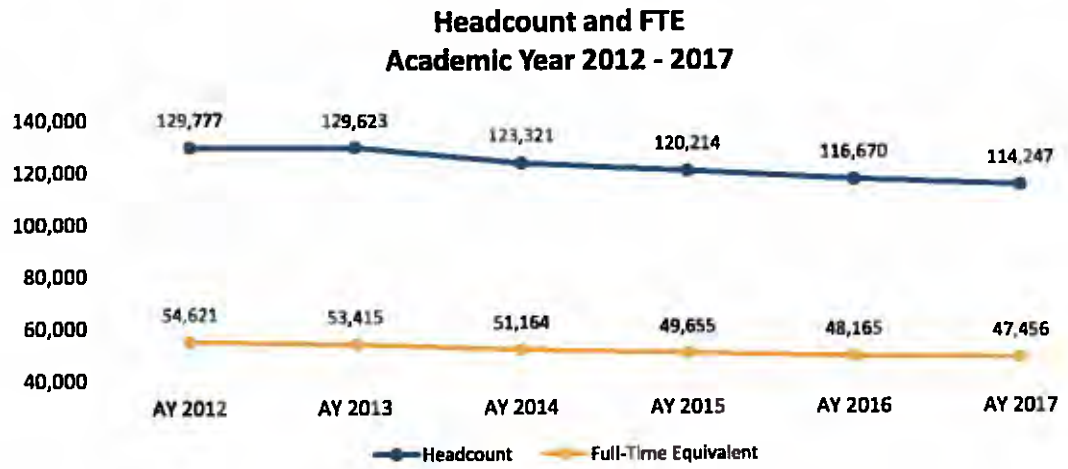
In your experiences at this college during the current academic year, about how often have you done each of the following? *(1=never, 2=sometimes, 3=often, 4=very often)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Prepared two or more drafts of a paper or assignment before turning it in	2.58	2.46	2.51
Worked on a paper or project that required integrating ideas or information from various sources	2.62	2.86	2.86
Come to class without completing readings or assignments	1.84	1.92	1.85
During the current academic year, how much reading and writing have you done at this college? *(0=none, 1=1-4, 2=5-10, 3=11-20, 4=more than 20)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.10	1.01	0.98
About how many hours do you spend in a typical 7-day week doing each of the following? *(0=none, 1=1-5, 2=6-10, 3=11-20, 4=21-30, 5=more than 30)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.78	1.91	1.99
How often have you used the following services during the current academic year? *(0=never, 1=1 time, 2=2-4 times, 3=5 or more times)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Peer or other tutoring	1.58	0.96	0.71
Skill labs (writing, math, etc.)	1.64	0.90	0.90
Computer lab	1.89	1.44	1.50
Academic Challenge			
In your experiences at this college during the current academic year, about how often have you done each of the following? *(1=never, 2=sometimes, 3=often, 4=very often)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Worked harder than you thought you could to meet an instructor's standards/expectations	2.57	2.64	2.63
During the current academic year, how much has your coursework emphasized the following mental activities? *(1=very little, 2=some, 3=quite a bit, 4=very much)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Analyzing the basic elements of an idea, experience, or theory	2.74	2.74	2.91
Forming a new idea or understanding from various pieces of information	2.56	2.68	2.88
Making judgments about the value or soundness of information, arguments, or methods	2.46	2.55	2.66
Applying theories or concepts to practical problems or in new situations	2.61	2.57	2.75
Using information you have read or heard to perform a new skill	2.79	2.72	2.86

During the current academic year, how much reading and writing have you done at this college? *(0=none, 1=1-4, 2=5-10, 3=11-20, 4=more than 20)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Number of assigned textbooks, manuals, books, or packets of course readings	2.87	1.96	2.04
Number of written papers or reports of any length	3.04	1.95	1.83
Test/Exam Challenge Rating *(1 to7, Extremely easy to Extremely challenging)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work	4.64	4.71	4.90
How much does this college emphasize the following? *(1=very little, 2=some, 3=quite a bit, 4=very much)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Encouraging you to spend significant amounts of time studying	2.79	2.88	3.03
Student-Faculty Interaction			
In your experiences at this college during the current academic year, about how often have you done each of the following? *(1=never, 2=sometimes, 3=often, 4=very often)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Used e-mail to communicate with an instructor	3.00	2.97	2.95
Discussed grades or assignments with an instructor	2.63	2.75	2.64
Talked about career plans with an instructor or advisor	2.04	2.13	2.21
Discussed ideas from your readings or classes with instructors outside of class	1.89	2.01	1.81
Received prompt feedback (written or oral) from instructors on your performance	2.55	2.65	2.79
Worked with instructors on activities other than coursework	1.61	1.79	1.50
Support for Learners			
How much does this college emphasize the following? *(1=very little, 2=some, 3=quite a bit, 4=very much)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Providing the support you need to succeed at this college	2.87	2.91	3.05
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.39	2.54	2.64
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.95	2.08	2.03
Providing the support you need to thrive socially	2.20	2.33	2.24
Providing the financial support you need to afford your education	2.68	2.49	2.55
How often have you used the following services during the current academic year? *(0=never, 1=1 time, 2=2-4 times, 3=5 or more times)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**

Academic advising/planning	1.79	1.62	1.56
Career counseling	1.41	0.56	0.56

2. Enrollment

Enrollment at community colleges in Kansas continues to be challenging. Here is the statewide headcount and FTE trend from the 2018 KBOR Data Book:



In the last five years, 17 out of the 19 community colleges have lost headcount enrollment:

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	4,959	4,972	4,535	4,208	4,031	4,046	-18.4%
Barton Community College	14,810	15,807	15,951	16,275	16,049	14,736	-0.5%
Butler Community College	14,811	14,551	13,495	13,315	13,055	12,895	-12.9%
Cloud County Community College	4,601	4,484	3,764	3,569	3,437	3,089	-32.9%
Coffeyville Community College	2,718	2,486	2,470	2,362	2,331	2,329	-14.3%
Colby Community College	1,923	1,990	1,931	1,906	2,137	2,239	16.4%
Cowley Community College	6,147	6,155	5,571	4,998	4,461	3,876	-36.9%
Dodge City Community College	2,880	2,773	2,620	2,605	2,635	2,564	-11.0%
Fort Scott Community College	3,237	3,145	3,216	3,074	2,784	2,710	-16.3%
Garden City Community College	2,874	3,171	2,958	3,038	3,086	2,933	2.1%
Highland Community College	5,400	4,936	5,086	5,184	5,283	5,127	-5.1%
Hutchinson Community College	9,410	9,924	9,622	9,275	8,740	8,914	-5.3%
Independence Community College	1,825	1,730	1,530	1,292	1,303	1,444	-20.9%
Johnson County Community College	31,581	30,938	29,670	29,837	29,430	29,661	-6.1%
Kansas City Kansas Community College	11,047	10,805	9,779	9,212	8,464	8,338	-24.5%
Labette Community College	2,536	2,521	2,394	2,332	2,235	2,281	-10.1%
Neosho County Community College	3,931	4,176	3,812	3,100	2,877	2,837	-27.8%
Pratt Community College	2,417	2,325	2,285	1,994	1,640	1,641	-32.1%
Seward County Community College	2,670	2,734	2,632	2,638	2,692	2,587	-3.1%
Total Headcount	129,777	129,623	123,321	120,214	116,670	114,247	-12.0%

Five schools have lost more enrollment than ICC, and eleven schools lost less. (Note one

interesting trend in the above chart – only two schools gained enrollment in the last three years, and ICC was one of them.)

The trend for FTE is similar but slightly worse:

Community Colleges
Full-Time Equivalent Enrollment*
Academic Year 2012 - 2017

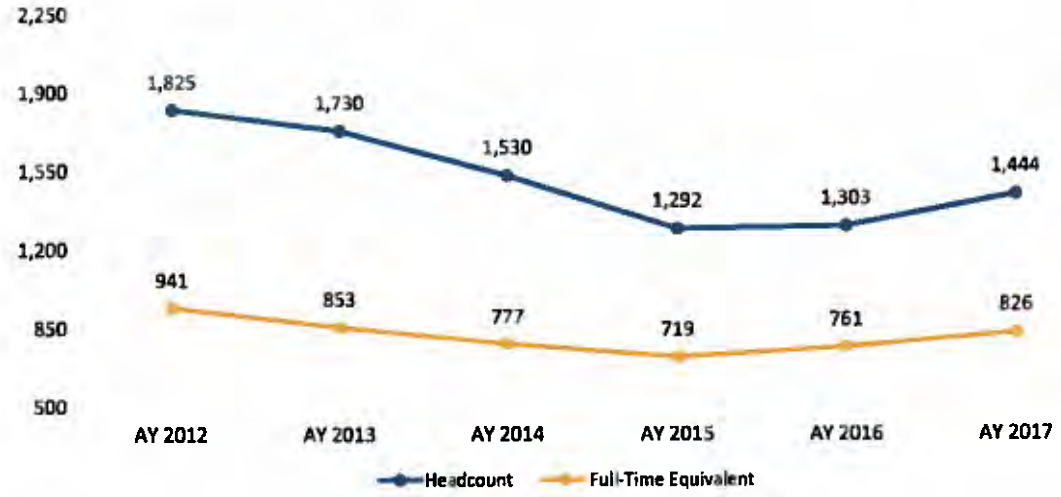
Table 3.2

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	2,055	2,054	1,892	1,790	1,630	1,579	-23.2%
Barton Community College	3,869	4,079	4,257	4,291	4,252	3,849	-0.5%
Butler Community College	6,840	6,676	6,201	6,053	6,053	6,049	-11.6%
Cloud County Community College	1,710	1,612	1,463	1,397	1,344	1,321	-22.8%
Coffeyville Community College	1,501	1,307	1,375	1,269	1,279	1,288	-14.2%
Colby Community College	976	1,066	1,015	1,030	1,009	980	0.4%
Cowley Community College	3,237	3,199	2,911	2,537	2,361	2,026	-37.4%
Dodge City Community College	1,477	1,398	1,371	1,349	1,337	1,337	-9.5%
Fort Scott Community College	1,686	1,517	1,527	1,407	1,326	1,295	-23.2%
Garden City Community College	1,386	1,485	1,498	1,553	1,625	1,613	16.3%
Highland Community College	2,150	1,968	2,078	2,093	2,161	2,088	-2.9%
Hutchinson Community College	4,114	4,174	3,961	3,887	3,750	3,913	-4.9%
Independence Community College	941	853	777	719	761	826	-12.2%
Johnson County Community College	12,545	12,006	11,498	11,510	11,179	11,180	-10.9%
Kansas City Kansas Community College	4,848	4,721	4,309	4,019	3,619	3,593	-25.9%
Labette Community College	1,182	1,174	1,078	1,027	997	1,037	-12.2%
Neosho County Community College	1,662	1,668	1,579	1,392	1,295	1,325	-20.3%
Pratt Community College	1,162	1,130	1,109	1,039	881	895	-23.0%
Seward County Community College	1,280	1,326	1,267	1,294	1,306	1,262	-1.4%
Total FTE**	54,621	53,415	51,164	49,655	48,165	47,456	-13.1%

Eight schools have lost more FTE than ICC (one losing the same), and eight schools lost less. Only one school gained, and it gained the equivalent of four full-time students in five years! (Note that only five schools gained FTE enrollment in the last three years, and ICC was one of them.)

Here is ICC's five-year headcount and FTE for the most recent full years:

Headcount and FTE
Academic Year 2012 - 2017



Note

Illustration 7. Academic Year: Unduplicated Headcount by Gender

Gender information is voluntary; information provided does not reflect students who opted out.

Source: KBOR AY Collection

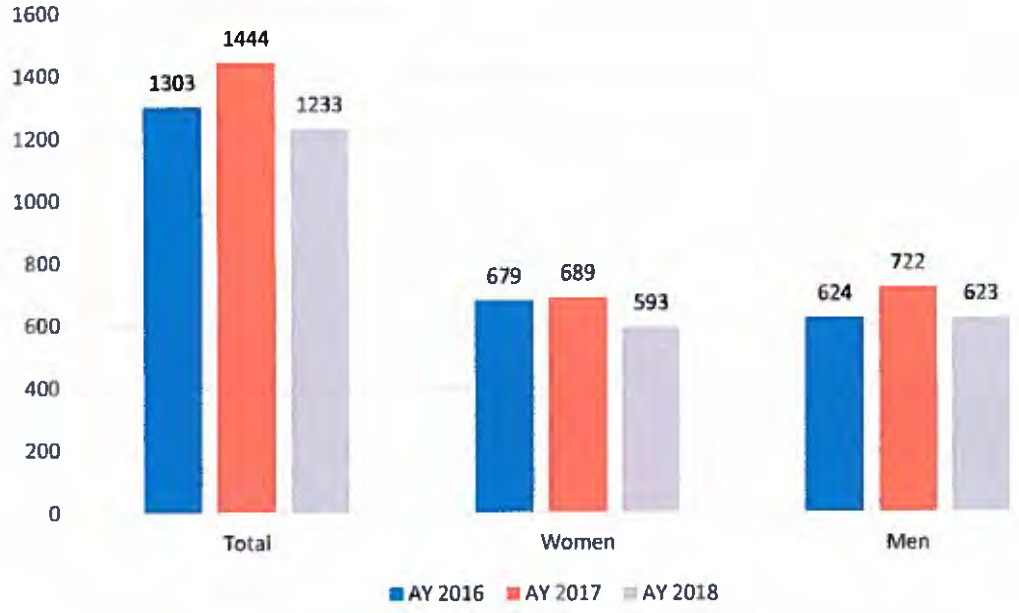


Illustration 8. Fall Semester: Duplicated Headcount by Ethnicity
Race/Ethnicity information is voluntary, information provided does not reflect students who opted out.
Source: KBOR Fall Census Collection

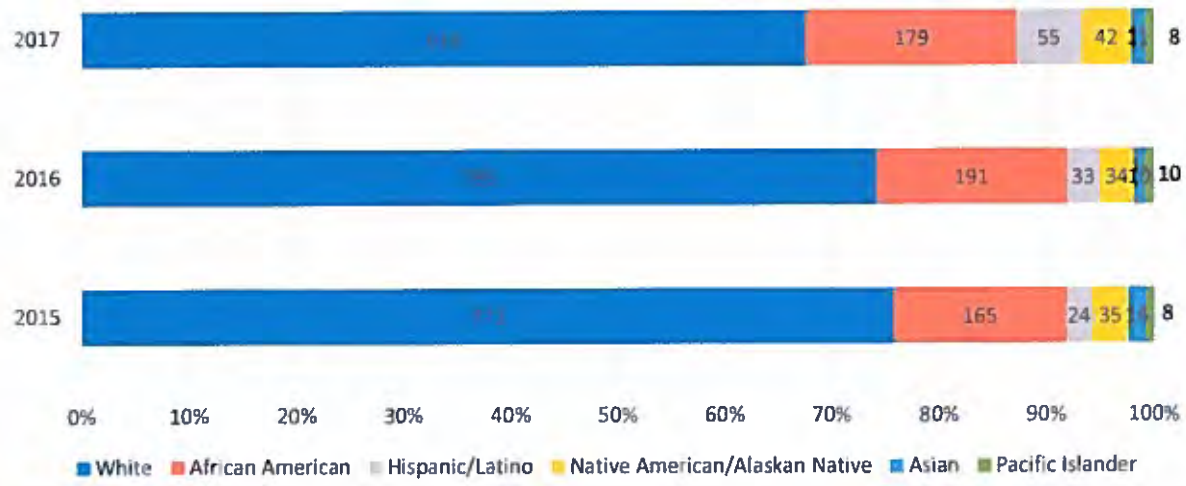


Illustration 9. Fall Semester: Unduplicated Headcount by Enrollment Classification
Source: KBOR Fall Census Collection

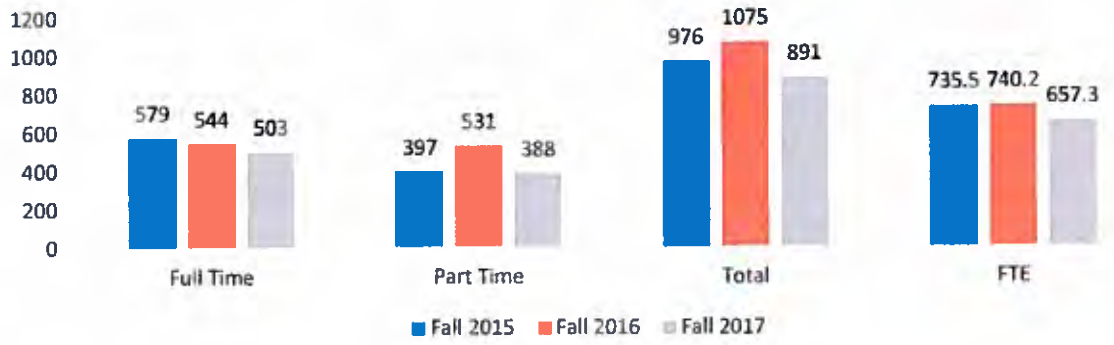


Illustration 10. Fall Semester: Unduplicated Headcount by Student Classification

Source: KBOR Fall Census Collection

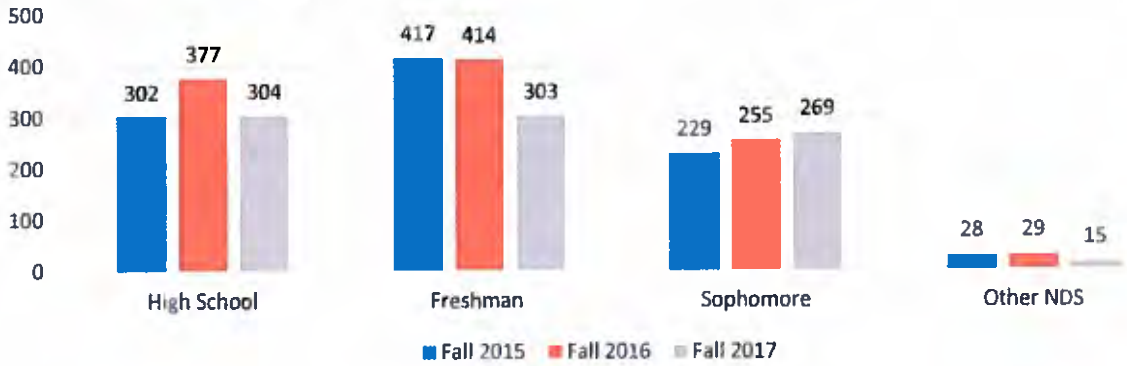


Illustration 11. Fall Semester: Credit Hour Enrollment by Student Classification

Source: KBOR Fall Census Collection

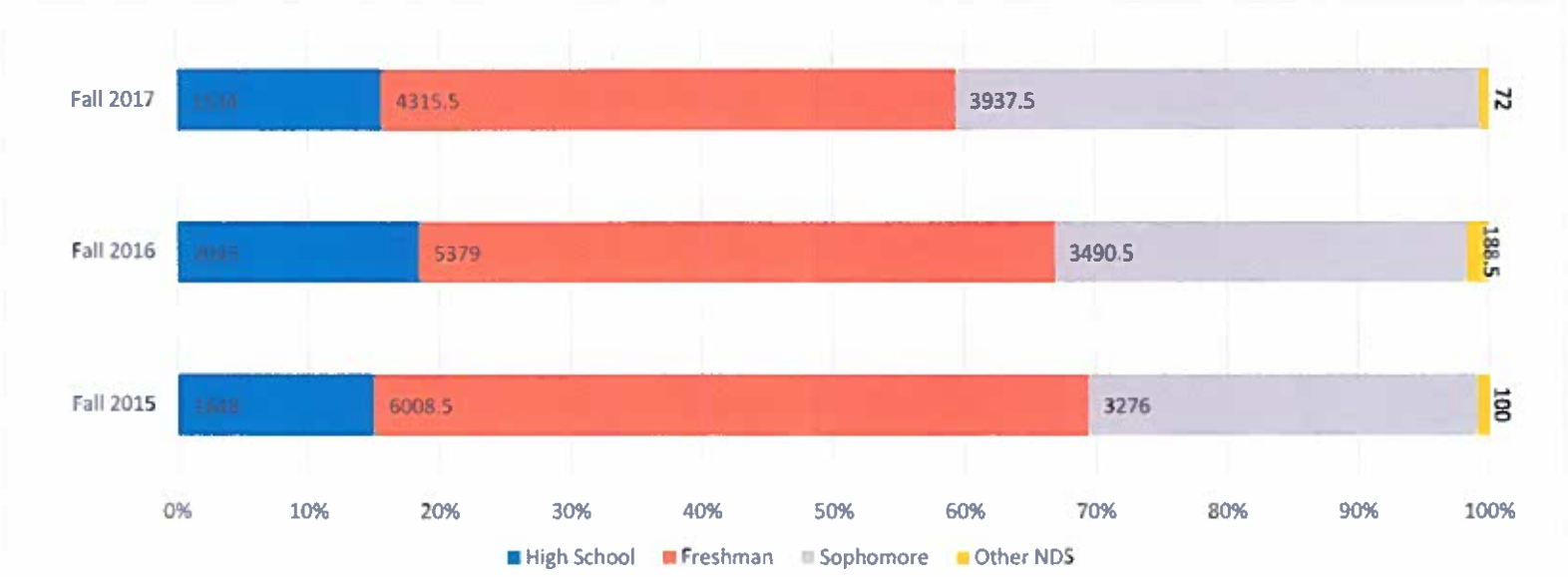


Illustration 12. Fall Semester: Credit Hour Enrollment by Residency
Source: KBOR Fall Census Collection
Out of state enrollment includes international enrollment hours.

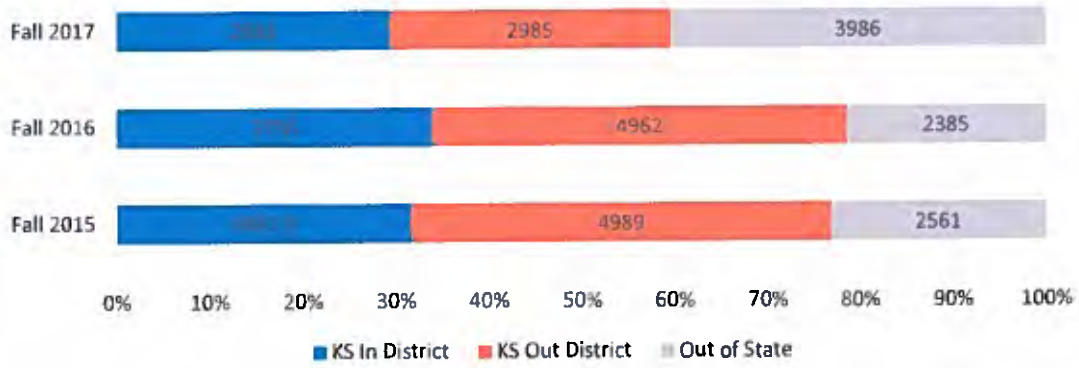


Illustration 13. Fall Semester: Headcount and Credit Hour Enrollment by First Time, Full Time, Degree Seeking Undergraduates
Source: KBOR Fall Census Collection
The first time, full time, degree seeking undergraduates are the cohort reported to IPEDS for retention at the 2 year (100%), 4 year (200%), 6 year (300%), and 8 year (400%) milestones following the first fall enrollment.

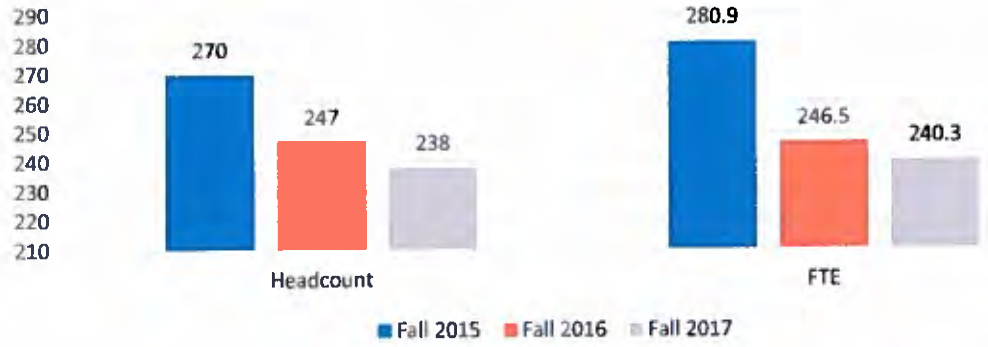


Illustration 14. Fall Semester: Headcount and Credit Hour Enrollment in Remedial Education.
Source: KBOR Fall Census Collection

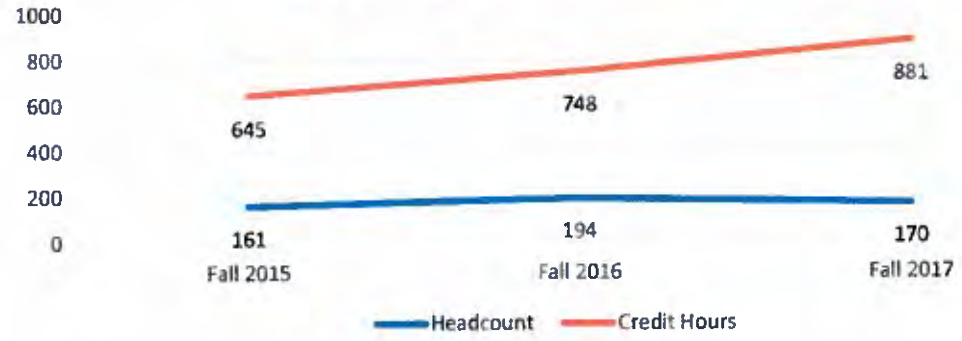


Illustration 15. Fall Semester: Headcount and Credit Hour Enrollment Concurrent High School Courses

Source: KBOR Fall Census Collection

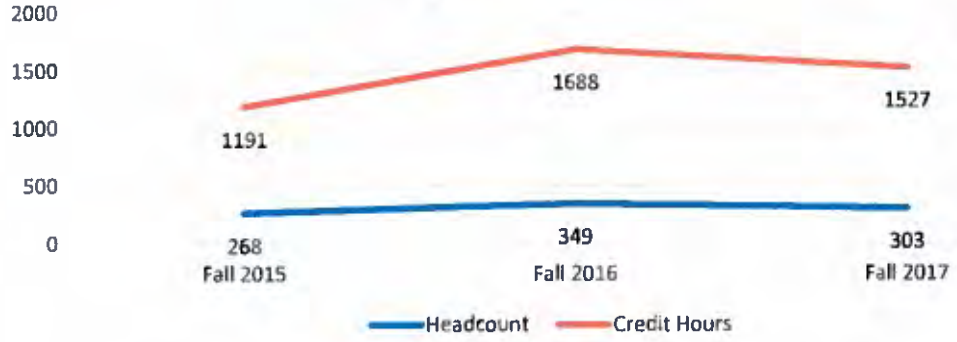


Illustration 16. Online Enrollment

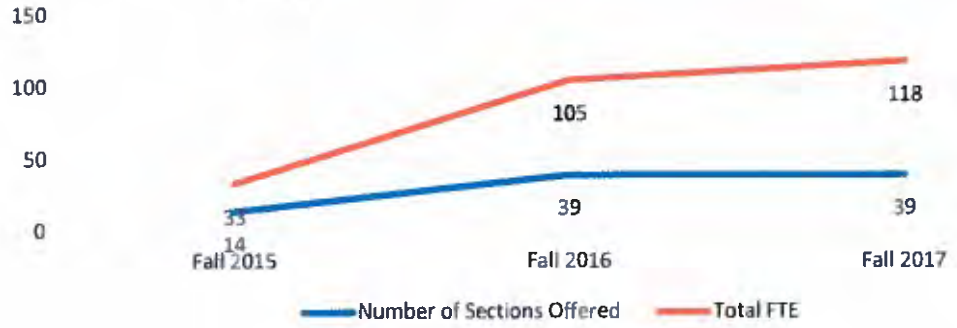


Illustration 17. Online Course Offerings and Section Enrollment

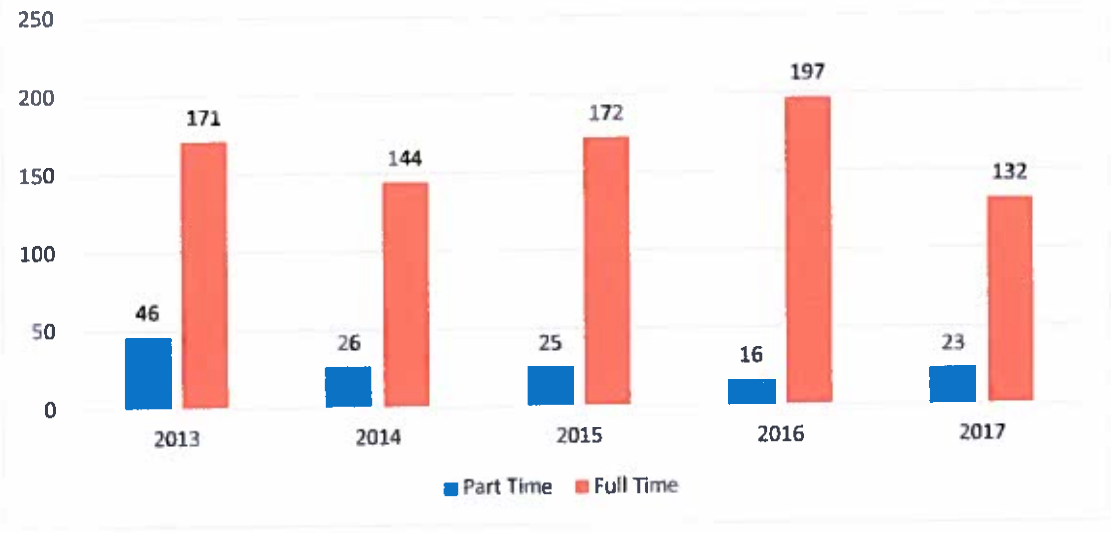
Course Code	Title	Instructor	CR HR	Enrolled
AED1043	Art Appreciation	Null	3	17
BEH1003	General Psychology	Campus	3	19
BEH1003	General Psychology	Campus	3	19
BEH2003	Developmental Psychology	Gilcrist	3	25
BIO1005	General Biology	Lal	5	15
BIO2053	Nutrition	Lal	3	15
BUS2023	Microeconomics	Ren	3	21
CIT1003	Computer Concepts & Applications	Ashford	3	19
COM1203	Public Speaking	Ori	3	21
COM1203	Public Speaking	Ori	3	19
COM1233	Interpersonal Communications	Ori	3	3
DEV0334	Intermediate Algebra	Hays	3	12
ECE1073	Teaching Children w/ Special Needs	Casteel	3	11
ECE2023	Parenting	Jones	3	6
ECE2102	ECE Practicum II	Harmon	3	2

EGT1013	Computer Aided Design	Ramoni	3	3
ENG1003	English Comp I	Pinkard	3	21
ENG1013	English Comp II	Mydosh	3	16
ENG1073	Introduction to Literature	Sanchez	3	13
GEO2013	Geography	McCaffery	3	12
HIS1013	World History II	McCaffery	3	17
HIS1023	U.S. History I	McCaffery	3	14
HIS1063	U.S. History II	Wells	3	11
HIS1163	African American History	Wells	3	20
HPR1401	Wellness	Gilcrist	1	18
MAT1023	College Algebra	Hays	3	35
MUE1303	Music Appreciation	E. Rutherford	3	17
MUE1303	Music Appreciation	M. Rutherford	3	19
OTC1001	Keyboarding	Coy	1	2
PHI1073	Ethics	Seel	3	13
PHI2003	Introduction to Philosophy	Barwick	3	19
PHS1005	Physical Science	Saleh	5	6
PHS1085	Astronomy	Cochran	5	15
POL1023	American Government	Seel	3	18
SOC1003	Introduction to Sociology	Murrison	3	15
SOC1003	Introduction to Sociology	Harris	3	18
SOC1113	Criminal Justice	Allsion	3	8
SOC2113	Race & Ethnic Relations	Harris	3	20
THR1013	Theatre Appreciation	Chrzanowski	3	6

Retention

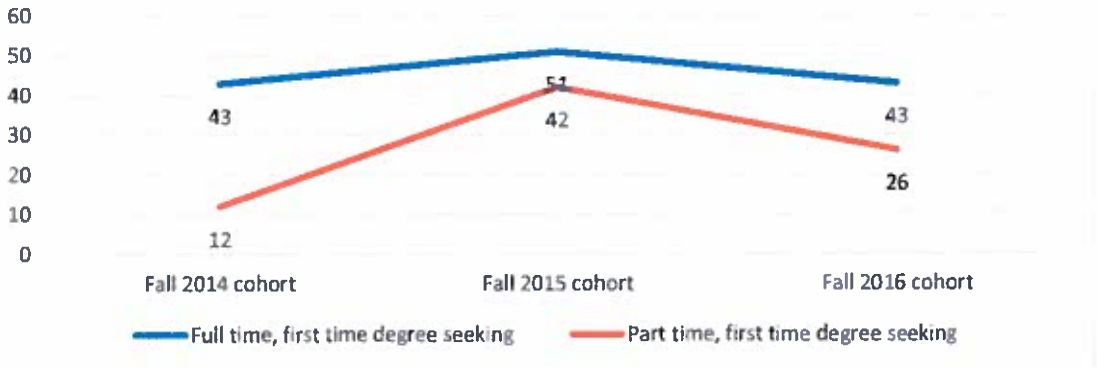
Of the 1075 students enrolled on census day for Fall 2016, or 24% or 261 were enrolled on census day for Fall 2017.

Illustration 18. Undergraduate Retention History



- Of the 353 high school students enrolled on census day for Fall 2016, 30% or 106 were enrolled on census day for Fall 2017.
- Of the 722 undergraduates enrolled on census day for Fall 2016, 22% or 155 were enrolled on census day for Fall 2017.
    - Of the 567 full time undergraduates enrolled on census day for Fall 2016, 23% or 132 returned for Fall 2017.
    - Of the 155 part time undergraduates enrolled on census day for Fall 2016, 15% or 23 returned for Fall 2017.

Illustration 19. First Time, Degree Seeking Undergraduate Retention
Source: IPEDS Fall Enrollment Survey
The retention rate is the percentage of the cohort who returned the subsequent fall semester plus students who completed their program as of the fall semester.


60
50
40
30
20
10
0
43
51
42
43
26
12
Fall 2014 cohort
Fall 2015 cohort
Fall 2016 cohort
Full time, first time degree seeking
Part time, first time degree seeking

Recruitment

Illustration 23. Athletic Scholarships by Sport and by Term
Source: Financial Aid Scholarship Tracking
The first number in each cell is the number of students actually receiving a scholarship for that sport, the number in parenthesis is the number of students receiving a different type of scholarship (Academic Athlete, Sports Management, etc.) that were recruited by that sport.

	Baseball	Cheer	Football	Golf	Men's Basketball	Softball	Volleyball	Women's Basketball
Spring 2018	17 (15)	16 (2)	39 (60)	2 (0)	11 (7)	17 (9)	12 (9)	13 (9)
Fall 2017	21 (21)	13 (2)	65 (95)	4 (1)	12 (11)	18 (10)	13 (8)	13 (8)
Summer 2017	2	4	31 (141)	0 (0)	12 (2)	0 (0)	5 (0)	1 (2)
Spring 2017	18 (18)	20 (4)	54 (71)	2 (0)	8 (9)	19 (5)	12 (0)	13 (8)
Fall 2016	19 (24)	30 (4)	69 (40)	2 (0)	14 (11)	21 (3)	12 (0)	11 (3)
Summer 2016								
Spring 2016	20 (21)	32 (5)	60 (38)	1 (0)	15 (9)	17 (11)	10 (4)	15 (8)
Fall 2015	18 (27)	39 (4)	73 (26)	0	16 (12)	20 (11)	11 (8)	15 (10)

Illustration 24. Fine Arts Scholarships by Department and by Term
Source: Financial Aid Scholarship Tracking

	Art	Band	Vocal	Theatre
Spring 2018	1	15	15	9
Fall 2017	3	13	17	8
Summer 2017	0	3	1	0
Spring 2017	4	15	11	5
Fall 2016	4	19	16	7
Summer 2016				
Spring 2016	7	32 Music*		7
Fall 2015	7	38 Music*		12

**The tracking for music scholarships during this time frame doesn't show a distinction between Band and Vocal*

Completion

Illustration 20. Four Years of Completion Rates
Source: IPEDS Graduation Rates Survey

	2011	*2012*	*2013*	*2014*
Total Women's Cohort	105	94	128	101
Women Completers within 150%	40	33	32	24
Women Transfer-out Students	15	27	54	42
Total Men's Cohort	114	104	162	139
Men Completers within 150%	20	16	31	28
Men Transfer-out Students	29	49	73	68
Total Cohort	219	198	290	240
Total Completers within 150%	60	49	63	52
Total Transfer-out Students	44	76	127	110

Illustration 21. Completions by Gender and Race/Ethnicity
Source: IPEDS Completions Survey
Completion represents the number of awards earned during the indicated academic year and may represent a duplicated headcount of students in which a student may earn more than one award.

	2014-2015		*2015-2016*		*2016-2017*	
	Men	Women	Men	Women	Men	Women
International	1	1	1	3	1	3
Hispanic/Latino	4	3	1	3	0	4
American Indian/Alaska Native	2	5	0	1	3	0
Asian	0	1	0	0	1	0
Black or African American	11	7	25	11	20	9
Native Hawaiian or Other Pacific Islander	1	0	0	0	1	0
White	46	131	51	117	41	79
Two or More Races	3	4	2	8	6	3
Total	68	152	80	143	74	106

Illustration 22. Completions by Degree Level and Age
Source: IPEDS Completions Survey

	2014-2015		*2015-2016*		*2016-2017*	
	Certificate	Associate	Certificate	Associate	Certificate	Associate
Under 18	29	0	20	0	18	0
18-24	66	76	58	91	27	98
25-39	23	14	16	12	10	10
40 and above	8	4	10	7	2	6
Total	126	94	104	110	57	114

Appendix A: Table of Data Sources

The following table illustrates the datasets, types, and uses of the data at ICC:

INSTITUTIONAL USE OF COLLECTED INFORMATION

Nationally Normed Surveys and Other Nationally Available Information	
Name of Data Collection or Service	***Departmental Use***
Community College Survey of Student Engagement	**Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan **Athletics**: Used to measure Objectives: 1:1, 2:4 in Athletic Operational Plan **Student Life:** The survey data from these reports allows us to measure Objectives: 1:2. 1:4, 1:5, 2:1-3,3:1-2 in Student Life Operational Plan
Great Colleges to Work For	**Institutional Research Office:** Distribution of survey results to the President and Human Resources **Human Resources:** Used for the creation of HR Operational Plan
IDEA Diagnostic Feedback *End of course student survey*	**Academic Affairs:** All teaching personnel have access to course evaluation at the end of each semester to review how students rated them on certain aspects of the course design and course outcomes **Academic Affairs**: Probationary faculty may submit their surveys as evidence of teaching excellence and course-assessment activities **President's Office:** Used for faculty evaluation for probationary faculty
National Community College Benchmarking Project	**Academic Affairs:** Information use for KBOR Performance Agreement Key Performance Indicators **Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan **Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **President's Office:** Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component
National Student Clearinghouse Research Center *Variety of reports on student access, student mobility, credential attainment and enrollment trends*	**President's Office:** Data identified to be used in the 2018 Strategic Plan Review
National Student Clearinghouse StudentTracker Service	**Institutional Research Office:** Extraction of data for the IPEDS GRS, GRS 200 and Outcome Measures Surveys

	Institutional Research Office: Extraction of data for a variety of data requests including but not limited to Student Support Services and Upward Bound **President's Office:** Use of enrollment information for student retention and transfer reporting to the Board of Trustees **Student Support Services:** Use of enrollment information for student retention and transfer; internal use and external reporting **Upward Bound:** Use of enrollment information for student retention and transfer; internal use and external reporting **Admissions:** Using this data to identify increases in retention for Objective 3 in Admissions Operational Plan
Noel Levitz Student Satisfaction Inventory	**Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan **Student Activities:** Used in benchmarking and setting goals for student satisfaction and safety. **Athletics:** Used to measure Objectives: 1:1, 2:4 in Athletics Operational Plan **Student Life:** The survey data from these reports allows us to measure Objectives: 1:2. 1:4, 1:5, 2:1-3,3:1-2 in Student Life Operational Plan **President's Office:** Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component
White House Scorecard	**Institutional Research Office:** Used as a model for the ICC ScoreCard Report
Accuplacer	**Upward Bound:** evaluate participant learning from year to year **Student Support Services:** Assessment of services needed; program evaluation
LASSI	**Student Support Services:** Assessment of services needed; program evaluation
MyNextMove	**Student Support Services:** Assessment of services needed; program evaluation
Career Inventory	**Student Support Services:** Assessment of services needed; program evaluation
CashCourse	**Student Support Services:** Assessment of services needed; program evaluation

Institutional Surveys and Institution-Unique Information	
Name of Data Collection or Service	***Departmental Use***
Annual Awards Survey	**Institutional Research Office:** Preparation of a summary report for Human Resources and Events Committee for Annual Awards Banquet. **Human Resources:** Information used for award plaques and event script

Campus Culture Survey	**Institutional Research Office:** Preparation of a summary report of quantitative information for campus use. Distribution of qualitative information to the Board of Trustees, President and Human Resources **Human Resources:** Used for the creation of HR Operational Plan **Human Resources:** Used to summarize and review qualitative information for use by President and/or Board of Trustees. **President's Office:** Used in creation of President's Office Operational Plan **President's Office:** Used in drafting faculty negotiating positions **Information Technology: Uses data to drive operation plans and departmental objectives to improve the quality of service, support and technology throughout ICC as a whole, as well as targeted projects to help support CTE students.**
Community LINKS Survey	**Institutional Research Office:** Preparation of a summary report for Outreach Education.
Employee Satisfaction with College Events	**Institutional Research Office:** Preparation of a summary report for the Events Committee. **Events Committee:** Information use for event improvements
Graduate Exit Survey	**Institutional Research Office:** Preparation of a summary report for campus use **President's Office:** Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component
In-Service Employee Survey	**Institutional Research Office:** Preparation of a summary report for campus use
PowerCampus	**Academic Affairs:** GPA information for KBOR Performance Agreement Key Performance Indicator **Admissions:** Contact information for event invitations **Business Office:** High school enrollment information for billing **Business Office**: Enrollment information for annual audit **Faculty:** Pass/fail rates for individual courses **Financial Aid:** Enrollment information for internal records **Financial Aid:** Final grades for aid eligibility **ICC Foundation:** Contact information for alumnae **Institutional Research Office:** Data extraction using both canned reports and IR-created Vista Views for completion of institutional data requests, IPEDS and KBOR data collections. **Phi Theta Kappa:** Contact information for membership recruitment **President's Office:** Enrollment information for Board of Trustee reports **Student Support Services:** Contact information for membership recruitment **Admissions**: Recording of required admissions documents. HS transcripts, test scores, and students' admissions applications **Student Support Services:** Collection of outcomes data re: student academic standing; program evaluation **Student Support Services:** Collection of outcomes data re: SSS graduation rates; program evaluation **Student Support Services:** Collection of outcomes data re: transfer rates; program evaluation

Human Resources Stay Interviews	**Human Resources**: Collect Data on employees who are new to the organization through Supervisor and Employee conversations. The focus is on what it takes to keep an employee at ICC. This survey is typically done within the first year of employment. The information gathered is also used to inform the HR Operational Plan
Program Review	**Institutional Research Office:** Preparation of enrollment, completion and retention data for both faculty and Program Review Committee use. **Academic Affairs:** Used by Faculty and Program Review Committee for annual and three-year analysis. **Academic Affairs:** Used by Faculty and Program Review Committee for annual and three-year analysis.
Human Resources Exit Interviews	**Human Resources**: Collect data through a list of questions for those employees who have decided to terminate employment from ICC. This information is used by HR and by supervisors where applicable. The information is also used to inform the HR Operational Plan
Tk20	**President's Office:** Oversight of employees' participation in standing committee meetings. Oversight of Departmental Operational Plans and compilation of data for quarterly/annual Operational Plan reviews to Board of Trustees **Upward Bound**: document participant progress toward objectives and performance measurements **Academic Affairs**: compile and analyze date for course and program outcomes by semester and by academic year **Academic Affairs**: map specific course outcomes that meet general education outcomes into a single report to be analyzed to ensure we are meeting our targets **Academic Affairs**: report and analyze departmental goals set through operational plans
Unduplicated Headcount	**President's Office:** Share information campus-wide through daily e-mail compilation, compare data from year-to-year for identification of enrollment growth/areas of concern/trends/etc. 20th day/Census Day data used for campus-wide enrollment report and presentation to the Board of Trustees. **President's Office:** Used in drafting Strategic Plan Annual Review document, Enrollment Measurement Component
Monthly Cash Flow Summary	**President's Office:** Oversight of College financial status **Board of Trustees:** Oversight of College financial status
Student Life Survey	**Student Activities**: Preparation of a summary report on student satisfaction of campus facilities, events, safety, and suggestions on ways to enhance the student experience
Advising Survey	**Academic Support Services:** Reviewed by advisors and used to develop additional Advisor Training
Tutoring Center Survey	**Academic Support Services**: Results reviewed by professional and faculty advisors
Upward Bound Performance Review	**Upward Bound**: Required analysis that is part of the grant cycle. Reviewed with teams and supervisor

TRIO Performance Review	**Student Support Services**: Required analysis that is part of the grant cycle. Reviewed with teams and supervisor
Annual Mission and Vision Survey	**Board of Trustees**: Use as part of the annual Strategic Plan Review and Evaluation Cycle
Academic Building Needs Survey	**Academic Building Committee**: Available to all employees. Used to create multi-year recommendations for long-term improvements, acted on by Board of Trustees as part of annual Repair and Renovation Fund discussion process
Campus Concern Log	**Cabinet**: Members of Cabinet use the information collected through the ICC Concern Log to address the immediate needs of students and other stakeholders and for driving improvement activities within the departments under their purview **President's Office**: Used to make occasional disciplinary decisions
Google Analytics	**Marketing:** Used to measure social media engagement, likes, shares, views, and click-through rates used to determine engagement success and future content promotion. **Marketing:** Used to "boost" college events for social media advertising **Marketing:** Used to establish baseline data for visitors, views, geography, and content (pages)
Twitter Analytics	**Marketing**: Used to establish baseline for social media engagement, retweets, likes, shares, views, and click-through rates used to determine engagement success and future content promotion
Instagram Analytics	**Marketing**: Used to establish baseline for social media engagement, likes, shares, views, and click-through rates used to determine engagement success and future content promotion
Presidential Advisory Committee Recommendations	**Marketing**: data collected from community stakeholders regarding marketing effectiveness
Department of Education Annual Performance Report	**Upward Bound**: evaluate performance measurements and program objectives reported to the Department of Education
Blumen Database	**Upward Bound**: project's record keeping database; provides collection of data to demonstrate if the project is effectively achieving its objectives – generates monthly, quarterly and annual reports –used to complete annual APR
SSS Eligibility Criteria: educational status of parents, income status, academic achievement levels	**Student Support Services:** Selection Criteria
Student satisfaction surveys of SSS activities, events, tutoring and academic coaching services	**Student Support Services:** Qualitative data used for program evaluation
Student satisfaction surveys of SSS mentoring activities; records of mentoring events and processes	**Student Support Services:** Quantitative and qualitative data used for annual report and program evaluation
ICC Student Athlete Experience Report	**Athletics:** The student athletes rate their experiences on our campus, and the data that is collected is used to measure Objectives in the Athletic Operational Plan

Title IX Equity in Athletics Report	**Athletics**: Annual report required of each college that allows comparison of in-house data from year to year, and to compare to regional and national schools. Used to measure Objectives 2:2., 2:3, 3:3 in Athletics Operational Plan, and in annual budget preparation
ICC Coaches Bonus Pay Benchmarks	**Athletics**: used to identify those coaches who have met benchmarks that qualify them for bonus pay. This will be used to measure Objectives 2:2, 2:3 in the Athletics Operational Plan and in annual budget preparation
NJCAA Annual Report	**Athletics**: Required national report providing data on GPA and Retention that will be used for in house and regional comparisons. Used to measure Objectives: 2:1, 2:5 in Athletics Operational Plan
KJCCC Annual Reports	**Athletics**: Required regional report providing data on GPA and Retention that will be used for in house and regional comparisons. Used to measure Objectives: 2:1, 2:5 in Athletics Operational Plan
ICC Student Life Survey	**Student Life**: This report administered to residents, commuters and non-traditional students allows them to rate, identify and give feedback about their student experience on both of our campuses about student life activities/organizations, safety, student union, food service and the dorms if they are residents. This will be used to measure Objectives: 1:1-5, 2:1-3, 3:1, 4 in the Student Life Operational Plan
Ellucian Data Reports	**Admissions:** Used to determine applicant placement in the process and allow them to create scheduled actions for communicating and guiding students in our admission process. **Admissions:** Used to measure Objectives: 1:1-3, 2:1-2 in Admissions Operational Plan **President's Office:** Used for regular enrollment reporting to Board of Trustees
Technology Survey	**Information Technology: Serves as a planning document on a wide array of technical areas across campus, and a measure of the satisfaction of newly implemented software and hardware and suggested improvements**

Integrated Postsecondary Education System (IPEDS)	
Name of Data Collection or Service	***Departmental Use***
12-month Enrollment	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Academic Libraries	**Library**: Used to compare budgets, collection statistics, and operations to the previous year
Completions	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **Academic Affairs:** Used for Program Review data and Perkins Reporting **President's Office:** Used in drafting Strategic Plan Annual Review document, Completions Measurement Component
Data Center	**Institutional Research Office:** Creation of custom Data Feedback Reports for an annual campus report
Fall Enrollment	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)

Finance	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Graduation Rates	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **Academic Affairs:** Used by Faculty and Program Review Committee for Program Review **President's Office:** Used in drafting Strategic Plan Annual Review document, Completion Measurement Component
Institutional Characteristics	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
200% Graduation Rates	**Academic Affairs:** Program Review Processes
Outcome Measures	**Academic Affairs:** Faculty use to review/analyze/make changes to targets set for course, general education, and program outcomes
Student Financial Aid	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Data Feedback Report	**Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan

Kansas Board of Regents (KBOR)and other state agencies	
Name of Data Collection or Service	***Departmental Use***
AY Collection *Information about students and their enrollments in credit bearing coursework; collection spans one academic year.*	**Academic Affairs:** Used in Program Review process **President's Office:** Used in preparation of Annual Fall Enrollment Analysis Report **Board of Trustees:** Used to discuss long-term institutional needs based on trends across the state
BTE Collection *Information about students and their enrollments in zero credit hour courses and BI training; collection spans one academic year.*	**Academic Affairs:** Used for Perkins reporting

Community College Budget Document	**Cabinet and Board of Trustees:** Required by statute, used to tie budget to Strategic Planning **Information Technology: establishes a baseline for the current year's process by analyzing the previous year's expenditures and revenue**
Community College Tuition & Fees Report	**President's Cabinet:** Comparative data used annually when identifying tuition and fee levels for the coming fiscal year **Information Technology: Establishes a baseline for the current year's process by analyzing the previous year's expenditures and revenue**
CTE Special Collection *Information about high school student enrollments in CTE coursework; used for funding purposes.*	**Academic Affairs:** Used to monitor CTE funding for technical courses.
Enrollment Reports	**Academic Affairs:** Used in course scheduling decisions
Facilities Survey	**Cabinet**: Used to prioritize and report to Board of Trustees on facilities improvements
Follow Up Survey of CTE Students	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **Academic Affairs:** used for CTE external accreditors and Perkins reporting.
KHEER Enrollment Collections	**Academic Affairs:** Kansas Performance Indicator measures
Kansas DegreeStats	**Academic Affairs:** Program Review process
Kansas Higher Education Reporting System (KHERS) *KHEER, Enrollment, Credential Production, Student Success Index, and Employment & Wage*	**Academic Affairs:** Kansas Performance Indicator measures
Performance Reports (KPI)	**Academic Affairs:** Used to improve key areas covered in report
Transfer Feedback Report	**Board of Trustees**: Reviewed for transfer success **President's Office:** Reviewed for transfer success; VPAA notified if concerns are found
Tuition and Fees Report	**President's Office**: Historical data used to illustrate long-term trends for strategic planning review documents. **Business Office**: Required report for KBOR
KAACRO Reports	**Athletics**: This data provides average, mean and high salaries for athletic positions and allows us to compare our salaries to schools within our Kansas Community College Conference and will be used to measure Objectives 2:2, 2:3 in the Athletics Operational Plan
Kansas Department of Commerce High Needs Credential Report	**President's Office, Board of Trustees, and Academic Affairs:** All use this data to evaluate the potential for new academic programs – recent uses include Culinary, Cosmetology, and Barbering

Demographics

Gender	N	%
Female	80	37.91%
Male	131	62.09%
Total	211	100.00%
No Response	10	

Age	N	%
18 and under	29	13.81%
19 to 24	159	75.71%
25 to 34	10	4.76%
35 to 44	6	2.86%
45 and over	6	2.86%
Total	210	100.00%
No Response	11	

Ethnicity/Race	N	%
African-American	66	32.04%
American Indian or Alaskan Native	8	3.88%
Asian or Pacific Islander	6	2.91%
Caucasian/White	102	49.51%
Hispanic	12	5.83%
Other race	8	3.88%
Race - Prefer not to respond	4	1.94%
Total	206	100.00%
No Response	15	

Current Enrollment Status	N	%
Day	206	99.04%
Evening	1	0.48%
Weekend	1	0.48%
Total	208	100.00%
No Response	13	

Current Class Load	N	%
Full-time	189	90.43%
Part-time	20	9.57%
Total	209	100.00%
No Response	12	

Class Level	N	%
1 year or less	121	57.89%
2 years	77	36.84%
3 years	6	2.87%
4 or more years	5	2.39%
Total	209	100.00%
No Response	12	

Current GPA	N	%
No credits earned	5	2.37%
1.99 or below	9	4.27%
2.0 - 2.49	23	10.90%
2.5 - 2.99	49	23.22%
3.0 - 3.49	56	26.54%
3.5 or above	69	32.70%
Total	211	100.00%
No Response	10	

Educational Goal	N	%
Associate degree	95	45.67%
Vocational/technical program	9	4.33%
Transfer to another institution	73	35.10%
Certification (initial / renewal)	8	3.85%
Self-improvement/pleasure	6	2.88%
Job-related training	9	4.33%
Other educational goal	8	3.85%
Total	208	100.00%
No Response	13	

Employment	N	%
Full-time off campus	19	9.05%
Part-time off campus	46	21.90%
Full-time on campus	22	10.48%
Part-time on campus	16	7.62%
Not employed	107	50.95%
Total	210	100.00%
No Response	11	

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Demographics

Current Residence	N	%
Residence hall	102	48.80%
Own house	25	11.96%
Rent room or apt off campus	25	11.96%
Parent's home	44	21.05%
Other residence	13	6.22%
Total	209	100.00%
No Response	12	

Residence Classification	N	%
In-state	94	44.55%
Out-of-state	105	49.76%
International (not U.S. citizen)	12	5.69%
Total	211	100.00%
No Response	10	

Disabilities	N	%
Yes - Disability	24	11.43%
No - Disability	186	88.57%
Total	210	100.00%
No Response	11	

Institution Was My	N	%
1st choice	100	48.31%
2nd choice	60	28.99%
3rd choice or lower	47	22.71%
Total	207	100.00%
No Response	14	

Institution Question	N	%
Campus item - Answer 1	4	30.77%
Campus item - Answer 2	0	0.00%
Campus item - Answer 3	6	46.15%
Campus item - Answer 4	1	7.69%
Campus item - Answer 5	0	0.00%
Campus item - Answer 6	2	15.38%
Total	13	100.00%
No Response	208	

Institution Question 2	N	%
Campus item 2 - Answer 1	0	0%
Campus item 2 - Answer 2	0	0%
Campus item 2 - Answer 3	0	0%
Campus item 2 - Answer 4	0	0%
Campus item 2 - Answer 5	0	0%
Campus item 2 - Answer 6	0	0%
Total	0	100.00%
No Response	221	

Group Code	N	%
1332	1	0.54%
1623	10	5.41%
1850	3	1.62%
2257	18	9.73%
2342	5	2.70%
2480	1	0.54%
3480	4	2.16%
3533	4	2.16%
4670	3	1.62%
4724	6	3.24%
4815	6	3.24%
5007	5	2.70%
5671	2	1.08%
5757	59	31.89%
5820	2	1.08%
6758	2	1.08%
6776	1	0.54%
6780	3	1.62%
6830	7	3.78%
7323	2	1.08%
7627	2	1.08%
7736	2	1.08%
8380	9	4.86%
8823	13	7.03%
8848	7	3.78%
9320	1	0.54%
9331	4	2.16%

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Demographics

9160	3	1.62%
Total	185	100.00%
No Response	36	

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Strategic Planning Overview
Strengths and Challenges

Strengths

8. Classes are scheduled at times that are convenient for me.
6. My academic advisor is approachable.
32. My academic advisor is knowledgeable about my program requirements.
18. The quality of instruction I receive in most of my classes is excellent.
36. Students are made to feel welcome on this campus.
70. I am able to experience intellectual growth here.
25. My academic advisor is concerned about my success as an individual.
61. Faculty are usually available after class and during office hours.
27. The campus staff are caring and helpful.
14. Library resources and services are adequate.
58. Nearly all of the faculty are knowledgeable in their fields.
50. Tutoring services are readily available.
66. Program requirements are clear and reasonable.
34. Computer labs are adequate and accessible.

Challenges

31. The campus is safe and secure for all students.
52. This school does whatever it can to help me reach my educational goals.
16. The college shows concern for students as individuals.
28. It is an enjoyable experience to be a student on this campus.
51. There are convenient ways of paying my school bill.
15. I am able to register for classes I need with few conflicts.
29. Faculty are fair and unbiased in their treatment of individual students.
20. Financial aid counselors are helpful.
45. This institution has a good reputation within the community.
13. Financial aid awards are announced to students in time to be helpful in college planning.
22. People on this campus respect and are supportive of each other.
46. Faculty provide timely feedback about student progress in a course.

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Strategic Planning Overview
Benchmarks

Lower Satisfaction vs. National Community Colleges

8. Classes are scheduled at times that are convenient for me.
32. My academic advisor is knowledgeable about my program requirements.
18. The quality of instruction I receive in most of my classes is excellent.
31. The campus is safe and secure for all students.
36. Students are made to feel welcome on this campus.
70. I am able to experience intellectual growth here.
52. This school does whatever it can to help me reach my educational goals.
61. Faculty are usually available after class and during office hours.
16. The college shows concern for students as individuals.
27. The campus staff are caring and helpful.
28. It is an enjoyable experience to be a student on this campus.
51. There are convenient ways of paying my school bill.
15. I am able to register for classes I need with few conflicts.
29. Faculty are fair and unbiased in their treatment of individual students.
7. Adequate financial aid is available for most students.
12. My academic advisor helps me set goals to work toward.
20. Financial aid counselors are helpful.
41. Admissions staff are knowledgeable.
14. Library resources and services are adequate.
23. Faculty are understanding of students' unique life circumstances.
58. Nearly all of the faculty are knowledgeable in their fields.
21. There are a sufficient number of study areas on campus.
69. There is a good variety of courses provided on this campus.
40. My academic advisor is knowledgeable about the transfer requirements of other schools.
50. Tutoring services are readily available.
45. This institution has a good reputation within the community.
57. Administrators are approachable to students.
66. Program requirements are clear and reasonable.
13. Financial aid awards are announced to students in time to be helpful in college planning.
22. People on this campus respect and are supportive of each other.
5. The personnel involved in registration are helpful.
68. On the whole, the campus is well-maintained.
48. Counseling staff care about students as individuals.

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Institutional Summary

Scales: In Order of Importance

Scale	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
Academic Advising Counseling	5.73	5.10 - 1.24	0.63	6.27	5.46 - 1.37	0.81	-0.36 ***
Concern for the Individual	5.65	4.90 - 1.23	0.75	6.21	5.46 - 1.27	0.75	-0.56 ***
Instructional Effectiveness	5.62	4.99 - 1.06	0.63	6.29	5.60 - 1.13	0.69	-0.61 ***
Admissions and Financial Aid	5.61	4.80 - 1.23	0.81	6.20	5.42 - 1.28	0.78	-0.62 ***
Registration Effectiveness	5.61	4.98 - 1.08	0.63	6.27	5.63 - 1.07	0.64	-0.65 ***
Student Centeredness	5.59	4.88 - 1.13	0.71	6.13	5.58 - 1.19	0.55	-0.70 ***
Campus Climate	5.55	4.79 - 1.09	0.76	6.12	5.53 - 1.13	0.59	-0.74 ***
Academic Services	5.54	5.10 - 1.08	0.44	6.18	5.74 - 1.07	0.44	-0.64 ***
Service Excellence	5.50	4.93 - 1.05	0.57	6.10	5.52 - 1.13	0.58	-0.59 ***
Safety and Security	5.44	4.63 - 1.11	0.81	6.18	5.41 - 1.21	0.77	-0.78 ***
Campus Support Services	4.97	4.43 - 1.13	0.54	5.72	5.26 - 1.27	0.46	-0.83 ***
Responsiveness to Diverse Populations		4.93 - 1.31			5.69 - 1.28		-0.76 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1e2081 records

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Institutional Summary

Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.45	5.60 / 1.50	0.85	-0.38 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.33	5.63 / 1.61	0.70	-0.11
87. Cost as factor in decision to enroll.	5.85			6.36			
12. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	6.40	5.59 / 1.63	0.81	-0.26 *
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.10 / 1.37	0.72	6.48	5.66 / 1.38	0.82	-0.56 ***
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
70. I am able to experience intellectual growth here.	5.75	5.09 / 1.47	0.66	6.43	5.92 / 1.30	0.51	-0.83 ***
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	6.29	5.79 / 1.35	0.50	-0.53 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
88. Financial aid as factor in decision to enroll.	5.72			6.11			
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***

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Institutional Summary

Items In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
51. There are convenient ways of paying my school bill	5.71	4.83 / 1.54	0.88	6.28	5.70 / 1.45	0.58	-0.87 ***
7. Adequate financial aid is available for most students	5.69	4.90 / 1.53	0.79	6.30	5.42 / 1.66	0.88	-0.52 ***
15. I am able to register for classes I need with few conflicts	5.69	4.87 / 1.56	0.82	6.42	5.61 / 1.50	0.81	-0.74 ***
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
12. My academic advisor helps me set goals to work toward	5.66	4.95 / 1.64	0.71	6.15	5.29 / 1.74	0.86	-0.34 **
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	6.22	5.32 / 1.68	0.90	-0.58 ***
41. Admissions staff are knowledgeable	5.66	5.05 / 1.51	0.61	6.20	5.62 / 1.44	0.67	-0.57 ***
14. Library resources and services are adequate	5.64	5.36 / 1.32	0.28	6.21	5.86 / 1.30	0.35	-0.50 ***
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.50	0.72	6.26	5.43 / 1.55	0.83	-0.51 ***
58. Nearly all of the faculty are knowledgeable in their fields	5.64	5.21 / 1.29	0.43	6.41	5.83 / 1.32	0.58	-0.62 ***
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	6.14	5.73 / 1.43	0.41	-0.91 ***
69. There is a good variety of courses provided on this campus	5.63	4.93 / 1.44	0.70	6.37	5.83 / 1.36	0.54	-0.90 ***
40. My academic advisor is knowledgeable about the transfer requirements of other schools	5.62	4.99 / 1.52	0.63	6.28	5.39 / 1.66	0.89	-0.40 ***
50. Tutoring services are readily available	5.62	5.30 / 1.46	0.32	6.18	5.72 / 1.42	0.46	-0.42 ***
45. This institution has a good reputation within the community	5.61	4.73 / 1.60	0.88	6.15	5.78 / 1.36	0.37	-1.05 ***
57. Administrators are approachable to students	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***

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** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	6.37	5.71 / 1.39	0.66	-0.57 ***
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	6.21	5.24 / 1.68	0.97	-0.79 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
68. On the whole, the campus is well-maintained.	5.59	4.92 / 1.47	0.67	6.28	5.96 / 1.27	0.32	-1.04 ***
48. Counseling staff care about students as individuals	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***
34. Computer labs are adequate and accessible	5.56	5.14 / 1.42	0.42	6.26	5.85 / 1.35	0.41	-0.71 ***
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	6.31	5.48 / 1.50	0.83	-0.75 ***
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	6.16	5.40 / 1.52	0.76	-0.48 ***
56. The business office is open during hours which are convenient for most students	5.56	4.97 / 1.45	0.59	6.15	5.61 / 1.41	0.54	-0.64 ***
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
35. Policies and procedures regarding registration and course selection are clear and well-publicized	5.55	4.85 / 1.34	0.70	6.28	5.62 / 1.44	0.66	-0.77 ***
33. Admissions counselors accurately portray the campus in their recruiting practices	5.54	4.79 / 1.52	0.75	6.00	5.43 / 1.47	0.57	-0.64 ***
39. The amount of student parking space on campus is adequate	5.53	4.95 / 1.61	0.58	6.23	4.97 / 1.90	1.26	-0.02
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	6.13	5.46 / 1.48	0.67	-0.58 ***

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** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
37. Faculty take into consideration student differences as they teach a course	5.51	4.80 / 1.47	0.71	6.18	5.39 / 1.51	0.79	-0.59 ***
55. Academic support services adequately meet the needs of students	5.51	4.99 / 1.43	0.52	6.17	5.54 / 1.41	0.63	-0.55 ***
43. Class change (drop-add) policies are reasonable	5.49	5.06 / 1.40	0.43	6.22	5.69 / 1.44	0.53	-0.63 ***
1. There are adequate services to help me decide upon a career	5.49	4.57 / 1.43	0.92	6.18	5.45 / 1.50	0.73	-0.88 ***
53. The assessment and course placement procedures are reasonable	5.48	4.94 / 1.35	0.54	6.17	5.58 / 1.41	0.59	-0.64 ***
60. Billing policies are reasonable	5.48	4.57 / 1.60	0.91	6.20	5.57 / 1.45	0.63	-1.00 ***
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	6.24	5.18 / 1.73	1.06	-0.36 **
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	6.19	5.58 / 1.39	0.61	-0.52 ***
62. Bookstore staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***
23. Parking lots are well-lighted and secure	5.44	4.55 / 1.70	0.89	6.21	5.46 / 1.57	0.75	-0.91 ***
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
12. The equipment in the lab facilities is kept up to date	5.39	4.83 / 1.46	0.56	6.24	5.63 / 1.42	0.61	-0.80 ***
63. I seldom get the "run-around" when seeking information on the campus	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
67. Channels for expressing student complaints are readily available	5.39	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***
11. Security staff respond quickly in emergencies	5.37	4.44 / 1.38	0.93	6.16	5.37 / 1.48	0.79	-0.93 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

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Institutional Summary

Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
89. Academic reputation as factor in decision to enroll.	5.35			5.96			
14. I generally know what's happening on campus	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
59. New student orientation services help students adjust to college	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***
38. The student center is a comfortable place for students to spend their leisure time	5.28	4.81 / 1.47	0.47	5.89	5.56 / 1.44	0.33	-0.75 ***
9. Internships or practical experiences are provided in my degree/certificate program	5.26	4.34 / 1.63	0.92	6.04	5.19 / 1.63	0.85	-0.85 ***
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	6.18	5.53 / 1.37	0.65	-0.71 ***
95. Personalized attention prior to enrollment as factor in decision to enroll	5.10			5.50			
40. The career services office provides students with the help they need to get a job.	5.07	4.45 / 1.34	0.62	6.07	5.31 / 1.50	0.76	-0.86 ***
4. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.87	5.39 / 1.53	0.48	-1.06 ***
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.48	5.07 / 1.48	0.41	-0.64 ***
91. Campus appearance as factor in decision to enroll	4.86			5.31			
93. Geographic setting as factor in decision to enroll.	4.82			5.60			
90. Size of institution as factor in decision to enroll.	4.80			5.23			
91. Opportunity to play sports as factor in decision to enroll.	4.79			3.08			

* Difference statistically significant at the .05 level.
** Difference statistically significant at the .01 level.
*** Difference statistically significant at the .001 level.

National Group Means are based on 1o2081 records.

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Institutional Summary

Items In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
92. Recommendations from family/friends as factor in decision to enroll	4.62			5.05			
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	5.34	5.06 / 1.50	0.28	-0.93 ***
10. Child care facilities are available on campus	4.07	3.93 / 1.53	0.14	4.70	4.48 / 1.83	0.22	-0.55 ***
71. Campus item 1							
72. Campus item 2							
73. Campus item 3							
74. Campus item 4							
75. Campus item 5							
76. Campus item 6							
77. Campus item 7							
78. Campus item 8							
79. Campus item 9							
80. Campus item 10							
81. Institution's commitment to part-time students?		4.90 / 1.47			5.76 / 1.37		-0.77 ***
82. Institution's commitment to evening students?		4.82 / 1.35			5.64 / 1.45		-0.82 ***
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.73 / 1.43		-0.67 ***
84. Institution's commitment to under-represented populations?		4.93 / 1.41			5.63 / 1.41		-0.70 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1v2081 records

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Institutional Summary

Items In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
85. Institution's commitment to commuters?		4.99 / 1.38			5.62 / 1.45		-0.63 ***
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.76 / 1.40		-0.96 ***

National Group Means are based on 1e2981 records

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC ADVISING/COUNSELING	5.73	5.10 / 1.24	0.63	6.27	5.46 / 1.37	0.81	-0.36 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.33	5.63 / 1.61	0.70	-0.11
12. My academic advisor helps me set goals to work toward	5.66	4.95 / 1.64	0.71	6.15	5.29 / 1.74	0.86	-0.34 **
25. My academic advisor is concerned about my success as an individual	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
32. My academic advisor is knowledgeable about my program requirements	5.83	5.33 / 1.50	0.50	6.40	5.59 / 1.63	0.81	-0.26 *
40. My academic advisor is knowledgeable about the transfer requirements of other schools	5.62	4.99 / 1.52	0.63	6.28	5.39 / 1.66	0.89	-0.40 ***
48. Counseling staff care about students as individuals	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***
52. This school does whatever it can to help me reach my educational goals	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1o2081 records

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Services

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC SERVICES	5.54	5.10 / 1.08	0.44	6.18	5.74 / 1.07	0.44	-0.64 ***
11. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	6.21	5.86 / 1.30	0.35	-0.50 ***
21. There are a sufficient number of study areas on campus.	5.63	4.82 / 1.52	0.81	6.14	5.73 / 1.43	0.41	-0.91 ***
26. Library staff are helpful and approachable.	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	6.26	5.85 / 1.35	0.41	-0.71 ***
42. The equipment in the lab facilities is kept up to date.	5.39	4.83 / 1.46	0.56	6.24	5.63 / 1.42	0.61	-0.80 ***
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	6.18	5.72 / 1.42	0.46	-0.42 ***
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	6.17	5.54 / 1.41	0.63	-0.55 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1o2081 records

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Admissions and Financial Aid

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ADMISSIONS AND FINANCIAL AID	5.61	4.80 / 1.23	0.81	6.20	5.42 / 1.28	0.78	-0.62 ***
7. Adequate financial aid is available for most students	5.69	4.90 / 1.53	0.79	6.30	5.42 / 1.66	0.88	-0.52 ***
13. Financial aid awards are announced to students in time to be helpful in college planning	5.60	4.45 / 1.72	1.15	6.21	5.24 / 1.68	0.97	-0.79 ***
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	6.22	5.32 / 1.68	0.90	-0.58 ***
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.54	4.79 / 1.52	0.75	6.00	5.43 / 1.47	0.57	-0.64 ***
41. Admissions staff are knowledgeable	5.66	5.05 / 1.51	0.61	6.29	5.62 / 1.44	0.67	-0.57 ***
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	6.13	5.46 / 1.48	0.67	-0.58 ***

National Group Means are based on 162081 records

* Difference statistically significant at the .05 level
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*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Climate

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS CLIMATE	5.55	4.79 / 1.09	0.76	6.12	5.53 / 1.13	0.59	-0.74 ***
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
41. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
45. This institution has a good reputation within the community.	5.91	4.73 / 1.60	0.88	6.15	5.78 / 1.36	0.37	-1.05 ***
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***
63. I seldom get the "run-around" when seeking information on this campus.	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
67. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1e2081 records

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Support Services

	Independence Community College - SSI			National Community College			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS SUPPORT SERVICES	4.97	4.43 / 1.13	0.54	5.72	5.26 / 1.27	0.46	-0.83 ***
10. Child care facilities are available on campus	4.07	3.93 / 1.53	0.14	4.70	4.48 / 1.83	0.22	-0.55 ***
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	5.34	5.06 / 1.50	0.28	-0.93 ***
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.48	5.07 / 1.48	0.41	-0.64 ***
30. The career services office provides students with the help they need to get a job	5.07	4.45 / 1.34	0.62	6.07	5.31 / 1.50	0.76	-0.86 ***
38. The student center is a comfortable place for students to spend their leisure time	5.28	4.81 / 1.47	0.47	5.89	5.56 / 1.44	0.33	-0.75 ***
47. There are adequate services to help me decide upon a career	5.49	4.57 / 1.43	0.92	6.18	5.45 / 1.50	0.73	-0.88 ***
59. New student orientation services help students adjust to college	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***

National Group Means are based on 162081 records.

* Difference statistically significant at the .05 level
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*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Concern for the Individual

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CONCERN FOR THE INDIVIDUAL	5.65	4.90 / 1.23	0.75	6.21	5.46 / 1.27	0.75	-0.56 ***
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
29. Faculty are fair and unbiased in their treatment of individual students.	5.69	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***

National Group Means are based on 1o2081 records

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
INSTRUCTIONAL EFFECTIVENESS	5.62	4.99 / 1.06	0.63	6.29	5.60 / 1.13	0.69	-0.61 ***
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
18. The quality of instruction I receive in most of my classes is excellent	5.82	5.10 / 1.37	0.72	6.48	5.66 / 1.38	0.82	-0.56 ***
23. Faculty are understanding of students' unique life circumstances.	5.64	4.92 / 1.40	0.72	6.26	5.43 / 1.55	0.83	-0.51 ***
29. Faculty are fair and unbiased in their treatment of individual students	5.60	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
37. Faculty take into consideration student differences as they teach a course	5.51	4.80 / 1.47	0.71	6.18	5.39 / 1.51	0.79	-0.59 ***
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	6.31	5.48 / 1.50	0.83	-0.75 ***
54. Faculty are interested in my academic problems	5.56	4.92 / 1.36	0.64	6.16	5.40 / 1.52	0.76	-0.48 ***
58. Nearly all of the faculty are knowledgeable in their fields	5.64	5.21 / 1.29	0.43	6.41	5.83 / 1.32	0.58	-0.62 ***
61. Faculty are usually available after class and during office hours	5.73	5.26 / 1.33	0.47	6.29	5.79 / 1.35	0.50	-0.53 ***
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	6.19	5.58 / 1.39	0.61	-0.52 ***
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	6.24	5.18 / 1.73	1.06	-0.36 **
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	6.37	5.71 / 1.39	0.66	-0.57 ***

National Group Means are based on 1e2018 records

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
69 There is a good variety of courses provided on this campus	5.63	4.93 / 1.44	0.70	6.37	5.83 / 1.36	0.54	-0.90 ***
70 I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	6.43	5.92 / 1.30	0.51	-0.83 ***

National Group Means are based on 1 to 2081 records.

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
REGISTRATION EFFECTIVENESS	5.61	4.98 / 1.08	0.63	6.27	5.63 / 1.07	0.64	-0.65 ***
5 The personnel involved in registration are helpful	5.49	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
8 Classes are scheduled at times that are convenient for me	6.00	5.22 / 1.51	0.78	6.45	5.60 / 1.50	0.85	-0.38 ***
15 I am able to register for classes I need with few conflicts	5.69	4.87 / 1.56	0.82	6.42	5.61 / 1.50	0.81	-0.74 ***
35 Policies and procedures regarding registration and course selection are clear and well-publicized	5.55	4.85 / 1.34	0.70	6.28	5.62 / 1.44	0.66	-0.77 ***
43 Class change (drop/add) policies are reasonable	5.40	5.06 / 1.40	0.43	6.22	5.69 / 1.44	0.53	-0.63 ***
51 There are convenient ways of paying my school bill	5.71	4.83 / 1.54	0.88	6.28	5.70 / 1.45	0.58	-0.87 ***
56 The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	6.15	5.61 / 1.41	0.54	-0.64 ***
60 Billing policies are reasonable	5.48	4.57 / 1.60	0.91	6.20	5.57 / 1.45	0.63	-1.00 ***
62 Bookstore staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1o2081 records

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
RESPONSIVENESS TO DIVERSE POPULATIONS		4.93 / 1.31			5.69 / 1.28		-0.76 ***
81. Institution's commitment to part-time students?		4.99 / 1.47			5.76 / 1.37		-0.77 ***
82. Institution's commitment to evening students?		4.82 / 1.35			5.64 / 1.45		-0.82 ***
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.73 / 1.43		-0.67 ***
84. Institution's commitment to under-represented populations?		4.93 / 1.41			5.63 / 1.41		-0.70 ***
85. Institution's commitment to commuters?		4.99 / 1.38			5.62 / 1.45		-0.63 ***
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.76 / 1.49		-0.96 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 16208 records

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Safety and Security

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SAFETY AND SECURITY	5.44	4.63 / 1.11	0.81	6.18	5.41 / 1.21	0.77	-0.78 ***
4 Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.87	5.39 / 1.53	0.48	-1.06 ***
11 Security staff respond quickly in emergencies	5.37	4.44 / 1.38	0.93	6.16	5.37 / 1.48	0.79	-0.93 ***
24 Parking lots are well-lighted and secure	5.48	4.55 / 1.70	0.89	6.21	5.46 / 1.57	0.75	-0.91 ***
31 The campus is safe and secure for all students	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***
39 The amount of student parking space on campus is adequate	5.53	4.95 / 1.61	0.58	6.23	4.97 / 1.90	1.26	-0.02

National Group Means are based on 16,2081 records

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Service Excellence

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SERVICE EXCELLENCE	5.50	4.93 / 1.05	0.57	6.10	5.52 / 1.13	0.58	-0.59 ***
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
41. I generally know what's happening on campus	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
57. Administrators are approachable to students	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***
63. I seldom get the "run-around" when seeking information on this campus	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
65. Channels for expressing student complaints are readily available	5.89	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 62081 records

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Centeredness

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT CENTEREDNESS	5.59	4.88 / 1.13	0.71	6.13	5.58 / 1.19	0.55	-0.70 ***
1. Most students feel a sense of belonging here	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
28. It is an enjoyable experience to be a student on this campus	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***
36. Students are made to feel welcome on this campus	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
37. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1o2081 records

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Institutional Summary

Items In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
3. The quality of instruction in the vocational technical programs is excellent.	5.22	4.82 / 1.39	0.40	6.18	5.53 / 1.37	0.65	-0.71 ***
4. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.87	5.39 / 1.53	0.48	-1.06 ***
5. The personnel involved in registration are helpful.	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.33	5.63 / 1.61	0.70	-0.11
7. Adequate financial aid is available for most students.	5.69	4.90 / 1.53	0.79	6.30	5.42 / 1.66	0.88	-0.52 ***
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.45	5.60 / 1.50	0.85	-0.38 ***
9. Internships or practical experiences are provided in my degree/certificate program.	5.26	4.34 / 1.63	0.92	6.04	5.19 / 1.63	0.85	-0.85 ***
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.70	4.48 / 1.83	0.22	-0.55 ***
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	6.16	5.37 / 1.48	0.79	-0.93 ***
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	6.15	5.29 / 1.74	0.86	-0.34 **
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	6.21	5.24 / 1.68	0.97	-0.79 ***
14. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	6.21	5.86 / 1.30	0.35	-0.50 ***
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	6.42	5.61 / 1.50	0.81	-0.74 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1b2081 records

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Institutional Summary

Items: In Sequential Order

Items	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	5.34	5.06 / 1.50	0.28	-0.93 ***
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.10 / 1.37	0.72	6.48	5.66 / 1.38	0.82	-0.56 ***
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.48	5.07 / 1.48	0.41	-0.64 ***
20. Financial aid counselors are helpful.	5.66	4.74 / 1.63	0.92	6.22	5.32 / 1.68	0.90	-0.58 ***
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	6.14	5.73 / 1.43	0.41	-0.93 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.59	0.72	6.26	5.43 / 1.55	0.83	-0.51 ***
24. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	6.21	5.46 / 1.57	0.75	-0.91 ***
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
28. It is an enjoyable experience to be a student on this campus	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
30. The career services office provides students with the help they need to get a job	5.07	4.45 / 1.34	0.62	6.07	5.31 / 1.50	0.76	-0.86 ***
31. The campus is safe and secure for all students	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	6.40	5.59 / 1.63	0.81	-0.26 *
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.54	4.79 / 1.52	0.75	6.00	5.43 / 1.47	0.57	-0.64 ***
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	6.26	5.85 / 1.35	0.41	-0.71 ***
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	6.28	5.62 / 1.44	0.66	-0.77 ***
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
37. Faculty take into consideration student differences as they teach a course.	5.51	4.80 / 1.47	0.71	6.18	5.39 / 1.51	0.79	-0.59 ***
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.89	5.56 / 1.44	0.33	-0.75 ***
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	6.23	4.97 / 1.90	1.26	-0.02
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	6.28	5.39 / 1.66	0.89	-0.40 ***
41. Admissions staff are knowledgeable.	5.66	5.05 / 1.51	0.61	6.29	5.62 / 1.44	0.67	-0.57 ***
42. The equipment in the lab facilities is kept up to date.	5.39	4.83 / 1.46	0.56	6.24	5.63 / 1.42	0.61	-0.80 ***
43. Class change (drop-add) policies are reasonable.	5.49	5.06 / 1.40	0.43	6.22	5.69 / 1.44	0.53	-0.63 ***
44. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
45. This institution has a good reputation within the community.	5.61	4.73 / 1.60	0.88	6.15	5.78 / 1.36	0.37	-1.05 ***
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	6.31	5.48 / 1.50	0.83	-0.75 ***

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** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
47. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	6.18	5.45 / 1.50	0.73	-0.88 ***
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***
49. Admissions counselors respond to prospective students' unique needs and requests.	5.53	4.88 / 1.51	0.65	6.13	5.46 / 1.48	0.67	-0.58 ***
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	6.18	5.72 / 1.42	0.46	-0.42 ***
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	6.28	5.70 / 1.45	0.58	-0.87 ***
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***
53. The assessment and course placement procedures are reasonable.	5.48	4.94 / 1.35	0.54	6.17	5.58 / 1.41	0.59	-0.64 ***
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	6.16	5.40 / 1.52	0.76	-0.48 ***
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	6.17	5.54 / 1.41	0.63	-0.55 ***
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	6.15	5.61 / 1.41	0.54	-0.64 ***
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***
58. Nearly all of the faculty are knowledgeable in their fields.	5.64	5.21 / 1.29	0.43	6.41	5.83 / 1.32	0.58	-0.62 ***
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***
60. Billing policies are reasonable.	5.48	4.57 / 1.60	0.91	6.20	5.57 / 1.45	0.63	-1.00 ***
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	6.29	5.79 / 1.35	0.50	-0.53 ***

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*** Difference statistically significant at the .001 level

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Institutional Summary

Items In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. Bookstore staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***
63. I seldom get the "run-around" when seeking information on this campus	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	6.19	5.58 / 1.39	0.61	-0.52 ***
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	6.24	5.18 / 1.73	1.06	-0.36 **
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	6.37	5.71 / 1.39	0.66	-0.57 ***
67. Channels for expressing student complaints are readily available	5.39	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***
68. On the whole, the campus is well-maintained	5.59	4.92 / 1.47	0.67	6.28	5.96 / 1.27	0.32	-1.04 ***
69. There is a good variety of courses provided on this campus	5.63	4.93 / 1.44	0.70	6.37	5.83 / 1.36	0.54	-0.90 ***
70. I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	6.43	5.92 / 1.30	0.51	-0.83 ***
71. Campus item 1							
72. Campus item 2							
73. Campus item 3							
74. Campus item 4							
75. Campus item 5							
76. Campus item 6							
77. Campus item 7							
78. Campus item 8							

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Institutional Summary

Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
79. Campus item 9							
80. Campus item 10							
81. Institution's commitment to part-time students?		4.99 / 1.47			5.76 / 1.37		-0.77 ***
82. Institution's commitment to evening students?		4.82 / 1.35			5.64 / 1.45		-0.82 ***
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.73 / 1.43		-0.67 ***
84. Institution's commitment to under-represented populations?		4.93 / 1.41			5.63 / 1.41		-0.70 ***
85. Institution's commitment to commuters?		4.99 / 1.38			5.62 / 1.45		-0.63 ***
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.76 / 1.40		-0.96 ***
87. Cost as factor in decision to enroll.	5.85			6.36			
88. Financial aid as factor in decision to enroll.	5.72			6.11			
89. Academic reputation as factor in decision to enroll.	5.35			5.96			
90. Size of institution as factor in decision to enroll.	4.80			5.23			
91. Opportunity to play sports as factor in decision to enroll.	4.79			3.68			
92. Recommendations from family/friends as factor in decision to enroll.	4.62			5.05			
93. Geographic setting as factor in decision to enroll.	4.82			5.60			
94. Campus appearance as factor in decision to enroll.	4.86			5.31			
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.10			5.50			

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Summary Items

Summary Item	Independence Community College - SSI	National Community Colleges	Mean Difference
So far, how has your college experience met your expectations?	Average: 4.12	Average: 4.92	-0.80
1=Much worse than expected	5%	1%	
2=Quite a bit worse than I expected	5%	1%	
3=Worse than I expected	10%	6%	
4=About what I expected	44%	33%	
5=Better than I expected	21%	22%	
6=Quite a bit better than I expected	6%	13%	
7=Much better than expected	9%	18%	
Rate your overall satisfaction with your experience here thus far.	Average: 4.58	Average: 5.55	-0.97
1=Not satisfied at all	4%	1%	
2=Not very satisfied	7%	2%	
3=Somewhat dissatisfied	10%	5%	
4=Neutral	23%	11%	
5=Somewhat satisfied	20%	15%	
6=Satisfied	24%	40%	
7=Very satisfied	8%	24%	
All in all, if you had to do it over, would you enroll here again?	Average: 4.32	Average: 5.73	-1.41
1=Definitely not	11%	2%	
2=Probably not	10%	3%	
3=Maybe not	7%	3%	
4=I don't know	18%	8%	
5=Maybe yes	16%	10%	
6=Probably yes	19%	30%	
7=Definitely yes	15%	41%	

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May 2018 Demographics

Gender	N	%
Female	80	37.91%
Male	131	62.09%
Total	211	100.00%
No Response	10	

Age	N	%
18 and under	29	13.81%
19 to 24	159	75.71%
25 to 34	10	4.76%
35 to 44	6	2.86%
45 and over	6	2.86%
Total	210	100.00%
No Response	11	

Ethnicity/Race	N	%
African-American	66	32.04%
American Indian or Alaskan Native	8	3.88%
Asian or Pacific Islander	6	2.91%
Caucasian/White	102	19.51%
Hispanic	12	5.83%
Other race	8	3.88%
Race - Prefer not to respond	4	1.94%
Total	206	100.00%
No Response	15	

Current Enrollment Status	N	%
Day	206	99.04%
Evening	1	0.48%
Weekend	1	0.48%
Total	208	100.00%
No Response	13	

Current Class Load	N	%
Full-time	189	90.43%
Part-time	20	9.57%
Total	209	100.00%
No Response	12	

Class Level	N	%
1 year or less	121	57.89%
2 years	77	36.84%
3 years	6	2.87%
4 or more years	5	2.39%
Total	209	100.00%
No Response	12	

Current GPA	N	%
No credits earned	5	2.37%
1.99 or below	9	4.27%
2.0 - 2.49	23	10.90%
2.5 - 2.99	49	23.22%
3.0 - 3.49	56	26.54%
3.5 or above	69	32.70%
Total	211	100.00%
No Response	10	

Educational Goal	N	%
Associate degree	95	45.67%
Vocational/technical program	9	4.33%
Transfer to another institution	73	35.10%
Certification (initial / renewal)	8	3.85%
Self-improvement/pleasure	6	2.88%
Job-related training	9	4.33%
Other educational goal	8	3.85%
Total	208	100.00%
No Response	13	

Employment	N	%
Full-time off campus	19	9.05%
Part-time off campus	46	21.90%
Full-time on campus	22	10.48%
Part-time on campus	16	7.62%
Not employed	107	50.95%
Total	210	100.00%
No Response	11	

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May 2018 Demographics

Current Residence	N	%
Residence hall	102	48.80%
Own house	25	11.96%
Rent room or apt off campus	25	11.96%
Parent's home	44	21.05%
Other residence	13	6.22%
Total	209	100.00%
No Response	12	

Residence Classification	N	%
In-state	94	44.55%
Out-of-state	105	49.76%
International (not U.S. citizen)	12	5.69%
Total	211	100.00%
No Response	10	

Disabilities	N	%
Yes - Disability	24	11.43%
No - Disability	186	88.57%
Total	210	100.00%
No Response	11	

Institution Was My	N	%
1st choice	100	48.31%
2nd choice	60	28.99%
3rd choice or lower	47	22.71%
Total	207	100.00%
No Response	14	

Institution Question	N	%
Campus item - Answer 1	4	30.77%
Campus item - Answer 2	0	0.00%
Campus item - Answer 3	6	46.15%
Campus item - Answer 4	1	7.69%
Campus item - Answer 5	0	0.00%
Campus item - Answer 6	2	15.38%
Total	13	100.00%
No Response	208	

Institution Question 2	N	%
Campus item 2 - Answer 1	0	0%
Campus item 2 - Answer 2	0	0%
Campus item 2 - Answer 3	0	0%
Campus item 2 - Answer 4	0	0%
Campus item 2 - Answer 5	0	0%
Campus item 2 - Answer 6	0	0%
Total	0	100.00%
No Response	221	

Group Code	N	%
1332	1	0.54%
1623	10	5.41%
1850	3	1.62%
2257	18	9.73%
2342	5	2.70%
2480	1	0.54%
3480	4	2.16%
3533	4	2.16%
4670	3	1.62%
4724	6	3.24%
4815	6	3.24%
5667	5	2.70%
5671	2	1.08%
5757	59	31.89%
5820	2	1.08%
6758	2	1.08%
6776	1	0.54%
6780	3	1.62%
6830	7	3.78%
7323	2	1.08%
7627	2	1.08%
7736	2	1.08%
8380	9	4.86%
8823	13	7.03%
8848	7	3.78%
9320	1	0.54%
9331	4	2.16%

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May 2018 Demographics

9-10	3	1.62%
Total	185	100.00%
No Response	36	

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Feb 2016 Demographics

Gender	N	%
Female	119	44.24%
Male	150	55.76%
Total	269	100.00%
No Response	16	

Age	N	%
18 and under	59	22.01%
19 to 24	185	69.03%
25 to 34	17	6.34%
35 to 44	2	0.75%
45 and over	5	1.87%
Total	268	100.00%
No Response	17	

Ethnicity/Race	N	%
African-American	56	21.46%
American Indian or Alaskan Native	11	4.21%
Asian or Pacific Islander	4	1.53%
Caucasian/White	155	59.39%
Hispanic	17	6.51%
Other race	11	4.21%
Race - Prefer not to respond	7	2.68%
Total	261	100.00%
No Response	21	

Current Enrollment Status	N	%
Day	256	96.97%
Evening	8	3.03%
Weekend	0	0.00%
Total	264	100.00%
No Response	21	

Current Class Load	N	%
Full-time	241	91.39%
Part-time	23	8.61%
Total	267	100.00%
No Response	18	

Class Level	N	%
1 year or less	168	63.16%
2 years	86	32.33%
3 years	8	3.01%
4 or more years	4	1.50%
Total	266	100.00%
No Response	19	

Current GPA	N	%
No credits earned	11	4.15%
1.99 or below	10	3.77%
2.0 - 2.49	31	11.70%
2.5 - 2.99	57	21.51%
3.0 - 3.49	73	27.55%
3.5 or above	83	31.32%
Total	265	100.00%
No Response	20	

Educational Goal	N	%
Associate degree	121	46.79%
Vocational-technical program	17	6.42%
Transfer to another institution	92	34.72%
Certification (initial / renewal)	10	0.04%
Self-improvement/pleasure	2	0.75%
Job-related training	3	1.13%
Other educational goal	11	4.15%
Total	265	100.00%
No Response	20	

Employment	N	%
Full-time off campus	30	11.15%
Part-time off campus	72	26.77%
Full-time on campus	20	7.43%
Part-time on campus	21	7.81%
Not employed	126	46.84%
Total	269	100.00%
No Response	16	

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Feb 2016 Demographics

Current Residence	N	%
Residence hall	130	50.56%
Own house	26	9.67%
Rent room or apt off campus	28	10.41%
Parent's home	68	25.28%
Other residence	11	4.09%
Total	269	100.00%
No Response	16	

Residence Classification	N	%
In-state	191	71.54%
Out-of-state	68	25.47%
International (not U.S. citizen)	8	3.00%
Total	267	100.00%
No Response	18	

Disabilities	N	%
Yes - Disability	22	8.15%
No - Disability	248	91.85%
Total	270	100.00%
No Response	15	

Institution Was My	N	%
1st choice	128	47.58%
2nd choice	90	33.46%
3rd choice or lower	51	18.96%
Total	269	100.00%
No Response	16	

Institution Question	N	%
Campus item - Answer 1	0	0.00%
Campus item - Answer 2	0	0.00%
Campus item - Answer 3	0	0.00%
Campus item - Answer 4	1	100.00%
Campus item - Answer 5	0	0.00%
Campus item - Answer 6	0	0.00%
Total	1	100.00%
No Response	284	

Institution Question 2	N	%
Campus item 2 - Answer 1	0	0%
Campus item 2 - Answer 2	0	0%
Campus item 2 - Answer 3	0	0%
Campus item 2 - Answer 4	0	0%
Campus item 2 - Answer 5	0	0%
Campus item 2 - Answer 6	0	0%
Total	0	100.00%
No Response	285	

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Independence Community College - SSI Year to Year - 05/2018

Strategic Planning Overview
Strengths and Challenges

Strengths

8. Classes are scheduled at times that are convenient for me.
6. My academic advisor is approachable.
32. My academic advisor is knowledgeable about my program requirements.
18. The quality of instruction I receive in most of my classes is excellent.
36. Students are made to feel welcome on this campus.
70. I am able to experience intellectual growth here.
25. My academic advisor is concerned about my success as an individual.
61. Faculty are usually available after class and during office hours.
27. The campus staff are caring and helpful.
14. Library resources and services are adequate.
58. Nearly all of the faculty are knowledgeable in their fields.
50. Tutoring services are readily available.
66. Program requirements are clear and reasonable.
34. Computer labs are adequate and accessible.

Challenges

31. The campus is safe and secure for all students.
52. This school does whatever it can to help me reach my educational goals.
16. The college shows concern for students as individuals.
28. It is an enjoyable experience to be a student on this campus.
51. There are convenient ways of paying my school bill.
15. I am able to register for classes I need with few conflicts.
29. Faculty are fair and unbiased in their treatment of individual students.
20. Financial aid counselors are helpful.
45. This institution has a good reputation within the community.
13. Financial aid awards are announced to students in time to be helpful in college planning.
22. People on this campus respect and are supportive of each other.
46. Faculty provide timely feedback about student progress in a course.

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Independence Community College - SSI Year to Year - 05/2018

Strategic Planning Overview
Trends

Lower Satisfaction vs. Feb 2016

51. There are convenient ways of paying my school bill.
15. I am able to register for classes I need with few conflicts.
20. Financial aid counselors are helpful.
50. Tutoring services are readily available.
45. This institution has a good reputation within the community.
5. The personnel involved in registration are helpful.

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Institutional Summary

Scales: In Order of Importance

Scale	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Academic Advising Counseling	5.73	5.10 / 1.24	0.63	5.85	5.24 / 1.15	0.61	-0.14
Concern for the Individual	5.65	4.90 / 1.23	0.75	5.80	5.02 / 1.18	0.78	-0.12
Instructional Effectiveness	5.62	4.99 / 1.06	0.63	5.79	5.04 / 1.12	0.75	-0.05
Admissions and Financial Aid	5.61	4.80 / 1.23	0.81	5.72	5.04 / 1.14	0.68	-0.24 *
Registration Effectiveness	5.61	4.98 / 1.08	0.63	5.80	5.22 / 1.01	0.58	-0.24 *
Student Centeredness	5.59	4.88 / 1.13	0.71	5.69	5.03 / 1.19	0.66	-0.15
Campus Climate	5.55	4.79 / 1.09	0.76	5.67	4.94 / 1.12	0.73	-0.15
Academic Services	5.54	5.10 / 1.08	0.44	5.75	5.29 / 1.07	0.46	-0.19
Service Excellence	5.50	4.93 / 1.05	0.57	5.70	5.08 / 1.05	0.62	-0.15
Safety and Security	5.44	4.63 / 1.11	0.81	5.50	4.67 / 1.25	0.92	-0.04
Campus Support Services	4.97	4.43 / 1.13	0.54	5.21	4.74 / 1.06	0.47	-0.31 **
Responsiveness to Diverse Populations		4.93 / 1.31			5.01 / 1.31		-0.08

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
9. Classes are scheduled at times that are convenient for me	6.00	5.22 / 1.51	0.78	6.05	5.35 / 1.48	0.70	-0.13
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.04	5.66 / 1.43	0.38	-0.14
87. Cost as factor in decision to enroll	5.85			6.08			
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	5.89	5.37 / 1.49	0.52	-0.04
18. The quality of instruction I receive in most of my classes is excellent	5.82	5.10 / 1.37	0.72	5.94	5.10 / 1.42	0.84	0.00
31. The campus is safe and secure for all students	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11
36. Students are made to feel welcome on this campus	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
70. I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	5.92	5.26 / 1.42	0.66	-0.17
25. My academic advisor is concerned about my success as an individual	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
52. This school does whatever it can to help me reach my educational goals	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	5.86	5.26 / 1.40	0.60	0.00
16. The college shows concern for students as individuals	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
88. Financial aid as factor in decision to enroll	5.72			6.06			
28. It is an enjoyable experience to be a student on this campus	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10

* Difference statistically significant at the .05 level
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Institutional Summary

Items In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	5.75	5.12 / 1.49	0.63	-0.29 *
7. Adequate financial aid is available for most students.	5.69	4.90 / 1.53	0.79	5.90	5.13 / 1.56	0.77	-0.23
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	5.91	5.25 / 1.40	0.66	-0.38 **
29. Faculty are fair and unbiased in their treatment of individual students.	5.69	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	5.77	5.15 / 1.50	0.62	-0.20
20. Financial aid counselors are helpful.	5.66	4.74 / 1.63	0.92	5.97	5.31 / 1.56	0.66	-0.57 ***
41. Admissions staff are knowledgeable.	5.66	5.05 / 1.51	0.61	5.83	5.28 / 1.41	0.55	-0.23
14. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	5.87	5.52 / 1.36	0.35	-0.16
23. Faculty are understanding of students' unique life circumstances.	5.64	4.92 / 1.50	0.72	5.83	4.86 / 1.66	0.97	-0.05
58. Nearly all of the faculty are knowledgeable in their fields.	5.64	5.21 / 1.29	0.43	5.88	5.44 / 1.34	0.44	-0.23
21. There are a sufficient number of study areas on campus.	5.63	4.82 / 1.52	0.81	5.83	5.08 / 1.49	0.75	-0.26
69. There is a good variety of courses provided on this campus.	5.63	4.93 / 1.44	0.70	5.88	5.08 / 1.49	0.80	-0.15
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	5.80	5.24 / 1.55	0.56	-0.25
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	5.86	5.60 / 1.40	0.26	-0.30 *
45. This institution has a good reputation within the community.	5.61	4.73 / 1.61	0.88	5.51	5.05 / 1.51	0.46	-0.32 *
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13

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Institutional Summary

Items In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	5.78	5.24 / 1.39	0.54	-0.10
13. Financial aid awards are announced to students in time to be helpful in college planning	5.60	4.45 / 1.72	1.15	5.64	4.67 / 1.50	0.97	-0.22
22. People on this campus respect and are supportive of each other	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
68. On the whole, the campus is well-maintained.	5.59	4.92 / 1.47	0.67	5.76	5.04 / 1.67	0.72	-0.12
18. Counseling staff care about students as individuals	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22
34. Computer labs are adequate and accessible	5.56	5.14 / 1.42	0.42	5.67	5.24 / 1.43	0.43	-0.10
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	5.70	4.88 / 1.57	0.82	-0.15
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	5.60	4.95 / 1.50	0.65	-0.03
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	5.81	5.20 / 1.37	0.61	-0.23
2. Faculty care about me as an individual	5.55	5.00 / 1.41	0.46	5.79	5.01 / 1.54	0.78	-0.08
35. Policies and procedures regarding orientation and course selection are clear and well-published	5.55	4.85 / 1.34	0.70	5.59	4.98 / 1.40	0.61	-0.13
33. Admissions counselors accurately portray the campus in their recruiting practices	5.54	4.79 / 1.52	0.75	5.42	4.83 / 1.54	0.59	-0.04
39. The amount of student parking space on campus is adequate	5.53	4.95 / 1.61	0.58	5.64	4.75 / 1.82	0.89	0.20
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	5.53	4.99 / 1.42	0.54	-0.11

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Institutional Summary

Items, In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
37. Faculty take into consideration student differences as they teach a course.	5.51	4.80 / 1.47	0.71	5.70	4.77 / 1.51	0.93	0.03
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	5.68	5.12 / 1.37	0.56	-0.13
43. Class change (drop-add) policies are reasonable	5.49	5.06 / 1.40	0.43	5.74	5.17 / 1.38	0.57	-0.11
17. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	5.61	4.89 / 1.50	0.72	-0.32*
53. The assessment and course placement procedures are reasonable	5.48	4.94 / 1.35	0.54	5.62	4.99 / 1.33	0.63	-0.05
60. Billing policies are reasonable	5.48	4.57 / 1.60	0.91	5.71	4.86 / 1.60	0.85	-0.29
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	5.74	4.64 / 1.68	1.10	0.18
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	5.65	5.08 / 1.36	0.57	-0.02
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10
24. Parking lots are well-lighted and secure	5.44	4.55 / 1.70	0.89	5.62	4.58 / 1.76	1.04	-0.03
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
12. The equipment in the lab facilities is kept up to date	5.39	4.83 / 1.46	0.56	5.58	5.10 / 1.40	0.48	-0.27*
63. I seldom get the "run-around" when seeking information on this campus	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
67. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	5.59	4.70 / 1.51	0.89	0.02
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	5.51	4.53 / 1.48	0.98	-0.05

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Institutional Summary

Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
89. Academic reputation as factor in decision to enroll.	5.35			5.61			
44. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.56	5.14 / 1.42	0.42	-0.33 *
9. Internships or practical experiences are provided in my degree/certificate program.	5.26	4.34 / 1.63	0.92	5.49	4.80 / 1.52	0.69	-0.46 **
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	5.45	4.93 / 1.40	0.52	-0.11
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.10			5.32			
90. The career services office provides students with the help they need to get a job.	5.07	4.45 / 1.34	0.62	5.44	4.72 / 1.45	0.72	-0.27 *
4. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.33	4.54 / 1.75	0.79	-0.21
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
19. This campus provides effective support services for displaced homemakers.	4.87	4.43 / 1.33	0.44	5.02	4.78 / 1.28	0.24	-0.35 **
91. Campus appearance as factor in decision to enroll.	4.86			5.05			
93. Geographic setting as factor in decision to enroll.	4.82			5.05			
96. Size of institution as factor in decision to enroll.	4.80			5.02			
91. Opportunity to play sports as factor in decision to enroll	4.79			5.23			

* Difference statistically significant at the .05 level
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Institutional Summary

Items, In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
92. Recommendations from family/friends as factor in decision to enroll	4.62			4.90			
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	4.84	4.51 / 1.41	0.33	-0.38 *
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.29	4.15 / 1.53	0.14	-0.22
71. Campus item 1				5.89	5.00 / 1.57	0.89	
72. Campus item 2				6.00	5.64 / 1.39	0.36	
73. Campus item 3				5.66	5.35 / 1.34	0.31	
74. Campus item 4				5.62	4.74 / 1.59	0.88	
75. Campus item 5				5.84	5.37 / 1.34	0.47	
76. Campus item 6				5.83	4.90 / 1.61	0.93	
77. Campus item 7				5.88	4.84 / 1.72	1.04	
78. Campus item 8				5.98	4.88 / 1.75	1.10	
79. Campus item 9				5.66	4.78 / 1.62	0.88	
80. Campus item 10				5.31	4.84 / 1.77	0.47	
81. Institution's commitment to part-time students?		4.99 / 1.47			5.07 / 1.43		-0.08
82. Institution's commitment to evening students?		4.82 / 1.35			5.11 / 1.38		-0.29 *
83. Institution's commitment to older returning learners?		5.06 / 1.34			5.00 / 1.47		0.06
84. Institution's commitment to under-represented populations?		4.93 / 1.41			4.96 / 1.44		-0.03

* Difference statistically significant at the .05 level
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*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
85. Institution's commitment to committers?		4.99 / 1.38			4.92 / 1.46		0.07
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.00 / 1.52		-0.20

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC ADVISING COUNSELING	5.73	5.10 / 1.24	0.63	5.85	5.24 / 1.15	0.61	-0.14
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.04	5.66 / 1.43	0.38	-0.14
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	5.77	5.15 / 1.50	0.62	-0.20
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	5.89	5.37 / 1.49	0.52	-0.04
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	5.80	5.24 / 1.55	0.56	-0.25
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13

* Difference statistically significant at the .05 level
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*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Services

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
ACADEMIC SERVICES	5.54	5.10 / 1.08	0.44	5.75	5.29 / 1.07	0.46	-0.19
11. Library resources and services are adequate	5.64	5.36 / 1.32	0.28	5.87	5.52 / 1.36	0.35	-0.16
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	5.83	5.08 / 1.49	0.75	-0.26
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
34. Computer labs are adequate and accessible	5.56	5.14 / 1.42	0.42	5.67	5.24 / 1.43	0.43	-0.10
42. The equipment in the lab facilities is kept up to date	5.39	4.83 / 1.46	0.56	5.58	5.10 / 1.40	0.48	-0.27 *
50. Tutoring services are readily available	5.62	5.30 / 1.46	0.32	5.86	5.60 / 1.40	0.26	-0.30 *
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	5.68	5.12 / 1.37	0.56	-0.13

* Difference statistically significant at the .05 level
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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Admissions and Financial Aid

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ADMISSIONS AND FINANCIAL AID	5.61	4.80 / 1.23	0.81	5.72	5.04 / 1.14	0.68	-0.24 *
7. Adequate financial aid is available for most students	5.69	4.90 / 1.53	0.79	5.90	5.13 / 1.56	0.77	-0.23
13. Financial aid awards are announced to students in time to be helpful in college planning	5.60	4.45 / 1.72	1.15	5.64	4.67 / 1.50	0.97	+0.22
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	5.97	5.31 / 1.56	0.66	-0.57 ***
33. Admissions counselors accurately portray the campus in their recruiting practices	5.54	4.79 / 1.52	0.75	5.42	4.83 / 1.54	0.59	+0.04
41. Admissions staff are knowledgeable	5.66	5.05 / 1.51	0.61	5.83	5.28 / 1.41	0.55	-0.23
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	5.53	4.99 / 1.42	0.54	-0.11

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Climate

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS CLIMATE	5.55	4.79 / 1.09	0.76	5.67	4.94 / 1.12	0.73	-0.15
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
41. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
45. This institution has a good reputation within the community.	5.61	4.73 / 1.69	0.88	5.51	5.05 / 1.51	0.46	-0.32 *
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25
63. I seldom get the "run-around" when seeking information on this campus.	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
65. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	5.59	4.70 / 1.51	0.89	0.02

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Support Services

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS SUPPORT SERVICES	4.97	4.43 / 1.13	0.54	5.21	4.74 / 1.06	0.47	-0.31 **
10. Child care facilities are available on campus	4.07	3.93 / 1.53	0.14	4.29	4.15 / 1.53	0.14	-0.22
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	4.84	4.51 / 1.41	0.33	-0.38 *
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.02	4.78 / 1.28	0.24	-0.35 **
30. The career services office provides students with the help they need to get a job	5.07	4.45 / 1.34	0.62	5.44	4.72 / 1.45	0.72	-0.27 *
38. The student center is a comfortable place for students to spend their leisure time	5.28	4.81 / 1.47	0.47	5.56	5.14 / 1.42	0.42	-0.33 *
47. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	5.61	4.89 / 1.50	0.72	-0.32 *
59. New student orientation services help students adjust to college	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Concern for the Individual

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CONCERN FOR THE INDIVIDUAL	5.65	4.90 / 1.23	0.75	5.80	5.02 / 1.18	0.78	-0.12
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
25. My academic advisor is concerned about my success as an individual	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
38. Counselors/staff care about students as individuals	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
INSTRUCTIONAL EFFECTIVENESS	5.62	4.99 / 1.06	0.63	5.79	5.04 / 1.12	0.75	-0.05
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
18. The quality of instruction I receive in most of my classes is excellent	5.82	5.10 / 1.37	0.72	5.94	5.10 / 1.42	0.84	0.00
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.50	0.72	5.83	4.86 / 1.66	0.97	0.06
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
37. Faculty take into consideration student differences as they teach a course	5.51	4.80 / 1.47	0.71	5.70	4.77 / 1.51	0.93	0.03
46. Faculty provide timely feedback about student progress in a course	5.56	4.73 / 1.41	0.83	5.70	4.88 / 1.57	0.82	-0.15
51. Faculty are interested in my academic problems	5.56	4.92 / 1.36	0.64	5.61	4.95 / 1.50	0.65	-0.03
58. Nearly all of the faculty are knowledgeable in their fields	5.64	5.21 / 1.29	0.43	5.88	5.44 / 1.34	0.44	-0.23
61. Faculty are usually available after class and during office hours	5.73	5.26 / 1.33	0.47	5.86	5.26 / 1.40	0.60	0.00
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	5.65	5.08 / 1.36	0.57	-0.02
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	5.74	4.64 / 1.68	1.10	0.18
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	5.78	5.24 / 1.39	0.54	-0.10

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
69 There is a good variety of courses provided on this campus.	5.63	4.93 / 1.44	0.70	5.88	5.08 / 1.49	0.80	-0.15
70 I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	5.92	5.26 / 1.42	0.66	-0.17

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
REGISTRATION EFFECTIVENESS	5.61	4.98 / 1.08	0.63	5.80	5.22 / 1.01	0.58	-0.24 *
5. The personnel involved in registration are helpful.	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.05	5.35 / 1.48	0.70	-0.13
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	5.91	5.25 / 1.40	0.66	-0.38 **
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	5.59	4.98 / 1.40	0.61	-0.13
43. Class change (drop/add) policies are reasonable.	5.49	5.06 / 1.40	0.43	5.74	5.17 / 1.38	0.57	-0.11
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	5.75	5.12 / 1.49	0.63	-0.29 *
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	5.81	5.20 / 1.37	0.61	-0.23
60. Billing policies are reasonable.	5.48	4.57 / 1.60	0.91	5.71	4.86 / 1.60	0.85	-0.20
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
RESPONSIVENESS TO DIVERSE POPULATIONS		4.93 / 1.31			5.01 / 1.31		-0.08
81. Institution's commitment to part-time students?		4.99 / 1.47			5.07 / 1.43		-0.08
82. Institution's commitment to evening students?		4.82 / 1.35			5.11 / 1.38		-0.29 *
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.10 / 1.47		-0.04
84. Institution's commitment to under-represented populations?		4.93 / 1.41			4.96 / 1.44		-0.03
85. Institution's commitment to commuters?		4.99 / 1.38			4.92 / 1.46		0.07
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.00 / 1.52		-0.20

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Safety and Security

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SAFETY AND SECURITY	5.44	4.63 / 1.11	0.81	5.59	4.67 / 1.25	0.92	-0.04
6. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.33	4.54 / 1.75	0.79	-0.21
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	5.51	4.53 / 1.48	0.98	-0.09
24. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	5.62	4.58 / 1.76	1.04	-0.03
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	5.64	4.75 / 1.82	0.89	0.20

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Institutional Summary

Scales, In Order With Items That Make Up the Scale - Service Excellence

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
SERVICE EXCELLENCE	5.56	4.93 - 1.05	0.57	5.70	5.08 - 1.05	0.62	-0.15
4. The personnel involved in registration are helpful.	5.59	5.05 - 1.49	0.54	5.92	5.53 - 1.38	0.39	-0.48***
22. People on this campus respect and are supportive of each other.	5.60	4.67 - 1.52	0.93	5.69	4.73 - 1.59	0.96	-0.06
26. Library staff are helpful and approachable.	5.43	5.27 - 1.21	0.16	5.73	5.39 - 1.34	0.34	-0.12
27. The campus staff are caring and helpful.	5.72	5.20 - 1.38	0.52	5.73	5.23 - 1.42	0.50	-0.03
41. I generally know what's happening on campus.	5.33	4.46 - 1.58	0.87	5.49	4.72 - 1.53	0.77	-0.26
57. Administrators are approachable to students.	5.61	5.01 - 1.49	0.60	5.73	5.14 - 1.41	0.59	-0.13
62. Bookstore staff are helpful.	5.45	5.38 - 1.36	0.07	5.72	5.48 - 1.44	0.24	-0.10
65. I seldom get the "run-around" when seeking information on the campus.	5.39	4.58 - 1.44	0.81	5.65	4.80 - 1.49	0.85	-0.22
67. Channels for expressing student complaints are readily available.	5.39	4.72 - 1.47	0.67	5.59	4.70 - 1.51	0.89	0.02

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Centeredness

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT CENTEREDNESS	5.59	4.88 / 1.13	0.71	5.60	5.03 / 1.19	0.66	-0.15
1. Most students feel a sense of belonging here	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
37. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	5.45	4.93 / 1.40	0.52	-0.11
4. Security staff are helpful	5.06	4.33 / 1.61	0.73	5.33	4.54 / 1.75	0.79	-0.21
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.04	5.66 / 1.43	0.38	-0.14
7. Adequate financial aid is available for most students.	5.69	4.90 / 1.53	0.79	5.90	5.13 / 1.56	0.77	-0.23
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.05	5.35 / 1.48	0.70	-0.13
9. Internships or practical experiences are provided in my degree/certificate program	5.26	4.34 / 1.63	0.92	5.49	4.80 / 1.52	0.69	-0.46 **
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.29	4.15 / 1.53	0.14	-0.22
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	5.51	4.53 / 1.48	0.98	-0.09
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	5.77	5.15 / 1.50	0.62	-0.20
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	5.64	4.67 / 1.50	0.97	-0.22
14. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	5.87	5.52 / 1.36	0.35	-0.16
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	5.91	5.25 / 1.40	0.66	-0.38 **
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	4.84	4.51 / 1.41	0.33	-0.38 *
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.10 / 1.37	0.72	5.94	5.10 / 1.42	0.84	0.00
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.02	4.78 / 1.28	0.24	-0.35 **
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	5.97	5.31 / 1.56	0.66	-0.57 ***
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	5.83	5.08 / 1.49	0.75	-0.26
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.50	0.72	5.83	4.86 / 1.66	0.97	0.06
24. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	5.62	4.58 / 1.76	1.04	-0.03
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
26. Library staff are helpful and approachable.	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
30. The career services office provides students with the help they need to get a job	5.07	4.45 / 1.34	0.62	5.44	4.72 / 1.45	0.72	-0.27 *
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	5.89	5.37 / 1.49	0.52	-0.04
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.54	4.79 / 1.52	0.75	5.42	4.83 / 1.54	0.59	-0.04
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	5.67	5.24 / 1.43	0.43	-0.10
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	5.59	4.98 / 1.40	0.61	-0.13
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
37. Faculty take into consideration student differences as they teach a course.	5.51	4.80 / 1.47	0.71	5.70	4.77 / 1.51	0.93	0.03
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.56	5.14 / 1.42	0.42	-0.33 *
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	5.64	4.75 / 1.82	0.89	0.20
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	5.80	5.24 / 1.55	0.56	-0.25
41. Admissions staff are knowledgeable.	5.66	5.05 / 1.54	0.61	5.83	5.28 / 1.41	0.55	-0.23
42. The equipment in the lab facilities is kept up to date.	5.30	4.83 / 1.46	0.56	5.58	5.10 / 1.40	0.48	-0.27 *
43. Class change (drop/add) policies are reasonable.	5.49	5.06 / 1.40	0.43	5.74	5.17 / 1.38	0.57	-0.11
44. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
45. This institution has a good reputation within the community.	5.61	4.73 / 1.60	0.88	5.51	5.05 / 1.51	0.46	-0.32 *
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	5.70	4.88 / 1.57	0.82	-0.15

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
47. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	5.61	4.89 / 1.50	0.72	-0.32 *
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22
49. Admissions counselors respond to prospective students' unique needs and requests.	5.53	4.88 / 1.51	0.65	5.53	4.99 / 1.42	0.54	-0.11
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	5.86	5.60 / 1.40	0.26	-0.30 *
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	5.75	5.12 / 1.49	0.63	-0.29 *
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13
53. The pre-enrollment and course placement procedures are reasonable.	5.48	4.94 / 1.35	0.54	5.62	4.99 / 1.33	0.63	-0.05
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	5.60	4.95 / 1.50	0.65	-0.03
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	5.68	5.12 / 1.37	0.56	-0.13
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	5.81	5.20 / 1.37	0.61	-0.23
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13
58. Nearly all of the faculty are knowledgeable in their fields.	5.64	5.21 / 1.29	0.43	5.88	5.44 / 1.34	0.44	-0.23
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25
60. Billing policies are reasonable.	5.48	4.57 / 1.60	0.91	5.71	4.86 / 1.60	0.85	-0.29
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	5.86	5.26 / 1.40	0.60	0.00

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10
63. I seldom get the "run-around" when seeking information on this campus.	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
64. Nearly all classes deal with practical experiences and applications.	5.46	5.06 / 1.40	0.40	5.65	5.08 / 1.36	0.57	-0.02
65. Students are notified early in the term if they are doing poorly in a class.	5.47	4.82 / 1.47	0.65	5.74	4.64 / 1.68	1.10	0.18
66. Program requirements are clear and reasonable.	5.61	5.14 / 1.40	0.47	5.78	5.24 / 1.39	0.54	-0.10
67. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	5.59	4.70 / 1.51	0.89	0.02
68. On the whole, the campus is well-maintained.	5.50	4.92 / 1.47	0.67	5.76	5.04 / 1.67	0.72	-0.12
69. There is a good variety of courses provided on this campus.	5.63	4.93 / 1.44	0.70	5.88	5.08 / 1.49	0.80	-0.15
70. I am able to experience intellectual growth here.	5.75	5.09 / 1.47	0.66	5.92	5.26 / 1.42	0.66	-0.17
71. Campus item 1				5.89	5.00 / 1.57	0.89	
72. Campus item 2				6.00	5.64 / 1.39	0.36	
73. Campus item 3				5.66	5.35 / 1.34	0.31	
74. Campus item 4				5.62	4.74 / 1.59	0.88	
75. Campus item 5				5.84	5.37 / 1.34	0.47	
76. Campus item 6				5.83	4.90 / 1.61	0.93	
77. Campus item 7				5.88	4.84 / 1.72	1.04	

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Items	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
78. Campus item 8				5.98	4.88 / 1.75	1.10	
79. Campus item 9				5.66	4.78 / 1.62	0.88	
80. Campus item 10				5.31	4.84 / 1.77	0.47	
81. Institution's commitment to part-time students?		4.99 / 1.47			5.07 / 1.43		-0.08
82. Institution's commitment to evening students?		4.82 / 1.35			5.11 / 1.38		-0.29 *
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.00 / 1.47		0.06
84. Institution's commitment to under-represented populations?		4.93 / 1.41			4.96 / 1.44		-0.03
85. Institution's commitment to commuters?		4.99 / 1.38			4.92 / 1.46		0.07
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.00 / 1.52		-0.20
87. Cost as factor in decision to enroll	5.85			6.08			
88. Financial aid as factor in decision to enroll	5.72			6.06			
89. Academic reputation as factor in decision to enroll	5.35			5.61			
90. Size of institution as factor in decision to enroll	4.80			5.02			
91. Opportunity to play sports as factor in decision to enroll	4.79			5.23			
92. Recommendations from family/friends as factor in decision to enroll	4.62			4.90			
93. Geographic setting as factor in decision to enroll	4.82			5.05			

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
94 Campus appearance as factor in decision to enroll	4.86			5.05			
95 Personalized attention prior to enrollment as factor in decision to enroll.	5.10			5.32			

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Summary Items

Summary Item	May 2018	Fall 2016	Mean Difference
So far, how has your college experience met your expectations?	Average: 4.12	Average: 4.38	-0.26
1=Much worse than expected	6%	3%	
2=Quite a bit worse than I expected	6%	2%	
3=Worse than I expected	10%	11%	
4=About what I expected	44%	46%	
5=Better than I expected	21%	17%	
6=Quite a bit better than I expected	9%	8%	
7=Much better than expected	5%	10%	
Rate your overall satisfaction with your experience here thus far	Average: 4.58	Average: 4.67	-0.09
1=Not satisfied at all	4%	3%	
2=Not very satisfied	7%	5%	
3=Somewhat dissatisfied	10%	7%	
4=Neutral	23%	30%	
5=Somewhat satisfied	20%	19%	
6=Satisfied	25%	23%	
7=Very satisfied	8%	10%	
All in all, if you had to do it over, would you enroll here again?	Average: 4.17	Average: 4.73	-0.56
1=Definitely not	11%	5%	
2=Probably not	10%	8%	
3=Maybe not	7%	5%	
4=I don't know	18%	20%	
5=Maybe yes	16%	12%	
6=Probably yes	19%	26%	
7=Definitely yes	15%	17%	

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Appendix C: ADA Report and Plan

Independence Community College Accessibility Report and Plan

During the spring 2018 semester the Associate Dean for Tutoring and Accessibility and the ICC Compliance Officer toured every building on the main and west campuses utilizing an ADA checklist in each area. Many areas were found to be out of compliance. A representative from the Great Plains ADA Center presented to campus and toured facilities; offering advice and confirming checklist items. ICC has a responsibility to maintain student access to programming and use of facilities.

Explanation of Priority Levels

Priority Level High – ICC is out of compliance and could face repercussions if item is not remedied
Priority Level Medium – ICC is out of compliance and could face repercussions if item is not remedied but there is a workable temporary solution or issue has smaller impact to students and employees
Priority Level Low – This item would improve overall Accessibility at ICC

Year One

Priority Level	Compliance Need	Estimated Cost
Medium	Investigate and budget funds for installation of elevator in Academic Building	$0
High	Investigate and budget funds installation of elevator in Student Union	$0
High	Update restroom signage in all buildings to match accessibility level	$250
High	Update restrooms in Academic Building Lower Level Faculty	$1500
High	Update restrooms in Academic Building Upper level	$2000
Medium	Update Administration Building main entrance hand rail	$300
High	Replace/modify all restroom sink knobs/levers	$100
Medium	Update/modify accessible parking signage outside Cessna building	$100
Medium	Update/modify accessible parking signage outside Administration building	$100
Medium	Update/modify accessible parking signage outside Fine Arts Building	$100

High	Update/modify accessible parking signage outside Student Union	$100
High	Install ramp for access to Field House floor	$1000
High	Update restrooms in Fine Arts building	$2000
High	Update lower level restrooms in Student Union	$2000
High	Update upper level restrooms in Student Union	$7500
High	Update restrooms in Field House	$2000
Low	Continuous accessibility training and implementation	$200
		$19250

During the investigation it was found that ICC has used "ambulatory" restrooms as the wheelchair accessible restrooms. ICC must provide wheelchair access to a restroom in every building. The first step towards compliance is to update all campus restroom signage. The current "Faculty Restrooms" located on the first floor of the Academic Building should be updated to meet ADA standards (lowering mirror, adding grab bars, etc.)

Elevator access is crucial in the Student Union and a priority in the Academic Building. Students must have access to student programming in the lower level of the Student Union and have access to both levels of the academic building. Current pathways to both buildings are not compliant.

The Administration Building handrail does not meet standards. The entrance has a ramp and is marked as accessible. Replacing the handrail should be relatively easy and inexpensive.

The Field House court is not accessible due to a ledge/step up into the gym. A ramp could be created to allow access. New doors may have to be purchased to accommodate ramp access.

In all ICC restrooms there is an accessible sink. However, many restrooms do not have the proper sink knobs/levers on the appropriate sink. This issue can be corrected quickly and with little cost because the appropriate sink knob/lever is on another sink in the same restroom.

Restrooms in Student Union are not accessible. The upper level restrooms doorway does not allow wheelchair access and the stall width does not meet standards. The lower level restrooms do not meet stall width requirements and are not accessible due to ramp/stairway issues.

The Fine Arts building restrooms are not accessible due to stall width requirements.

The Field House restrooms stall partitions should be updated to allow wheelchair access.

For restrooms not meeting stall width requirements it is recommended ICC purchase new dividers and move plumbing as necessary.

All restrooms must lower or modify the bio-hazard container to meet accessibility requirements.

Accessible parking signs on campus must be 60 inches above the ground from the bottom of the sign. This needs to be corrected across campus. In addition, areas need repainted and/or dimensions adjusted.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars.

Year Two

Priority Level	Compliance Need	Estimated Cost
High	Investigate and budget funds installation of elevator in Student Union	$7500
Medium	Investigate and budget funds for installation of elevator in Academic Building	$7500
Medium/Low	Provide access to Fab Lab machines	Expansion should remedy
Low	Continuous accessibility training and implementation	$200
Medium	Replace cosmetology reception counter	$600
		$15800

The cosmetology counter should be adjusted to allow wheelchair patrons access to view receptionist and pay for services.
The Fab Lab machines are partially accessible. The expansion should remedy accessibility issues. Staff should remain aware of patron needs and remedy accessibility needs as they are presented.
Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Three

Priority Level	Compliance Need	Estimated Cost
Medium	Budget funds for installation of elevator in Academic Building	$7500
High	Budget funds for installation of elevator in Student Union	$7500
Low	Continuous accessibility training and implementation	$200
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Four

Priority Level	Compliance Need	Estimated Cost
High	Investigate and budget funds installation of elevator in Student Union	$7500
Medium	Investigate and budget funds for installation of elevator in Academic Building	$7500
Low	Continuous accessibility training and implementation	$200
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Five

Priority Level	Compliance Need	Estimated Cost
High	Install elevator in Student Union	$2500
Medium	Install elevator in Academic Building	$2500
Low	Continuous accessibility training and implementation	$200
		$5200

Total Cost: $70650

Appendix 92

2018 Revised Strategic Plan

2016-2019

STRATEGIC PLAN

Created 2015-2016
Implemented 2016-2017
Updated June 2017
Updated June 2018

Independence Community College

(For clarity, significant revisions from the previous year's plan are highlighted in yellow.)

Part One: Introduction

Strategic Plan Annual Review Process

The College's Strategic Plan uses four primary review processes for strategic planning:

1. On a quarterly basis, operational divisions review their progress against their Operational Plan goals, each of which is tied to the Strategic Plan.
2. An annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.
3. On an annual basis, administration produces a report for Board review ("Strategic Plan Annual Review"), which provides data on the College's progress in the five areas of measure named in the Strategic Plan, as well as year-end summaries of the progress divisions made toward their goals.
4. On an annual basis, following the review described in #3, the Board of Trustees makes any needed adjustments to the Strategic Plan, using data presented in the review and feedback from employees.

This document is result of the fourth step of the process described above.

Strategic Plan History

Work began on the current Strategic Plan in 2015, when the Trustees had a special public meeting to receive feedback from the College community and to discuss whether the existing Mission and Vision Statements remained appropriate. The Board elected to continue the Mission and Vision statements unchanged, and then assigned the President to create a broad-based workgroup to draft a plan for review. The President assembled a ten-member team of faculty and staff who were chosen specifically because they represented all areas of the College and both physical campus locations. The team members solicited feedback from each of their areas. The team's meetings were open to all, and the team's draft was then presented to the Board of Trustees, which also provided input. In addition, ICC's Institutional Researcher completed an environmental scan using interviews with 52 community members, and internally, the College had just completed a SWOT analysis which every employee was able to complete. All of this material was made available to the Board. The Board then held a special public meeting to discuss institutional goals, and four goals were selected. In all, the 2015 Strategic planning process included over a dozen faculty and staff in the writing process, the entire campus in the research process, 52 members of the community in the same research process, and the entire Board of Trustees. In addition, any member of the faculty, staff, or public were included in the public comment and discussion periods prior to adoption.

The result was a three-year Strategic Plan for 2016-2019. The Board of Trustees set a vision for the school in which the College progresses on a path of continuous improvement in the areas of academics, student services, and staff support services. The continuous improvement is in defined areas which are quantitative and lend themselves to the use of comparative data to measure progress and to drive resource and policy decisions, with the goal of further improvement. Departmental Operational Plans were developed to measure continuous improvement in achieving the Board of Trustees' vision of excellence, and were documented in Tk20 for tracking purposes. Through the use of Tk20, areas for improvement were identified, goals set, measures established, and analysis

conducted throughout each area of the campus. Compilation of the individual Departmental Operational Plans resulted in the 2016-2017 ICC Operational Plan, which ties to the Board of Trustees' Strategic Goals and the College Strategic Plan. The first annual Operational Plan was presented to the Board of Trustees during the April 14, 2016 Board meeting. Quarterly Reports were presented during the July and October 2016 meetings, as well as the January and April 2017, Board meetings; an Annual Report was also to be provided in a standardized format and published on the College website.

The Board of Trustees reviewed the 2016-2017 Strategic Plan Annual Review in June of 2017, and adopted a number of recommendations for the Strategic Plan in July of 2017. The college 2017-2018 budget was created based on the strategic priorities contained in the updated Strategic Plan.

Operational Plans for each area, which are based on the Board's strategic goals, are created following revision to the Strategic Plan and subsequent budget development. The Board of Trustees continued to receive Operational Plan Quarterly Reviews during the 2017-2018 year. The Strategic Plan Annual Review was completed in June of 2018.

PART TWO: STRATEGIC PLAN

MISSON STATEMENT

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

VISION STATEMENT

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.

CORE VALUES

• Integrity ICC holds its employees and students accountable to be honest, ethical, and transparent.
• Excellence ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.
• Responsiveness ICC looks to the future by responding to the emerging needs of its stakeholders.
• Diversity/Enrichment ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.
• Commitment ICC commits to making decisions that best serve its students and community.

STRATEGIC GOALS

1. Ensure continuous improvement of educational quality.
Institutional Action Steps:

- Implement and complete 2018 assessment plan (draft plan is included as Appendix A of this document)
- Continue participation in Assessment Academy

2. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.
Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year
- Continue ongoing program review process (review schedule to ensure that each year of the comprehensive review schedule includes a technical program)
- Consult with the academic division and entrepreneurship program to determine if distinctiveness can be achieved through the incorporation of "soft skills" or "cognitive skills".

3. Improve the College's relationship with the community.
Institutional Action steps:

- Determine baseline community participation in 2018 Inge Festival, measured by dollar support, volunteer participation, and local attendance, show improvement for 2019 in each category
- Create 5-year Strategic Plan for Festival

- Emphasize those aspects of the Facilities Master plan which are most likely to see public use (Facilities Plan is included as Appendix B of this document)
- Implement at least one program per year designed to reach out to the non-credit needs and desires of our community members on the 45-64 age group, which the data shows has experienced the most significant decline in the last five years of any specific age group
- Increase community access to, and publication of, board meeting materials
- Include formal public comment period following adoption of Strategic Plan

4. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- Further enhance the CP2 Program to create additional community participants
- Operational Plans for each area that serve students should adopt a specific weak CSSE or Noel Levitz measure or measures that the area's activities influence
- Prioritize ADA improvements to existing facilities according to ADA Plan presented in Appendix C

5. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- Meet or exceed needs identified by HLC
- Ensure campus-wide training in new accreditation pathway
- Meet any critical needs identified by 2017 Vet Tech Accreditation
- Prioritize needs identified by 2017 Cosmetology site inspection

6. In anticipation of a decrease in public funding, create philanthropic structures and processes to increase private support, and tuition and fee support.

Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016- 2017 levels.
- Create a simple unrestricted quasi-endowment fund to be created with the current Capital Reserve account and any other available funds, for the primary but not exclusive purpose of funding capital projects in perpetuity.
- Increase Booster Club membership by 10% per year
- Begin planning/feasibility phase for Centennial Capital Campaign

7. In recognition of the declining cash position of the College, create new structures, policies, and processes that create financial efficiencies, and bring anticipated expenditures into balance with anticipated revenue.

Institutional Action Steps:

- Some portion of academic scholarship dollars be devoted to the recruitment of residential students, separate from athletics and targeted toward academic programs in which residential enrollment growth is specifically desirable. That portion should be designed to produce residential enrollment growth of 10% per year in ICC-owned dorms.
- Develop a completely new emphasis on online, in which online becomes its own virtual campus. The Director of Online should report directly to the President and should be a member of the President's Cabinet, and should be tasked with and evaluated on his/her

success in reaching a minimum target of 25 new, unduplicated students in the fall semester of 2018 and a minimum target of an additional 25 new, unduplicated students in the spring semester of 2019.

- Led by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area.
- Reflect the 2017-2018 revenue decrease accurately in the 2018-2019 balanced budget, and do the same for any anticipated revenue decrease in the 2018-2019 budget.
- Adopt the following new student enrollment goals, which are contained in the "recruitment" section of this plan:
    - Measurement 1: Freshman athletic enrollment should remain steady or increase.
    - Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase.
    - Measurement 3: Online enrollment should increase by 25% per year
    - Measurement 4: Residential enrollment should increase to full dorm capacity with the goal of an increase of 10% per year

8. Systematize an approach to the remaining projects in the Facilities Master Plan (Appendix B). The projects that remain the Facilities Master Plan should be prioritized, based on campus need and donor partner potential.

Institutional Action Steps

- Using multiple measurement tools, survey the campus regarding priorities.
- Edit the Facilities Master Plan to remove finished projects, incorporate the ADA plan, and include any new necessary projects.
- Implemented edited plan, with the goals of: implementing an appropriate portion of the ADA plan, an appropriate portion of structural needs, and part or all of a prioritized capital project in the revised plan.
- Prioritize structural improvements to main Academic Building
- Incorporate the five-year Technology Plan (Appendix D) by reference into the Facilities Master Plan.

9. Develop a new 5-year College Strategic Plan.

Institutional Action Steps

- Environmental scan completed by Office of Institutional Research
- Create Strategic Planning Work Group with representation from Board of Trustees, Community, Employees, Students
- Identify aspirational peer for use as model (structure, not content)
- Conduct internal and external draft review/comment sessions

ENSURING THE MISSION - ACHIEVING THE VISION

For the purpose of this plan, the Board will consider an educational experience exceptional if it is part of a comprehensive program of continuous quality improvement, as defined in our Core Value – Excellence. We will achieve the Board's vision through excellence in the following three areas:

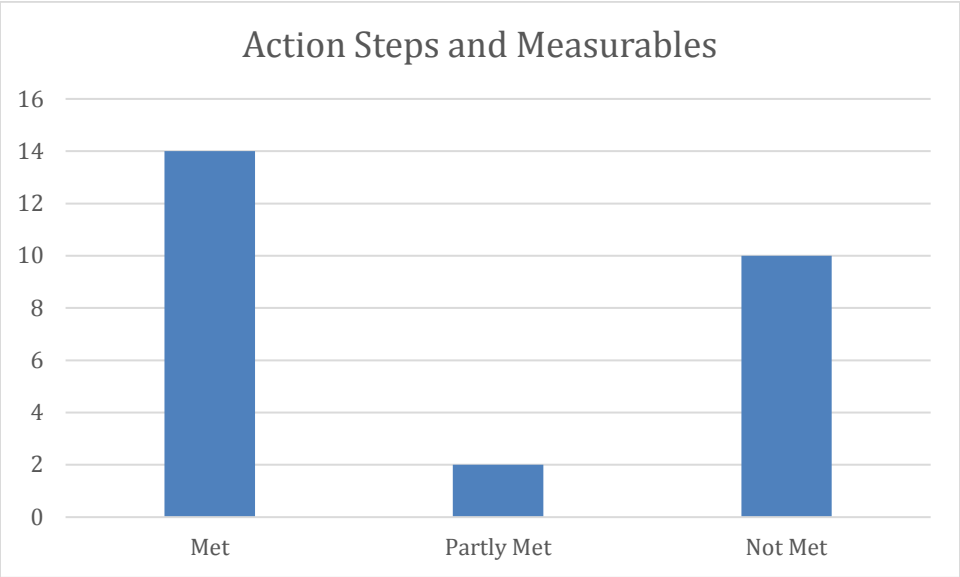
• Academic Excellence
• Service Excellence

• Support Excellence

We will measure our continuous improvement (excellence) using five areas of measure:
• Student Satisfaction
• Enrollment
• Retention
• Recruitment
• Completion

Summary of Supporting Data
(Please refer to 2018 Strategic Plan Review for a more detailed analysis.)

Review/Report Card of Current Strategic Plan Mission, Vision, Areas of Measure, and Goals for 2017-2018:

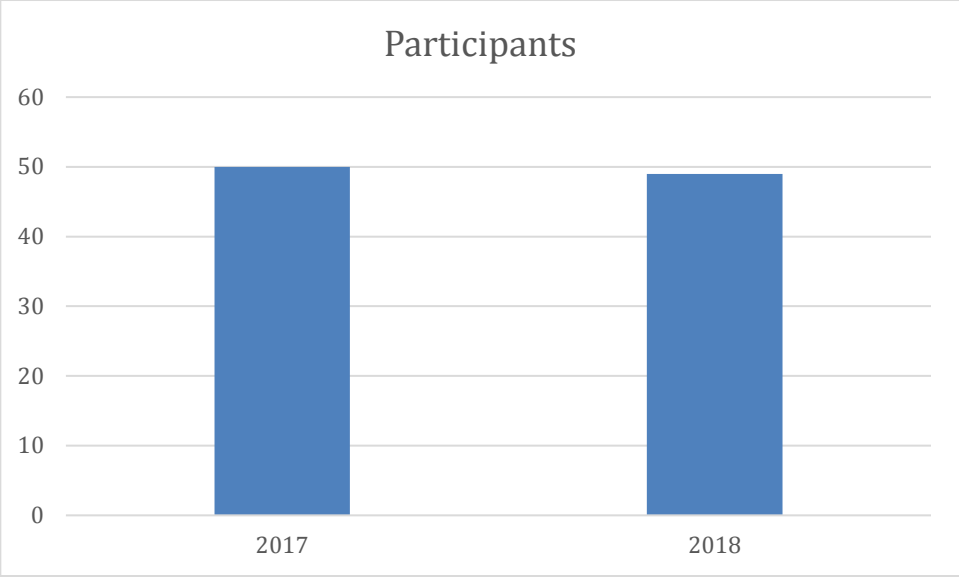


This data should be used as a baseline against which future years' performance is calculated.

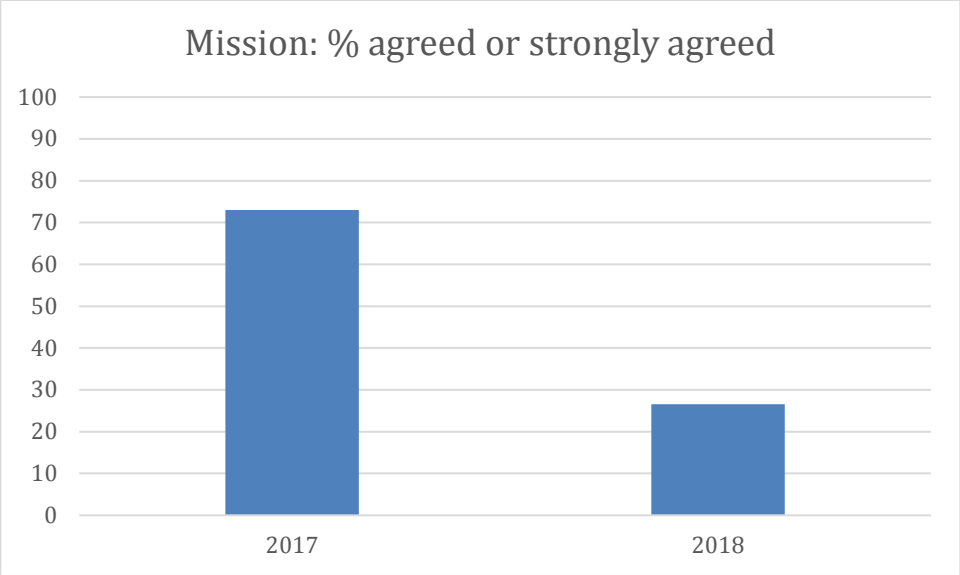
Mission and Vision Statement Survey

For the last two years, an annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.

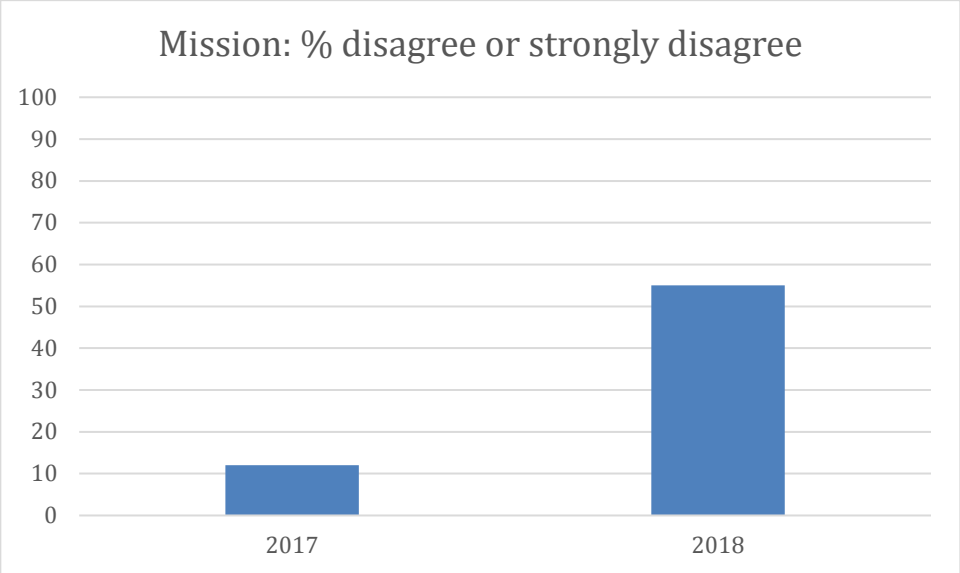
Participation in the survey remained nearly constant:



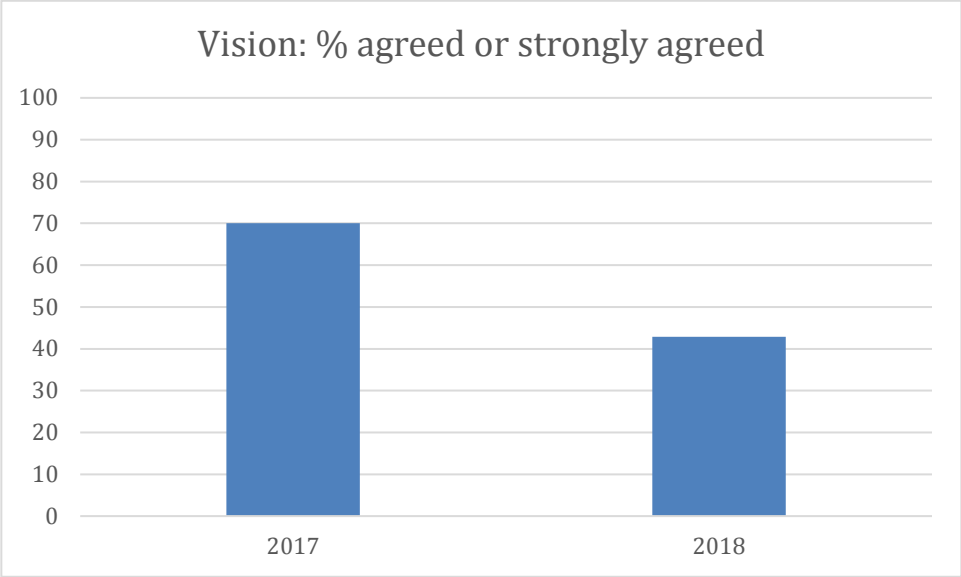
The result showed a decline in agreement with the mission of the college, measured against the results from 2017:



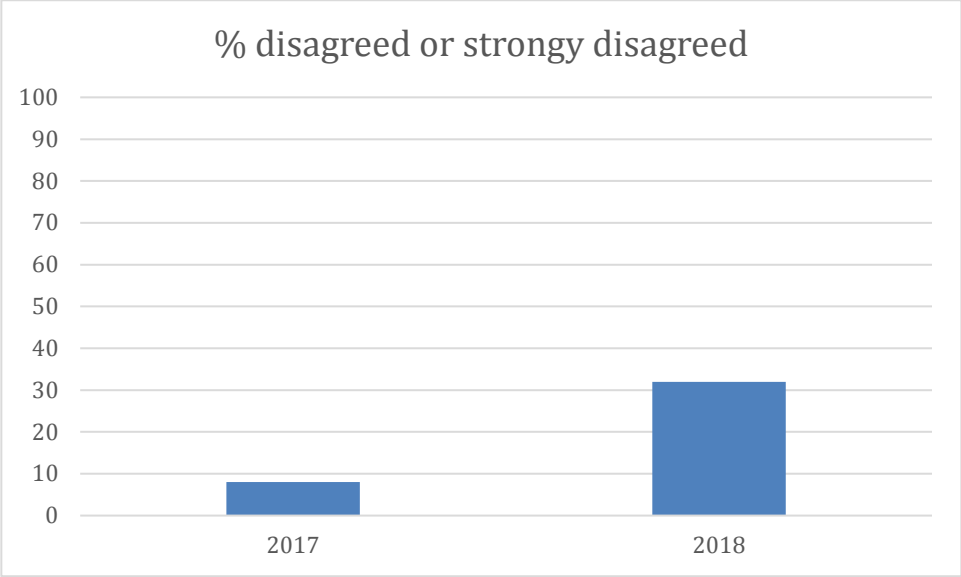
The result showed an increase in disagreement with the mission of the college, measured against the results from 2017:



The results for the Vision Statement were similar, showing a decline in agreement with the vision of the college, measured against the results from 2017:



The result showed an increase in disagreement with the vision of the college, measured against the results from 2017:

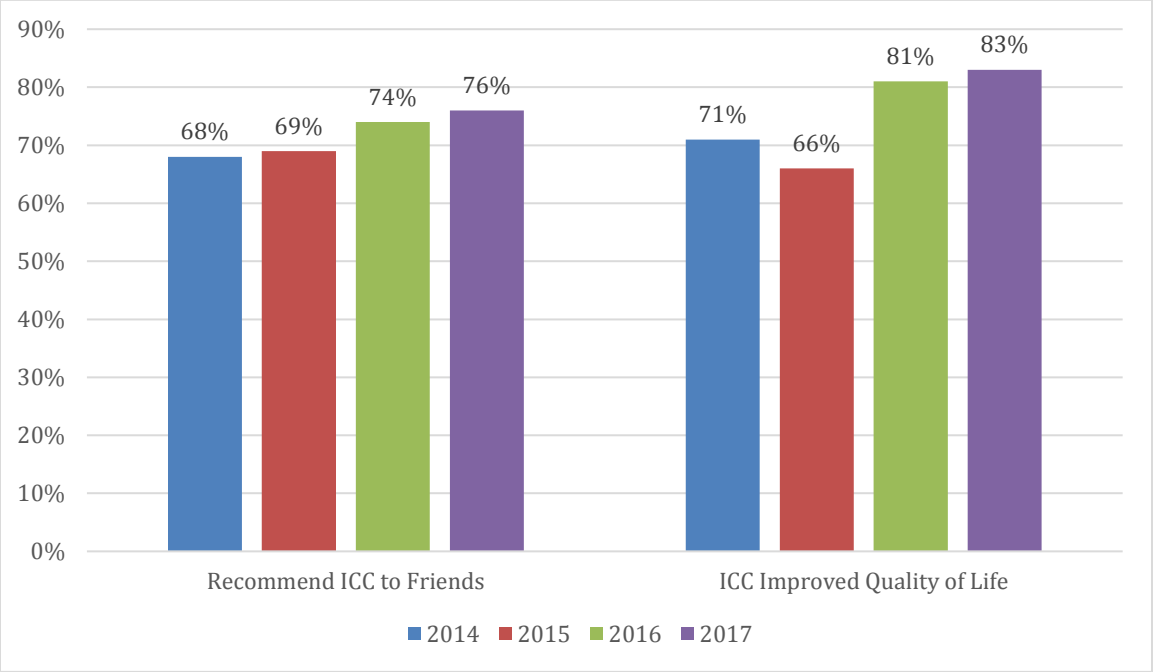


The qualitative comments that accompanied the survey suggest strongly that the those who disagreed with the mission or vision did not feel that the mission or vision are inappropriate. Many actually stated that the mission or vision were appropriate. But the common theme was the perception that one or more areas of the college were not taking the mission or vision seriously, or whose actions were at odds with the lofty ideals they contain. These results are accommodated by the strategic goal which calls for new 5-year Strategic Plan, which would include a comprehensive review of the Mission and Vision.

Student Satisfaction Goals

There are three primary vehicles for measuring students' satisfaction: Graduate Exit Survey, CSSE, and Noel Levitz. Because the latter two are administered on alternating years and are nationally normed, they provide excellent long-term data about satisfaction trends.

Measured internally with non-normed instruments, ICC student satisfaction shows continuous improvement in general satisfaction:



How do you rate your two-year college experience at ICC as preparation for continuing your education? (Scale of 5 where 1=Very poor and 5=Very good)

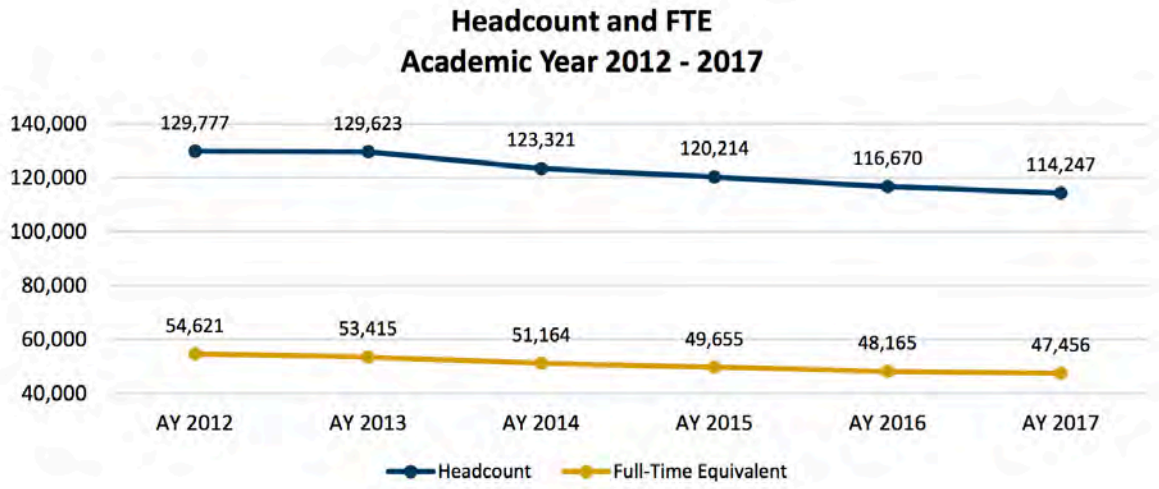
1. 2014: 4.01 (*N*=111)
2. 2015: 3.92 (*N*=116)
3. 2016: 4.04 (*N*=117)
4. 2017: 4.08 (N=109)

The Noel-Levitz data, however, which is nationally normed and far more detailed, reveals multiple areas which are internal satisfaction weaknesses, or are below the national average for peer institutions, or both.

Recommendation for operational plans: Each Division should identify those items which are pertinent to their areas and weakest, and implement Operational Plan tactics that are designed to increase satisfaction in those areas. The institution-wide goals will be an average increase of 5% in all areas that were measured that year.

Enrollment Goals

Enrollment at community colleges in Kansas continues to be challenging. Here is the statewide headcount and FTE trend from the 2018 KBOR Data Book:



In the last five years, 17 out of the 19 community colleges have lost headcount enrollment:

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	4,959	4,972	4,535	4,208	4,031	4,046	-18.4%
Barton Community College	14,810	15,807	15,951	16,275	16,049	14,736	-0.5%
Butler Community College	14,811	14,551	13,495	13,315	13,055	12,895	-12.9%
Cloud County Community College	4,601	4,484	3,764	3,569	3,437	3,089	-32.9%
Coffeyville Community College	2,718	2,486	2,470	2,362	2,331	2,329	-14.3%
Colby Community College	1,923	1,990	1,931	1,906	2,137	2,239	16.4%
Cowley Community College	6,147	6,155	5,571	4,998	4,461	3,876	-36.9%
Dodge City Community College	2,880	2,773	2,620	2,605	2,635	2,564	-11.0%
Fort Scott Community College	3,237	3,145	3,216	3,074	2,784	2,710	-16.3%
Garden City Community College	2,874	3,171	2,958	3,038	3,086	2,933	2.1%
Highland Community College	5,400	4,936	5,086	5,184	5,283	5,127	-5.1%
Hutchinson Community College	9,410	9,924	9,622	9,275	8,740	8,914	-5.3%
Independence Community College	1,825	1,730	1,530	1,292	1,303	1,444	-20.9%
Johnson County Community College	31,581	30,938	29,670	29,837	29,430	29,661	-6.1%
Kansas City Kansas Community College	11,047	10,805	9,779	9,212	8,464	8,338	-24.5%
Labette Community College	2,536	2,521	2,394	2,332	2,235	2,281	-10.1%
Neosho County Community College	3,931	4,176	3,812	3,100	2,877	2,837	-27.8%
Pratt Community College	2,417	2,325	2,285	1,994	1,640	1,641	-32.1%
Seward County Community College	2,670	2,734	2,632	2,638	2,692	2,587	-3.1%
Total Headcount	**129,777**	**129,623**	**123,321**	**120,214**	**116,670**	**114,247**	**-12.0%**

Five schools have lost more enrollment than ICC, and eleven schools lost less. (Note one interesting trend in the above chart – only two schools gained enrollment in the last three years, and ICC was one of them.)

The trend for FTE is similar but slightly worse:

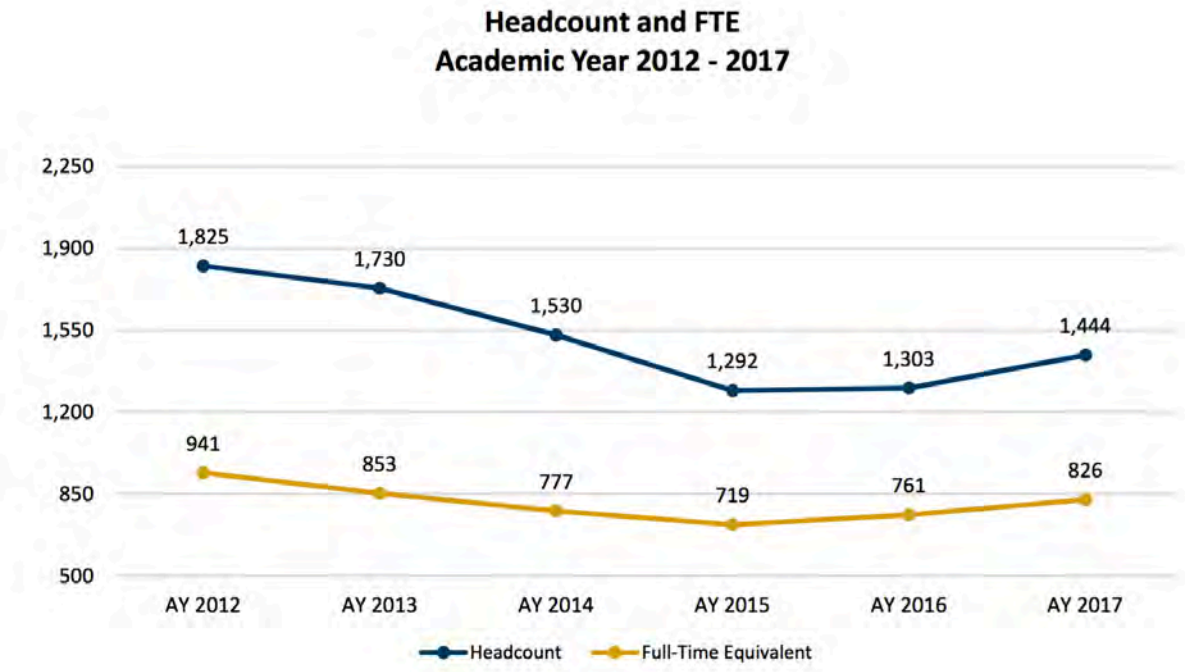
Community Colleges
Full-Time Equivalent Enrollment*
Academic Year 2012 - 2017

Table 3.2

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	2,055	2,054	1,892	1,790	1,630	1,579	-23.2%
Barton Community College	3,869	4,079	4,257	4,291	4,252	3,849	-0.5%
Butler Community College	6,840	6,676	6,201	6,053	6,053	6,049	-11.6%
Cloud County Community College	1,710	1,612	1,463	1,397	1,344	1,321	-22.8%
Coffeyville Community College	1,501	1,307	1,375	1,269	1,279	1,288	-14.2%
Colby Community College	976	1,066	1,015	1,030	1,009	980	0.4%
Cowley Community College	3,237	3,199	2,911	2,537	2,361	2,026	-37.4%
Dodge City Community College	1,477	1,398	1,371	1,349	1,337	1,337	-9.5%
Fort Scott Community College	1,686	1,517	1,527	1,407	1,326	1,295	-23.2%
Garden City Community College	1,386	1,485	1,498	1,553	1,625	1,613	16.3%
Highland Community College	2,150	1,968	2,078	2,093	2,161	2,088	-2.9%
Hutchinson Community College	4,114	4,174	3,961	3,887	3,750	3,913	-4.9%
Independence Community College	941	853	777	719	761	826	-12.2%
Johnson County Community College	12,545	12,006	11,498	11,510	11,179	11,180	-10.9%
Kansas City Kansas Community College	4,848	4,721	4,309	4,019	3,619	3,593	-25.9%
Labette Community College	1,182	1,174	1,078	1,027	997	1,037	-12.2%
Neosho County Community College	1,662	1,668	1,579	1,392	1,295	1,325	-20.3%
Pratt Community College	1,162	1,130	1,109	1,039	881	895	-23.0%
Seward County Community College	1,280	1,326	1,267	1,294	1,306	1,262	-1.4%
Total FTE**	**54,621**	**53,415**	**51,164**	**49,655**	**48,165**	**47,456**	**-13.1%**

Eight schools have lost more FTE than ICC (one losing the same), and eight schools lost less. Only one school gained, and it gained the equivalent of four full-time students in five years! (Note that only five schools gained FTE enrollment in the last three years, and ICC was one of them.)

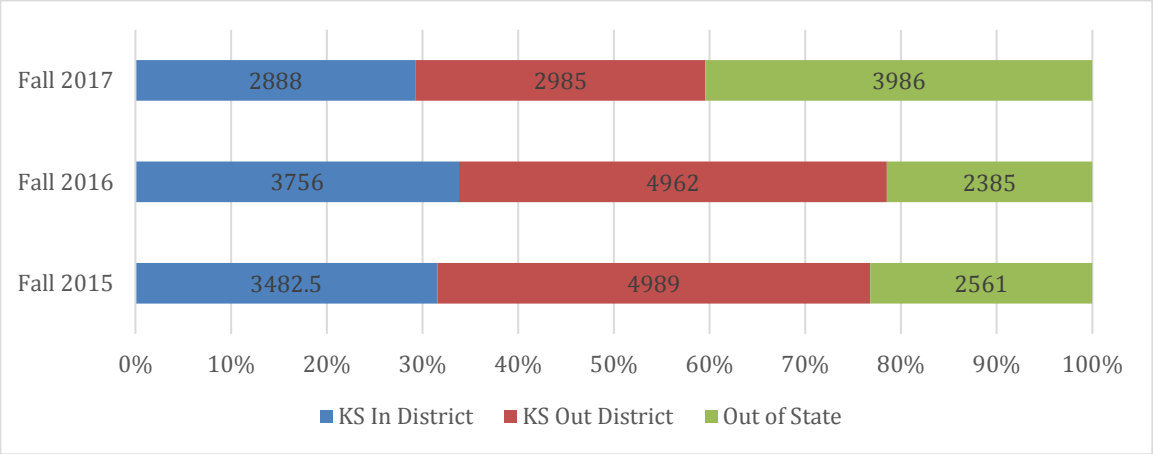
Here is ICC's five-year headcount and FTE for the most recent full years:



Enrollment declined during the AY2018 year, but as of the writing of this plan we do not have the final data for the entire academic year for our school or comparative data for the system.

Because funding at the state level is no longer tied to FTE for most courses, the College's primary strategic goal should be to fill its dorms, as the payments on those dorms represent a fixed cost. This does not necessarily favor out of district students, since some in-district students may either prefer to or be required to live in the residence halls. However, our primary measure of enrollment success for 2018-2019 should be whether we have maximum dorm occupancy. For the fall of 2017, credit hour enrollment shows the following:

Fall Semester: Credit Hour Enrollment by Residency
Source: KBOR Fall Census Collection
Out of state enrollment includes international enrollment hours.

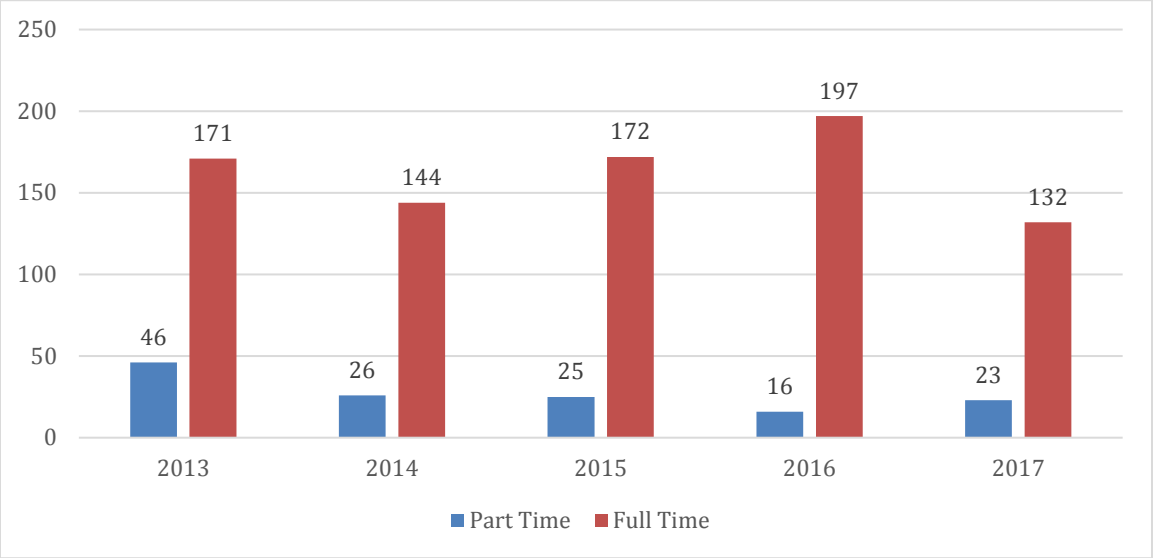


This data is not identical to whether a student lives in the dorms, but there is a strong correlation which will remain until online-only programs are successful. We have no clear institutional definition of dorm "occupancy" and this must be developed.

Retention

Retention clearly declined for the previous year:

Undergraduate Retention History

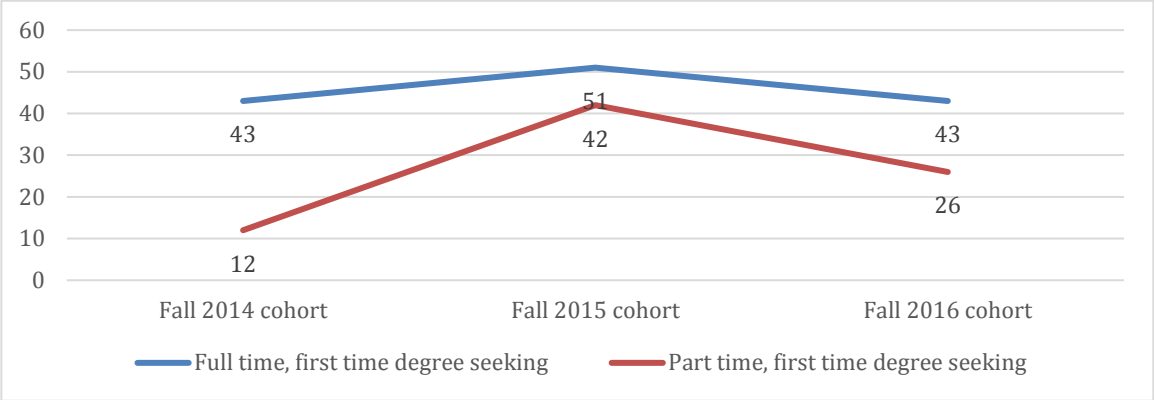


- Of the 353 high school students enrolled on census day for Fall 2016, 30% or 106 were enrolled on census day for Fall 2017.
- Of the 722 undergraduates enrolled on census day for Fall 2016, 22% or 155 were enrolled on census day for Fall 2017.
    - Of the 567 full time undergraduates enrolled on census day for Fall 2016, 23% or 132 returned for Fall 2017.
    - Of the 155 part time undergraduates enrolled on census day for Fall 2016, 15% or 23 returned for Fall 2017.

First Time, Degree Seeking Undergraduate Retention

Source: IPEDS Fall Enrollment Survey

The retention rate is the percentage of the cohort who returned the subsequent fall semester plus students who completed their program as of the fall semester.



The college undertook a massive retention effort during the 2017-2018 year, and the results of that effort will not be known until fall 2018 at the earliest.

Recruitment

In the fall of 2015, the College achieved its major goal with regard to online education: ICC was approved by HLC for permission to offer 100% of individual academic programs online. This has dramatically increased the number and type of online courses ICC can offer, and we believe that online will become a significant growth area for us. It is important to note, however, that growth in online has not yet contributed to significant NET growth in institutional enrollment. We can see this from three sets of combined data: the minimal growth in total FTE at the College, majority of headcount growth coming from concurrent students, and the stagnation of credit hours offered to Freshmen and Sophomores. Online courses are currently cannibalizing some of our on-ground courses. However, this is not necessarily a bad thing: it is our responsibility to offer a variety of classroom formats to suit the needs and interests of students. But it does point the way to the next step for online: leveraging the HLC award to offer increased courses to attract substantial new students to ICC.

In light of this data, recruitment will be measured in the following ways:

Measurement 1: Freshman athletic enrollment should remain steady or increase.

Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase.

Measurement 3: Online enrollment should increase by 25% per year

Measurement 4: Residential enrollment should increase to full dorm capacity with the goal of an increase of 10% per year

Illustration 23. Athletic Scholarships by Sport and by Term
Source: Financial Aid Scholarship Tracking
The first number in each cell is the number of students actually receiving a scholarship for that sport, the number in parenthesis is the number of students receiving a different type of scholarship (Academic Athlete, Sports Management, etc.) that were recruited by that sport.

	Baseball	Cheer	Football	Golf	Men's Basketball	Softball	Volleyball	Women's Basketball
Spring 2018	17 (15)	16 (2)	39 (60)	2 (0)	11 (7)	17 (9)	12 (9)	13 (9)
Fall 2017	21 (21)	13 (2)	65 (95)	4 (1)	12 (11)	18 (10)	13 (8)	13 (8)
Summer 2017	2	4	31 (141)	0 (0)	12 (2)	0 (0)	5 (0)	1 (2)
Spring 2017	18 (18)	20 (4)	54 (71)	2 (0)	8 (9)	19 (5)	12 (0)	13 (8)
Fall 2016	19 (24)	30 (4)	69 (40)	2 (0)	14 (11)	21 (3)	12 (0)	11 (3)
Summer 2016								
Spring 2016	20 (21)	32 (5)	60 (38)	1 (0)	15 (9)	17 (11)	10 (4)	15 (8)
Fall 2015	18 (27)	39 (4)	73 (26)	0	16 (12)	20 (11)	11 (8)	15 (10)

Illustration 24. Fine Arts Scholarships by Department and by Term
Source: Financial Aid Scholarship Tracking

	Art	Band	Vocal	Theatre
Spring 2018	1	15	15	9
Fall 2017	3	13	17	8
Summer 2017	0	3	1	0
Spring 2017	4	15	11	5
Fall 2016	4	19	16	7
Summer 2016				
Spring 2016	7	32 Music*		7
Fall 2015	7	38 Music*		12

**The tracking for music scholarships during this time frame doesn't show a distinction between Band and Vocal*

Completion Goals

As shown in the 2017-2018 Strategic Plan Review, local completion data is as follows:

Four Years of Completion Rates
Source: IPEDS Graduation Rates Survey

	2011	*2012*	*2013*	*2014*
Total Women's Cohort	105	94	128	101
Women Completers within 150%	40	33	32	24

Women Transfer-out Students	15	27	54	42
Total Men's Cohort	114	104	162	139
Men Completers within 150%	20	16	31	28
Men Transfer-out Students	29	49	73	68
Total Cohort	219	198	290	240
Total Completers within 150%	60	49	63	52
Total Transfer-out Students	44	76	127	110

Completions by Gender and Race/Ethnicity

Source: IPEDS Completions Survey

Completion represents the number of awards earned during the indicated academic year and may represent a duplicated headcount of students in which a student may earn more than one award.

	2014-2015		*2015-2016*		*2016-2017*	
	Men	Women	Men	Women	Men	Women
International	1	1	1	3	1	3
Hispanic/Latino	4	3	1	3	0	4
American Indian/Alaska Native	2	5	0	1	3	0
Asian	0	1	0	0	1	0
Black or African American	11	7	25	11	20	9
Native Hawaiian or Other Pacific Islander	1	0	0	0	1	0
White	46	131	51	117	41	79
Two or More Races	3	4	2	8	6	3
Total	68	152	80	143	74	106

Completions by Degree Level and Age

Source: IPEDS Completions Survey

	2014-2015		*2015-2016*		*2016-2017*	
	Certificate	Associate	Certificate	Associate	Certificate	Associate
Under 18	29	0	20	0	18	0
18-24	66	76	58	91	27	98
25-39	23	14	16	12	10	10
40 and above	8	4	10	7	2	6
Total	126	94	104	110	57	114

Measurement: ICC's position is that we view the success of our transfer students and the success of our local completers to be of equal value if the student has met his/her self-identified educational goal. Therefore, our goal is to increase our % Cohort Rank for "% Completed OR Transferred" by an average of 2% each year for the next five years. Note that because of the need to track transfers, this is a lagging indicator, and so steps taken to achieve this goal may result in modest results for the next 2-3 years.

Operational Plans

Operational Plans and Review Cycles

The Board will ensure the influence of this plan through the use of operational plans in each administrative area. These plans will:

- Be documented for public access and data retrieval
- Drive resources in the budget process
- Be reviewed for input by the Board of Trustees

The Board will ensure accountability and data-driven decision-making through the use of rigorous, transparent reporting in each area of measure: These reports will:

- Consist of Quarterly Reports and an Annual Report to the Board
- Be presented using standardized format across administrative areas
- Be published on the college website Operational Plan Purpose, Content and Format

The Board of Independence Community College believes that those it serves, whether taxpayers, students, or donors, deserve the finest school possible. The Board has set a vision for the school in which the College progresses on a path of substantial continuous improvement in the areas of academics, non-services, and staff support services. This substantial continuous improvement should be in defined areas which are quantitative and lend themselves to the use of comparative data. This data should be used to measure progress and to drive resource and policy decisions, with the goal of further improvement. The resulting plan should be driven by the Board's vision, require that decisions are driven by data, places students and education at the center of the College's efforts, and clearly separates the statutory responsibilities of the Board from administrative management of the College.

The College Operational Plan for 2018-2019 will support the Board's directive to demonstrate excellence in Academics, Service, and Support, and will outline the specific steps each area will take to support the specific Strategic Goals of the ICC Board of Trustees. Format of the Operational Plan Areas within the College vary widely in complexity, scope, and number of employees. Because of this, the individual area plans vary in terms of the number of objectives the area has selected, how they are achieved, and how many employees are available to support the effort. However, each individual area Plan has a common general format. That format asks five questions:

1. What are the objectives of this area? (Each should relate to the Strategic Goals of the Board and/or the three areas of excellence)

2. What are the strategies this area will use to achieve the objectives?

3. What measurements will this area use to determine whether the objectives have been met?

4. Who is responsible for carrying out the various strategies, and by when?

5. What is the current status of each strategy?

Appendix A

Independence Community College

2018-21

Institutional Plan for Assessing Student Learning

General Information

The Student as the Primary Measurement Level

Independence Community College (ICC) is committed to transforming the lives of its students. In order to meet this commitment, ICC's student learning outcomes assessment process is focused primarily on the direct measurement of students' learning and experiences. Data is collected from students through coursework, co-curricular participation, surveys, etc. to assess learning outcomes both inside and outside the classroom. The primary focus of the assessment process is the value added to the life of a student through the completion of each individual's goals.

The Mission, Vision, and Core Values at ICC guide the development of the Strategic Plan. The assessment plan at ICC is used to evaluate the actions taken as we strive to reach our strategic goals. Below is a list of each of these entities:

The Mission of Independence Community College

Independence Community College serves the best interest of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

The Vision of Independence Community College

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.

Core Values

Integrity: ICC holds its employees and students accountable to be honest, ethical, and transparent.

Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.

Responsiveness: ICC looks to the future by responding to the emerging needs of its stakeholders.

Diversity/Enrichment: ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.

Commitment: ICC commits to making decisions that best serve its students and community.

Strategic Goals

1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year
- Continue ongoing program review process (review schedule to ensure that each year of the review schedule includes a technical program)

2. Improve the College's relationship with the community.

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Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program
- Improve community participation in Inge Festival, measured by dollar support, volunteer participation, and local attendance
- Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete

3. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program 10
- Focus the 2017-2018 Repair and Renovation Fund expenditures on improving the student experience
- Operational Plans for each area that serve students should adopt a specific CSSE or Noel Levitz measure or measures that the area's activities influence
- Research and identify funding sources for implementation of a professional recruiting software system

4. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- At close of regional accreditation cycle, identify accreditation requirements not yet addressed
- Meet any critical needs identified by 2017 Vet Tech Accreditation
- Meet any facilities needs identified by 2017 Cosmetology site inspection

5. In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.

Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016- 2017 levels
- Create new structures and processes to increase unrestricted support for the College in the amount equivalent to the loss of public funding since 2016-2017
- Increase Booster Club membership by 10% per year
- Lead by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area

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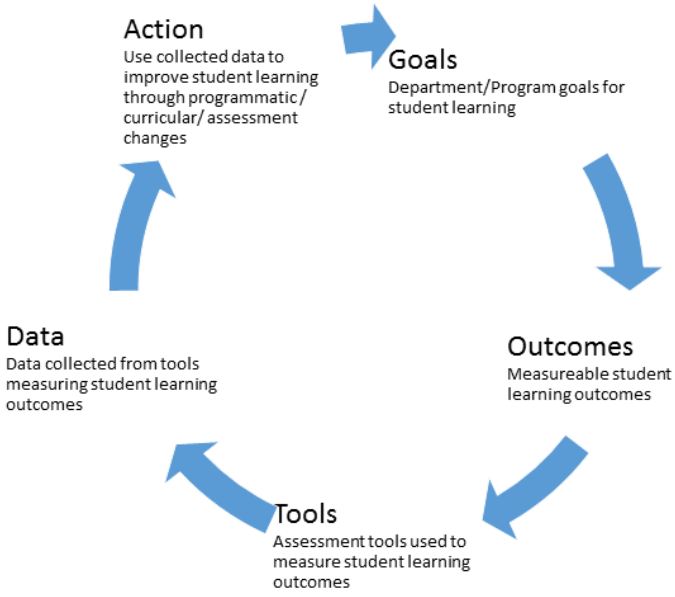
The Institutional Assessment Cycle

In order to engage in continuous quality improvement, ICC has set forth the following assessment cycle to ensure continuous learning, measurement, and assessment of student learning. This is a three year cycle, with the first two years collecting and analyzing data, and the third year reflecting on the data to make changes for the upcoming cycle. While mini cycles can happen continuously throughout the given academic year, this plan will set the larger goals that will be accomplished at the institution level. For more in-depth cycles, please see the Program Review Handbook and the Faculty Assessment Handbook.



Step 1: Setting Goals (Year 1)

Each department/program at ICC must align their goals for student learning to at least one of the institutional-level outcomes listed below:

Thinking: Stakeholders will demonstrate the ability to think critically, to evaluate information analytically, and to use ideas in creative and innovative ways.

Communication: Stakeholders will demonstrate the ability to express ideas and information effectively.

Literacy: Stakeholders will demonstrate the ability to master concepts and terminology.

Responsibility: Stakeholders will demonstrate the ability to reason ethically as responsible citizens.

Step 2: Setting Outcomes and Tools (Year 1-2)

Each area of the College must use both internal and external tools when setting outcomes. These can include surveys and benchmarks (NCCBP, CCSSE, Noel Levitz), or data received from the Kansas Board of Regents.

A.) Departments will set outcomes through their Operational Plans that are aligned with the Strategic Goals of the College. These can remain the same from Year 1 to Year 2, or they can be changed if necessary.

B.) Academic Programs will set Program Outcomes that are tied to our General Education Learning Outcomes. Once these have been set, Course Outcomes will be mapped to the Program Outcomes. General Education and Program Outcomes will remain the same for the Program Review cycle, but Course Outcomes can change year to year if necessary.
C.) Co-Curricular Programs will set outcomes that are tied to our General Education Learning Outcomes. They may change year to year based on the outcomes set.

Step 3: Collect Data (Year 1-2)

A.) Departments will collect data on a quarterly basis each year and report that information back to the Assessment Committee and the President's office.
B.) Academic Programs will collect course data each term, and report that information back to the Assessment Committee and the Academic office. Program data will be collected and reported to the Program Review Committee. General Education data will be collected by the Assessment Committee through the reported course data each term.
C.) Co-Curricular Programs will collect data on a term basis and report that information back to the Assessment Committee.

Step 4: Action (Year 1-3)

A.) Departments will analyze data collected at the end of each academic year to determine whether student learning goals were met, or if adjustments/changes need to be made.
B.) Academic Programs will analyze course data at the end of each term, and Program data at the end of each academic year to determine whether student learning goals were met, or if adjustments/changes need to be made.
C.) Co-Curricular Programs will analyze data at the end of each term to determine whether student learning goals were met, or if adjustments/changes need to be made.

Organizational Structure

The Assessment Committee is at the top of the organizational structure for ensuring the above Assessment cycle occurs. Recommendations and decisions regarding this plan are created and/or edited by this committee. Once each term this committee will report on their progress to the President's Cabinet, as well as put together an annual report regarding ICC's assessment progress. This report will be available for the Board of Trustees when setting a new Strategic Plan.

Academic Assessment Team (AAT)

The Academic Assessment Team is composed of representatives from the Assessment Committee. The team members are responsible for guiding the assessment process and ensuring that assessment practices are conducted with fidelity. The AAT will lead the meetings and training of Faculty in Tk20. Questions or concerns about assessment should be brought to the attention of an Assessment Committee member, or to the VPAA.

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Appendix B

Independence Community College

Facilities Master Plan Overview

Facilities Master Plan Overview
2016-2021

This overview is intended to outline the elements that would be contained in a Facilities Master Plan for Independence Community College. These elements were created by the Facilities Planning Committee, which consists of Tammie Geldenhuys (VP Student Affairs), Kara Wheeler (Interim Vice President for Academic Affairs), Chris McDiarmid (Director of Facilities and Maintenance), Jim Correll (Fab Lab Director), and Dan Barwick (President).

The items in this document flow from, and are inspired by, the college's Strategic Plan approved by the Board of Trustees in June of 2015. Specifically, that plan called for a focus on excellence, defined as continuous quality improvement. Because the physical facilities of the college represent a significant share of the college's assets, it is a natural consequence of the Strategic Plan that those assets be improved over time, in order to provide better academic quality, better services to students, and better support for employees.

The committee recommends that the Facilities Master Plan contain the following projects, with associated costs and funding sources. Each section contains a case statement, diagrams, photos, or architectural plans if available, and a description of the project. After some discussion, it is the recommendation of the committee that the projects be presented in no particular order, and with the understanding that the completion timelines are suggestions only – it is understood that in most cases, these projects rely on outside funding, the pace of which cannot be determined. In addition, the Repair and Maintenance schedule is ongoing throughout the five years.

The projects which follow comprise all of the capital projects planned during the 2016-2021 period. This includes projects that are already underway (such as the weight room and culinary lab), projects which have not yet begun but should be completed during the timeframe of the plan (such as the renovations to the academic building), and projects which will undergo only a design phase or donor feasibility study during the next five years (such as the retail courtyard).

Welcome Center – New Construction

Case: This project seeks to correct a number of campus deficiencies simultaneously:

1. Nearly all of the administrative components of the admissions process of the college, including all student services except tutoring/advising, is housed in the current administration building, which is the oldest, smallest building on campus – hardly the "front door" that prospective students expect when they visit Admissions.
2. Because Advising is separate from the rest of student services, prospective students cannot have the "one stop shop" experience that is now the norm on college campuses. A prospective student normally must interact with a number of different offices – admissions, financial aid, student accounts, advising, housing, etc. At ICC, students must physically leave the admissions department and walk across campus to meet with an advisor, and then in many cases walk back to admissions. Ideally, all student services would be in the same place.
3. The campus itself has no main entrance. ICC is the only college in Kansas that the committee is aware of that has no prominent "front door" to the campus, an entry point for visitors.

Funding is available for construction of student services facilities, through the federal Title III grant program.

Project: Construction of a Campus Welcome Center devoted primarily to student services, designed for both incoming and existing students. This facility would house all financial services, admissions, advising, and housing, while creating new administrative space for the people displaced by the Student Union project. Space would be provided for:

Receptionist/ Lounge
Children's Play Area
Admissions Coordinator
Recruiter
Registrar
Enrollment Advisor Office (2)
Admissions Spare Office
Registrar's File Room
Testing Area
Housing Office
Financial Aid Coordinator
Financial Aid Specialist (2)
Financial Aid Spare Office
Financial Aid File Room
Computer Cubicles
Cashier with Payment Window
Financial Counselor- A/R
General Ledger Office

Accounts Payable Office
Business Spare Office
Conference Room
Mail Room/Copier Room
Business Office File Room
Human Resources Manager
Payroll Manager
HR Spare Office
HR Conference Room
HR File Room
VP Financial & Employment Services
President's Office
Exec. Asst. to President
VP Marketing & Recruiting
Adm. Asst. VP Student Affairs/Athletics
VP Student Affairs/Athletics
Copier Room
Grant Writer
Dir. Institutional Research
Administration Spare Office
Board Room/Break Room
Public Area Restrooms (2)
Private Area Restrooms (2)
Break Room
Mechanical/ Electrical Rooms (2)
Walls & Circulation Space @ 20%

We have received eligibility from the federal government to file for a Title III grant. Title III grants are $2-3M grants that can be used for construction as long as that construction relates to student services and success. In 2015, we filed to determine eligibility and were turned down. This year, we were approved and so the next step is to file for a Title III grant. As the following slides show, we have already designed the facility in preparation for Title III filing.

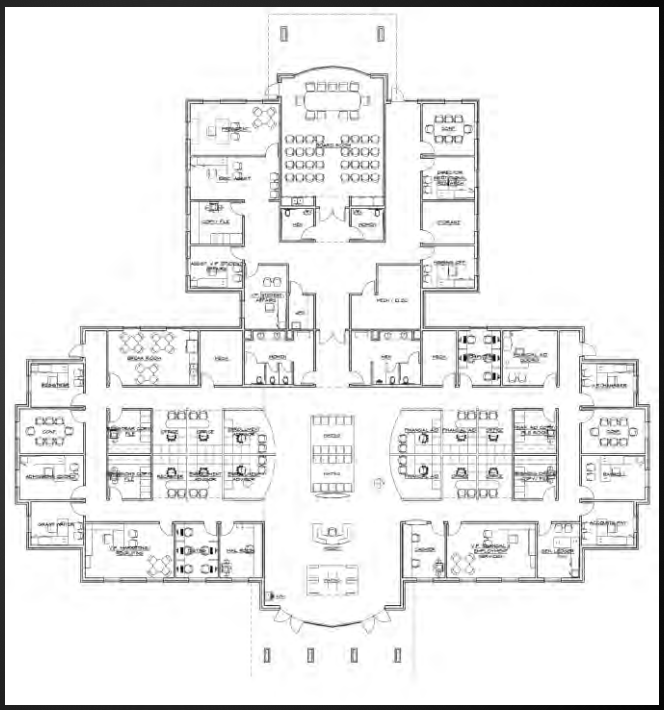
NORTHEAST EXTERIOR VIEW

INTERIOR ENTRY

BOARDROOM

NORTHEAST EXTERIOR VIEW

FLOOR PLAN



INTERIOR AERIAL VIEW

NORTHEAST EXTERIOR VIEW

CONSTRUCTION COSTS & FEATURES

DESCRIPTION	QUANTITY	UNIT	UNIT COST	EXTENDED
New Building	12,255	S.F.	$ 165.00	$ 2,022,075.00
Site Development	1	L.S.	$ 100,000.00	$ 100,000.00
Construction Contingency @ 10%	10%		$ 212,208.00	$ 212,208.00
Architectural/ Engineering Fee	7%		$ 148,545.00	$ 148,545.00
TOTAL CONSTRUCTION COSTS				**$ 2,482,828.00**

ENERGY SAVING & GREEN DESIGN FEATURES

- Polished concrete floors in high traffic areas.
- R-20 minimum wall insulation w/ masonry veneer.
- R-49 minimum roof insulation.
- White reflective single-ply roof membrane.
- Insulated low-e glass windows w/ solar screens.
- Low flow plumbing fixtures.
- Natural daylighting to all office areas.
- T-8 fluorescent bi-level light fixtures with occupancy sensor controls.
- Ground source geothermal heating and cooling system.
- Rainwater collection for landscaping irrigation.

Academic Building: Renovation

Case: With the exception of the renovations to the bookstore/library, the renovations to the Tutoring Center, and the IT infrastructure of the building, the Academic Building is virtually unchanged since it was constructed in 1970. Its appearance is dated and worn. As the main building for academics, it should be impressive, useful, and visually pleasing to visitors, students, and employees alike. Because the IT backbone is strong, the building has a new roof, and the environmental controls are sound, most of the needed improvements are simply amenities and cosmetic improvements, making this a very cost-effective part of the Facilities Master Plan.

Possible Improvements: New painting/surfaces, ceiling tiles, lighting throughout. Additional instructional aids in classrooms based on faculty feedback. AC 200 Completely updated.

Process: A working group has been convened by the president to make a series of recommendations.

The working group's membership:

Upesh Patel (custodian)
Tamara Kessler (faculty)
Brett Gilcrist (faculty)
Archana Lal (faculty)
Lynn Reddy (staff)
Sara Owen (librarian)
Kara Wheeler (academic administrator)
Chris McDiarmid (facilities)
Dan Barwick (president)

This committee will produce a set of recommendations, which will then be prioritized based on workflow, cost, and impact. Renovations will begin in the spring of 2017.

Cost: $75,000 per year for two years
Source of Funds: Repair and Renovation Fund.
Begin: 2016

Weight Room Facility – New Construction

The Case: ICC currently does not have a strength training facility, and uses the facilities at the high school. This is expensive because of transportation costs (the football team alone must transport over 100 students), and time consuming, which takes students away from the coursework and makes their academic schedules less flexible.

The Project: The proposed steel weight room building has been engineered and meets all the weight, wind and snow loads for Southeast Kansas. The steel will be 26 gauge and with 3 foot deep concrete footings anchoring the perimeter building. It will be insulated/sheet rocked and include bay lighting with central air and heat. There will be a brick veneer wrap around the building to tie it into the current architecture that will be consistent with surrounding buildings. The annual average electrical cost will be about $2663.00 per year.

Providing the student athletes with a state of the art Weight Room on our main campus enhances the ICC experience and creates 'An Elite Student-Athlete Experience', secures our competitive future which brands our college & community. It creates value to our college by increasing revenue through donor gifts and alumni engagement. No other Community College in our conference will have the performance flooring or equipment that ours will have.

Two of the top 5 conditions to be an Athletic program of Excellence will be met with this facility (according to the Athletic Program of Excellence Report provided to the Board in July of 2016):

#2 Facilities that recruit and retain top level students who are committed athletes.

#5 Highly skilled student athletes (and their Parents) are looking for Community Colleges that are committed to the student athlete experience and provide exceptional athletic facilities.

Our current weight room facilities and equipment do not even compete with High School weight rooms in the state of Kansas.

Having this Weight Room located on our main campus allows easy accessibility for daily use of all student athletes who do not have transportation. Its main campus location also provides the opportunity for academic weight training classes or personal training for all ICC students, staff and faculty. This facility will meet the need of every athletic program which amounts annually to over 300 student athletes.

Modular 9’ 6 Post Rack (Baylor) Performs all major lifts in the safety of a full rack design. Built in the USA using premium 7 Gauge Steel, Laser Cut Uprights and Rhino Hook Bar Catches.

Power Lift is the choice of the top collegiate and professional athletic programs. No other KJCC Community College has this weight room equipment.

Cost: $100,000
Source of Funds: Donor (funds already received)
Begin: 2016

A NEW WEIGHT ROOM FOR
INDEPENDENCE COMMUNITY COLLEGE
1057 COLLEGE AVE.
INDEPENDENCE, KS 67301

NOT FOR CONSTRUCTION

LOCATION MAP

CODE REVIEW

APPLICABLE CURRENT CODES

1997 UBC
2000 LIFE SAFETY
ADA
1997 UMC
1997 UPC
1997 NEC

FACILITY NAME/ADDRESS	ICC FOOTBALL OFFICE/WEIGHT ROOM 1057 W. COLLEGE AVE. INDEPENDENCE, KS		
ARCHITECT	JOHN E. HECKMAN, AIA HECKMAN & ASSOCIATES, P.A. ARCHITECTS P.O. BOX 1314 INDEPENDENCE, KS. 67301		
BUILDING INSPECTIONS	MONTGOMERY COUNTY KANSAS		
WATER SUPPLY	CITY OF INDEPENDENCE KS		
BUILDING	ADDITION		
OCCUPANCY	B = BUSINESS		
CONSTRUCTION TYPE	TYPE V N		
STORIES ALLOWED	B = 2		
STORIES ACTUAL	1 STORY		
ALLOWABLE AREA - SEC. 505	GROUP B = 9,000 SF		
AREA INCREASE	NA		
ACTUAL BUILDING AREA	EXIST GROUP B	= 1,865 SF	
	NEW GROUP B	= 2,002 SF	
	TOTAL AREA=	= 3,867 SF	

FIRE RESISTIVE REQUIREMENTS PER TABLE 6-A

BEARING WALLS - EXTERIOR	N
BEARING WALLS - INTERIOR	N
NON-BEARING WALLS - EXTERIOR	4 SEC. 604.3.1
STRUCTURAL FRAME	N
PERMANENT PARTITIONS	N
SHAFT ENCLOSURES	1
FLOOR	N
ROOF	N
STAIRWAYS	N

REQUIRED SEPERATION OF OCCUPANCIES (HOURS)

NA

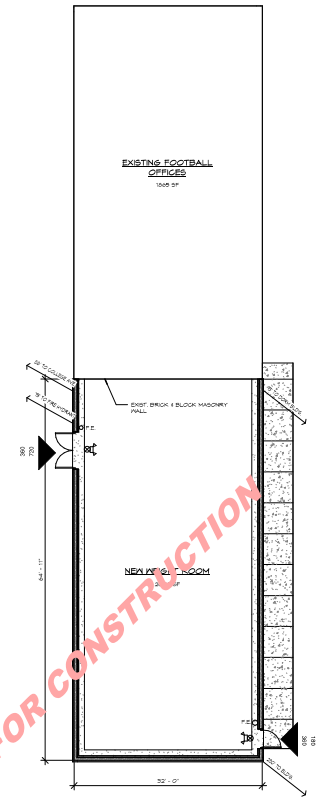
FIRE SAFETY SYSTEMS

EXIT SIGNS & LIGHTS
FIRE EXTINGUISHERS

OCCUPANCY LOAD

EXISTING OCCUPANCY LOAD=	15/65
ADDITION OCCUPANCY LOAD=	40/44
TOTAL OCCUPANCY LOAD=	55/69

2 CODE REVIEW
1/16" = 1'-0"



1 CODE FOOTPRINT
1/8" = 1'-0"

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REVISIONS

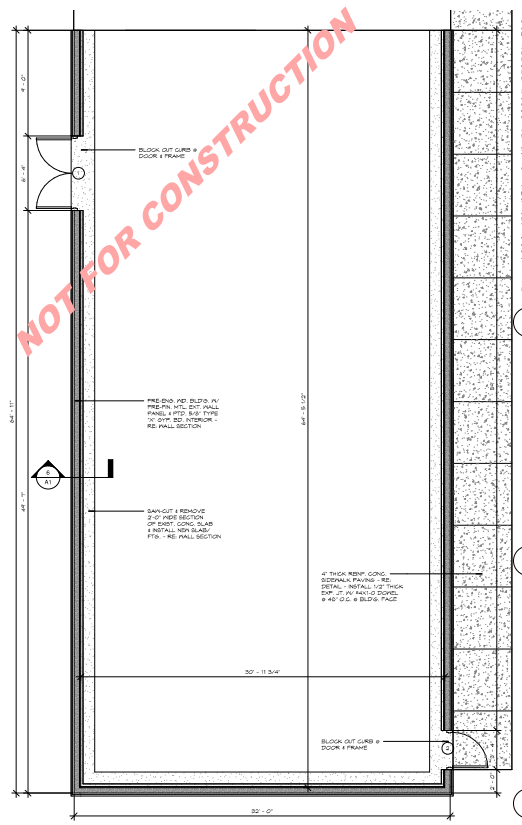
No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

COVER PAGE & CODE FOOTPRINT

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	A0
Scale	As indicated



1 PLAN
1/4" = 1'-0"

1. CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND CONDITIONS SHOWN ON THE DRAWINGS & AT THE JOB SITE AND SHALL NOTIFY THE ARCHITECT OF ANY DISCREPANCIES, OMISSIONS AND/OR CONFLICTS BEFORE PROCEEDING WITH THE PROJECT & THE ORDERING OF MATERIALS.

2. CONTRACTOR MUST COMPLY WITH ALL RULES & REGULATIONS OF AGENCIES HAVING JURISDICTION AND SHALL COMPLY WITH ALL CITY, COUNTY, STATE & FEDERAL CONSTRUCTION, SAFETY & SANITARY LAWS, CODES, STATUTES AND ORDINANCES. ALL FEES, TAXES, PERMITS, APPLICATIONS & CERTIFICATES OF INSPECTION, AND THE FILING OF ALL FORMS WITH GOVERNMENTAL AGENCIES SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR.

3. ALL WORK SHALL BE PERFORMED BY SKILLED AND QUALIFIED WORKMEN IN ACCORDANCE WITH THE BEST PRACTICES OF THE TRADES INVOLVED AND IN COMPLIANCE WITH THE MANUFACTURERS CURRENT PRINTED INSTALLATION GUIDE, BUILDING REGULATIONS AND/OR GOVERNMENTAL LAWS, BUILDING CODES, STATUTES OR ORDINANCES.

4. EACH TRADE WILL PROCEED IN A FASHION THAT WILL NOT DELAY THE TRADES FOLLOWING THEM.

5. CONTRACTOR SHALL BE RESPONSIBLE FOR THE DISTRIBUTION OF DRAWINGS TO ALL TRADES UNDER HIS JURISDICTION.

6. ALL WORK SHALL BE ERECTED AND INSTALLED PLUMB, LEVEL, SQUARE, TRUE & IN PROPER ALIGNMENT. ALL ROOFS SHALL POSITIVELY SLOPE TO DRAIN.

7. ALL MATERIALS SHALL BE NEW, UNUSED & OF THE HIGHEST QUALITY IN EVERY RESPECT, UNLESS OTHERWISE NOTED. MANUFACTURED MATERIALS & EQUIPMENT SHALL BE INSTALLED PER MANUFACTURER'S RECOMMENDATIONS & INSTRUCTIONS.

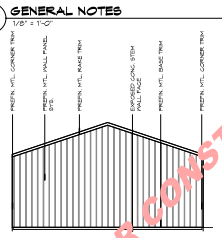
8. CONTRACTOR SHALL BE RESPONSIBLE FOR CUTTING AND PATCHING REQUIRED FOR HIS WORK. REPAIR ANY EXISTING MATERIAL OR EQUIPMENT DAMAGED BY THESE OPERATIONS.

9. CONTRACTOR SHALL AT ALL TIMES KEEP THE PREMISES FREE OF ACCUMULATION OF WASTE MATERIALS OR RUBBISH. PREMISES TO BE PICKED UP & CLEANED DAILY OF ALL CONSTRUCTION DEBRIS. AT THE COMPLETION OF THE WORK, LEAVE THE JOB SITE FREE OF ALL MATERIALS & THOROUGHLY CLEAN.

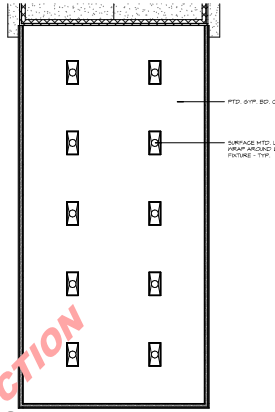
10. DO NOT SCALE DRAWINGS. FIELD VERIFY ALL DIMENSIONS & QUANTITIES.

11. KEEP ALL ADHESIVES, SEALANTS & CLEANING MATERIALS AWAY FROM ALL IGNITION SOURCES. DO NOT SMOKE WHILE USING THESE MATERIALS.

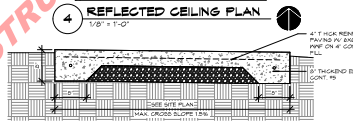
2 GENERAL NOTES
1/8" = 1'-0"



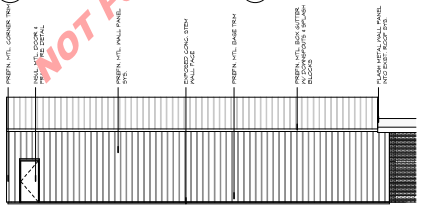
3 SOUTH ELEVATION
1/8" = 1'-0"



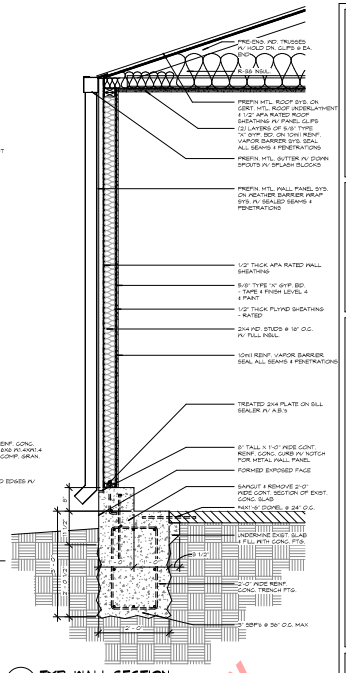
4 REFLECTED CEILING PLAN
1/8" = 1'-0"



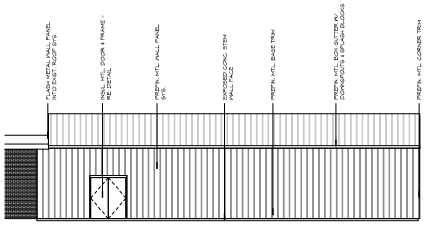
10 SIDEWALK DETAILS1
1" = 1'-0"



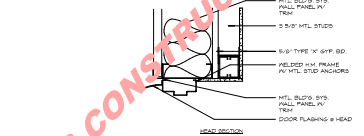
5 EAST ELEVATION
1/8" = 1'-0"



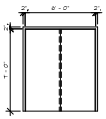
6 TYP. WALL SECTION
3/4" = 1'-0"

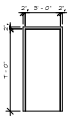


8 WEST ELEVATION
1/8" = 1'-0"



9 TYP. DOOR FRAME DETAIL
1 1/2" = 1'-0"





7 DOOR SCHEDULE
1/4" = 1'-0"

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REVISIONS

No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

PLAN, ELEVATIONS SECTIONS & NOTES

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	A1
Scale	As indicated

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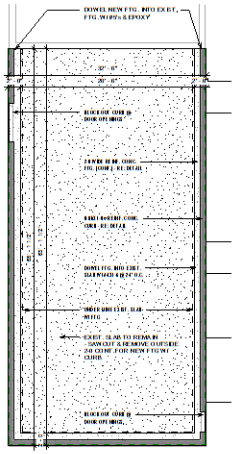
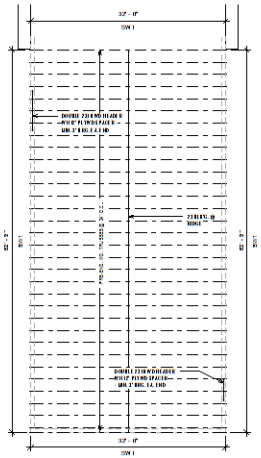
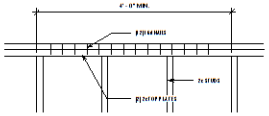


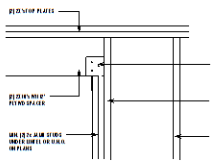
1 FOUNDATION PLAN
1/8" = 1'-0"



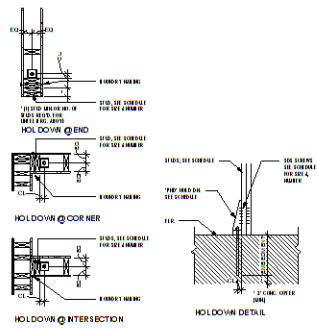
2 ROOF FRAMING PLAN
1/8" = 1'-0"

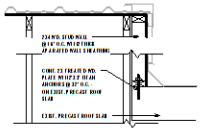


3 NAILED TOP PLATE SPLICE
1" = 1'-0"

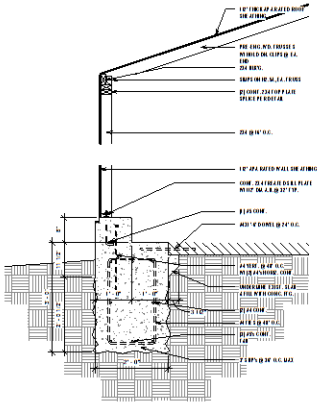


4 TYP. WOOD LINTEL BRG. DETAIL
1" = 1'-0"





7 SHEAR WALL ON EXIST. ROOF
1" = 1'-0"



5 FOUNDATION & ROOF SECTION
3/4" = 1'-0"

HOLDOWN SCHEDULE

TYPE	STUDS		STUD ANCHORS		CONCRETE ANCHOR				REMARKS
	SIZE	NO.	SIZE	NO.	SIZE	EMBEDMENT	MINIMUM	CL	
PHDS-SDS3	2X4	2	SDS HDU3	18	5/8"	24"		1 3/8"	SIMPSON ANCHOR BOLT
PHDS-SDS3	2X4	2	SDS HDU3	18	7/8"	24"		1 3/8"	SIMPSON ANCHOR BOLT
PHDS-SDS3	2X4	2	SDS HDU3	24	7/8"	24"		1 3/8"	SIMPSON ANCHOR BOLT
HDU8-SDS3	2X4	2	SDS HDU3	24	7/8"	24"		1 1/4"	SIMPSON ANCHOR BOLT

NOTE
1. "HDU" HOLDOWNS NOTED ARE SIMPSON
2. HOLDOWN BOLTS NOTED ARE SIMPSON "SSTD" ANCHOR BOLTS

DIAPHRAGM & SHEARWALL SCHEDULE

MARK	MATERIAL	SIDES	NAILS	SP. ANCHOR HOLDOWNS				SILL BOLTS	HOLDOWNS	REMARKS
				A	B	C	D			
SW1	15/32" PLYWOOD	1	8	3.5" DIA. 3.5"	4	4	12	1/2" DIA. @ 36" O.C.	PHDS-SDS3	
SW2	15/32" PLYWOOD	1	8	3.5" DIA. 3.5"	4	4	12	1/2" DIA. @ 36" O.C.	PHDS-SDS3	
SW3	15/32" PLYWOOD		10	3.5" DIA. 3.5"	6	6	12			

NOTE
1. B=BOUNDARY, E=EDGE, F=FIELD

6 SHEARWALL
3/4" = 1'-0"

GENERAL NOTES:

ALL NOTES INDICATED ARE APPLICABLE UNLESS OTHERWISE NOTED ON PLANS OR DETAILS.

GENERAL:
THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND LEVELS WITH THE ARCHITECT'S PLANS BEFORE STARTING WORK.
SEE ARCHITECTURAL PLANS FOR EXACT DIMENSIONS AND LOCATIONS OF OPENINGS IN WALLS, ROOF AND FLOOR SYSTEMS.
THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS OF EXISTING SITE, LOCATIONS AND UNDERGROUND UTILITIES.
SUBMIT ALL SHOP DRAWINGS FOR REPRODUCIBLE PRINT AND THREE BLUE LINE PRINTS. THE REPRODUCIBLE PRINT WILL BE RETURNED. ALL BLUE LINE PRINTS REQUIRED BY THE CONTRACTOR ARE THE RESPONSIBILITY OF THE CONTRACTOR.
GENERAL CONTRACTOR SHALL APPROVE AND STAMP ALL SHOP DRAWINGS BEFORE SUBMITTING FOR STRUCTURAL REVIEW. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND GENERAL CONTRACTOR.
CONTRACTOR SHALL PROVIDE ADEQUATE TEMPORARY BRACING, SHORING, GUYS, ETC. AND OTHER SOLUTIONS TO PREVENT EXCESSIVE STRESSES AND WIND STRUCTURAL DEGREES REPLACE DURING CONSTRUCTION. SHOULD PROVISIONS TO BRACING REPLACE ONE SUPERIOR PERMANENT MEMBERS AND CONSTRUCTION TO ADDRESS THE SAFETY OF THE STRUCTURE.
ALL DETAILS SHOWN ARE TYPICAL. SIMILAR DETAILS APPLY TO SIMILAR CONDITIONS, UNLESS SHOWN OTHERWISE. DIMENSIONS.
FOUNDATIONS DESIGNED BASED ON ASSUMED BEARING CAPACITY. PROPRIETARY SHEET AT BEARING PAD AND ALL SUBSTRUCTURE, BEARING PLACEMENT OF ANCHOR BOLTS AND MEMBER BEARING DETAILS, SHALL BE UNDER THE DIRECTION OF A LICENSED ARCHITECT OR ENGINEER. ALL DESIGN DIMENSIONS STATED SHALL BE AS APPROVED BY THE STRUCTURAL ENGINEER PRIOR TO THE PLACING OF THE BEARING SURFACE.
ALL FOUNDATIONS SHALL BEAR UNDISTURBED NATURAL UNDISTURBED EARTH AT ELEVATIONS SHOWN ON DETAILS. BEARING MATERIALS TO BE VERIFIED BY A LICENSED SOILS ENGINEER.
ALL UNDERGROUND CONDUITS, PIPES, ETC. THAT INTERFERE WITH THE CONSTRUCTION SHALL BE REQUIRED. BACK INFORMATION ON ENCOUNTERED FIELD CONDITIONS SHALL BE PROVIDED TO THE STRUCTURAL ENGINEER FOR REVIEW.
ALL FOUNDATIONS PERFORMED THROUGH DEVELOPED WATER LEVEL REQUIRED TO BE EXCAVATED, SOIL PROPERTIES.
FOUNDATIONS SHOULD BE PROTECTED FROM FROST, SNOW, ICE.
GRADE BEAM CONSTRUCTION JOINTS ARE CONSIDERED EXPANSION JOINTS.

CONCRETE:
CONCRETE REINFORCING FABRICATION AND GENERAL CONTRACTOR SHALL VERIFY THAT THEY HAVE REVIEWED ALL SHOP DRAWING SHEETS BEFORE SUBMITTING FOR REVIEW. STAMPING CONTRACTOR, AND BY STAMPING CONTRACTOR IS SAYING THAT THEY HAVE REVIEWED ALL SHOP DRAWINGS SUBMITTED FOR CONCRETE DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND GENERAL CONTRACTOR. SHOP DRAWINGS SUBMITTED FOR ENGINEER'S REVIEW ARE CHECKED FOR GENERAL COMPLIANCE WITH THE DESIGN CONCEPT OF THE PROJECT AND GENERAL COMPLIANCE WITH THE CONTRACT DOCUMENTS. NO RESPONSIBILITY IS ASSUMED BY THE ENGINEER FOR THE CORRECTNESS OF DIMENSIONS, DETAILS, QUANTITIES OR PROCEDURES SHOWN ON THE SHOP DRAWINGS.
SHOP DRAWINGS SHALL BE PREPARED ACCORDING WITH THE CURRENT NATIONAL STANDARDS. A.C.I. AND C.R.S.I.
CONCRETE SHALL CONFORM TO THE CURRENT "ACI CLASS OF CONCRETE PLACED".
ALL CONCRETE SHALL HAVE A MINIMUM COMPRESSIVE STRENGTH OF 3000 PSI AT 28 DAYS, EXCEPT CONCRETE SLABS SHALL HAVE A MINIMUM COMPRESSIVE STRENGTH OF 4000 PSI AT 28 DAYS AND HAVE 6% TO 8% AIR ENTRAINED. SEE PLANS AND DETAILS FOR ADDITIONAL STRENGTH AND REQUIREMENTS.
POURED AND CURED SHALL MEET ACI 318, TYPE I OR II.
ALL AGGREGATE FOR MINIMUM WEIGHT CONCRETE SHALL MEET ASTM C-33.
NO CONCRETE, OTHER THAN AIR ENTRAINED, SHALL BE USED WITHOUT THE ARCHITECT'S OR ENGINEER'S PRIOR APPROVAL.
REINFORCING SHALL BE DETAILED, FABRICATED, AND PLACED PER CURRENT ACI BUILDING CONCRETE CODE AND ACI SUPPORTS.
DESIRED METHOD OF SUPPORTING TOP BARS BEFORE SLAB IS TO BE VERIFIED WITH CONTRACTOR. PROVIDE CHAIRS BASE AT "BLOCKOUTS" AND ALL INTERSECTING BELOW CONCRETE SLABS. CONTRACTOR IS RESPONSIBLE FOR REINFORCING SUPPORTING TOP AND STRUCTURAL. AT DESIGNATION OF CONTRACTOR SPECIFICATION BOX, CHAIR ALL BARS TO FACILITATE PROTECTING REINFORCING.
LAP BARS AT ALL SPLICES AND DOWELS MINIMUM LAP AS SCHEDULED BELOW UNLESS NOTED OTHERWISE ON PLANS AND DETAILS. STAGGER ALL SPLICES AT MINIMUM.
BAR SIZE VERTICAL BARS HORIZONTAL BARS CORNER BARS
#4 AND SMALLER 30 BAR DIAMETERS 40 BAR DIAMETERS 30 BAR DIAMETERS
#5 AND LARGER 45 BAR DIAMETERS 50 BAR DIAMETERS 40 BAR DIAMETERS
LAP WELDED WIRE FABRIC A FOR ONE FULL MESH, MINIMUM 6 INCHES.
ALL REINFORCING SHALL MEET ASTM A615, GRADE 60. REINFORCING FOR WELDED SHALL MEET ASTM A706, GRADE 60. ALL WELDED WIRE FABRIC (WWF) SHALL MEET ASTM A185.
CONCRETE PROTECTION FOR REINFORCING: 3" AT FOUNDATIONS; 2" AT FORMED SURFACES LATER EXPOSED TO SOIL OR WEATHER; 1 1/2" AT ALL OTHER FORMED SURFACES; 3/4" AT SLABS.
ALL SLABS ON GRADE SHALL BE 4" THICK MINIMUM ALONG WITH 4" AND DEPTH UNLESS NOTED OTHERWISE ON PLANS. SEE ARCHITECTURAL PLANS FOR ARCHITECTURAL. SEE DETAILS FOR CONTROL JOINTS CONSTRUCTION JOINTS.
FLOOR SLABS ON GRADE SHALL HAVE A NON-CORROSIVE JOINT LOCATED TO FORM APPROPRIATELY SQUARE PANELS NOT MORE THAN 15 FEET. CONSTRUCTION JOINTS MUST BE SUBMITTED AT CONTRACTOR OPTION. CONTROL JOINTS SHALL BE FORMED OR CUTTING OPENING CONTROL JOINTS POSSIBLE.
NO PIPES OR CONDUITS SHALL BE PLACED IN SLABS AND/OR FOOTINGS ARE PERMITTED WITHOUT ENGINEER'S APPROVAL.
NO PIPE SHALL BE LARGER THAN 1/3 THE SLAB THICKNESS.
ALL PIPES OR CONDUITS SHALL BE PLACED BETWEEN REINFORCING, ON ALL SIDES OF REINFORCED ALL CONCRETE.
LOCATION OF CONSTRUCTION JOINTS, EXPANSION JOINTS AND OTHER DESIGN SHALL BE APPROVED BY ARCHITECT OR ENGINEER.
EXPOSED EDGES OF CONCRETE SHALL BE CHAMFERED 3/4".
CORNER OUTER PIPES SHALL NOT EXCEED 1/3 OF SLAB THICKNESS AND SHALL BE PLACED BELOW THE LAYER OF REINFORCING.
CONCRETE WITHOUT CONTROL OR PIPES SHALL BE A MINIMUM EXCEPT WHERE DETAILED OTHERWISE ARE PROVIDED.

WOOD:
W1 SINGLE MEMBERS FOR CONSTRUCTION WITHOUT LIVE LOAD SHALL NOT EXCEED 5%.
W2 ALL FASTENING SHALL BE IN ACCORDANCE WITH NDS TABLE 2304.3.
W3 PROVIDE STAINLESS OR HOT DIPPED GALVANIZED NAILS AND BOLTS FOR WOOD EXPOSED TO WEATHER OR WOOD SURFACES.
W4 ALL PLYWOOD SHALL BE APPROVED FOR EXPOSURE TYPE 1 UNLESS OTHERWISE NOTED ON PLANS. PLYWOOD AT FOUNDATION WALLS SHALL BE PLYWOOD SHEATHING, MINIMUM 3 PLIES PER MINIMUM WOOD PLATES.
W5 ALL METAL CONNECTORS SHALL HAVE A MINIMUM OF 5 EXPOSURE TYPE 1 PLYWOOD SHEATHING, MINIMUM 3 PLIES PER MINIMUM WOOD PLATES.
W6 WOOD FRAMING SHALL HAVE A MINIMUM MOISTURE CONTENT OF 19% AND THE FOLLOWING MINIMUM DESIGNED PROPERTIES:
SPF #2
Fb = 875 PSI
Fc = 1150 PSI
Fv = 70 PSI
Fcp = 425 PSI
E = 1400 PSI
E = 1,400,000 PSI
W7 ALL PARALLEL LAMINATED LUMBER (PSL) AND LAMINATED VENEER LUMBER (LVL) FRAMING MEMBERS SHALL HAVE THE FOLLOWING MINIMUM DESIGNED PROPERTIES:
PSL LVL
Fb = 2900 PSI Fb = 2600 PSI
Fc = 2900 PSI Fc = 2600 PSI
Fv = 290 PSI Fv = 285 PSI
Fcp = 650 PSI Fcp = 750 PSI
E = 2,000,000 PSI E = 1,900,000 PSI
W8 ALL WALLS SHALL HAVE STUDS AT 16" o.c. UNLESS NOTED OTHERWISE ON PLAN.
W9 STUDS IN BEARING WALLS SHALL BE (2) 2X6 JAMB. UNLESS NOTED OTHERWISE. MAKE SURE OF 2X STUDS SUPPORTING JAMB AND CLEAR OPENING STUDS AT 2" o.c. BETWEEN VERTICALLY.
W10 PLYWOOD SHEATHING SHALL BE APPLIED WITH EXTERIOR GLUE AND SHALL MEET THE PRODUCT STANDARDS. PLYWOOD SHEATHING SHALL BE CONTINUOUS OVER 2 SPAN GIRDER PLYWOOD STANDARDS. PLYWOOD THICKNESS SHALL BE:
ROOF 15/32" THICK MINIMUM NOTED (SEE PLYPLAN)
WALL 15/32" THICK MINIMUM NOTED
W11 PLYWOOD PANELS SHALL NOT OVERLAP CENTERLINE OF SUPPORTING MEMBERS. EDGE NAILING SHALL BE NOT LESS THAN 3/8" FROM PLYWOOD EDGE AND NOT LESS THAN 3/8" FROM EDGE OF SUPPORT.
W12 DIAPHRAGM NAILING:
TYPICAL DIAPHRAGM
SHEARWALL
BOUNDARY NAILING: ..... 2X" DIA. 3.5" (8d" o.c.
EDGE NAILING: ..... 2X" DIA. 3.5" (8d" o.c.
FIELD NAILING: ..... 2X" DIA. 3.5" (8d" o.c.

WOOD FRAMING:
W1 WOOD FRAME FABRICATION AND GENERAL CONTRACTOR SHALL VERIFY THAT THEY HAVE REVIEWED ALL SHOP DRAWING SHEETS BEFORE SUBMITTING FOR REVIEW. BY STAMPING CONTRACTOR IS SAYING THAT THEY HAVE REVIEWED ALL SHOP DRAWINGS SUBMITTED FOR ENGINEER'S REVIEW ARE CHECKED FOR GENERAL COMPLIANCE WITH THE DESIGN CONCEPT OF THE PROJECT AND GENERAL COMPLIANCE WITH THE CONTRACT DOCUMENTS. NO RESPONSIBILITY IS ASSUMED BY THE ENGINEER FOR THE CORRECTNESS OF DIMENSIONS, DETAILS, QUANTITIES OR PROCEDURES SHOWN ON THE SHOP DRAWINGS.
W2 SHOP DRAWINGS SHALL BE PREPARED ACCORDING WITH THE CURRENT NATIONAL STANDARDS. I.P.A.
W3 DESIGN, FABRICATION AND ERECTION OF WOOD FRAMES IS ACCORDANCE WITH THE LATEST IPI "DESIGNER SPECIFICATION FOR METAL PLATE CONNECTED WOOD TRUSSES". DESIGN DETAILS TO CONFORM TO THE CONTRACTOR SHOWN ON THE SHOP DRAWINGS. NO CONTRACTOR SHOWN ARE FOR PROTOTYPE PURPOSES ONLY AND ARE TO BE DETAILED ACCORDANCE BY THE DESIGNER OF RECORD.
W4 SUBMITTAL SHALL CONSIST OF DESIGN AND DETAILS TO BE ARCHITECT FOR APPROVAL PRIOR TO FABRICATION. SUBMITTAL SHALL INCLUDE MATERIAL PROPERTIES, LOADING DIAGRAMS, FORCE DIAGRAMS, BEARING DETAILS, CONNECTOR INFORMATION, BRACING REQUIREMENTS AND LAYOUT PLACING PLAN.
W5 SINGLE MEMBERS SHALL HAVE A MINIMUM MOISTURE CONTENT OF 19% AND THE FOLLOWING MINIMUM DESIGNED PROPERTIES:
Fb = 875 PSI
Fc = 775 PSI
Fv = 70 PSI
Fcp = 425 PSI
E = 1,400 PSI
E = 1,400,000 PSI
MINIMUM SPECIFIC GRAVITY = .47
W6 ROOF TRUSSES SHALL BE DESIGNED FOR THE FOLLOWING LOADING:
DEAD LOAD 10 PSF PLUS SHEATHING
DEAD LOAD (ROOFING ONLY) 5 PSF
SNOW PER SPECIFICATIONS
W7 ROOF TRUSSES SHALL BE SPACED AT A 24" O.C. FOR TRUSSES TO HAVE A MINIMUM OF 4 SUPPORTS. NO OPENINGS ARE ALLOWED.
W8 SINGLE MEMBERS FOR CONSTRUCTION WITHOUT LIVE LOAD SHALL NOT EXCEED 5%.
W9 STUDS REACHING ROOF PLATE FOR RE-ENTRANT CORNERS TO TRY TO ADD WOOD BLOCKING.

DESIGN LOADS & CODE PROVISIONS
CONFORMING CODE: 2003 IBC
DESIGNED LIVE LOADS
ROOF:
SNOW LOAD: 25 PSF
ROOF LIVE LOAD, Pr
EXPOSURE CONFIGURE, Ce: 0.9
IMPORTANCE FACTOR, I: 1.0
THERMAL FACTOR, Ct: 1.0
WIND LOADS
BASIC WIND SPEED: 90 MPH
IMPORTANCE FACTOR, I: 1.0
EXPOSURE: C
SEISMIC:
SEISMIC GROUP: I
DESIGN CATEGORY: B
IMPORTANCE FACTOR, I: 1.0
SDS: 0.067
SD1: 0.042
SDS: 0.075
SD1: 0.038
SITE CLASS: D
BASIC SEISMIC FORCE RESISTING SYSTEM: WOOD SHEARWALLS
ANALYSIS PROCEDURE: E.L.F.
NET DESIGN LOAD PRESSURE: 20 PSF

pkmr

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REVISIONS

No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

STRUCTURAL

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	S1
Scale	As Indicated

Fab Lab Expansion – Addition to existing building

Relationship to Strategic Plan: Board Goals: "Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate" and "Improve the College's relationship with the community" and "Enhance programs through innovation to improve the overall student experience."

Case: The current Fab Lab was a retrofit of an unused space in the Cessna Building. The Fab Lab is experiencing crowded conditions that have come from the heavy usage it now experiences on a daily basis. We are seeing increased use from all categories of users; community members, ICC students, area high school student classes and groups, Greenbush (educational cooperative) and several of our area public and private middle schools are bringing students to the Fab Lab now and most are asking to use the facility more frequently in the future. The Fab Lab footprint was never sufficient to serve these groups, and as the facility is used more by our own engineering students, the situation will only grow worse.

This construction project expands an existing fabrication laboratory in Independence, Kansas, which is one of some 700 members of the Fab Foundation, originated at the MIT Center for Bits and Atoms. The current facility, 1,755 square feet, opened in October 2014. It has to-date more than 180 paid-memberships, some from as far as Wichita (118 miles). In response to current user needs and future demands, this project will add an 80 foot by 100 foot (8,000 sq. ft.) lab adjacent to the current fab lab. A primary goal is to allow for dedicated space for use by entrepreneurs and innovators, so they will not have to compete with community and educational users for lab resources. The projected 3,600 square feet for entrepreneur space includes an "innovation room" and "entrepreneur's bullpen." Private-sector users will also have access to an in-house "entrepreneur-in-residence" to aid their business development ideas. The expansion also allows for upgraded and expanded equipment suitable with greater prototyping capabilities, along with entrepreneurial-supportive features: a welding booth and a paint and powder coating booth. There will also be an area for entrepreneurs to lease a small office, and secure facilities to store materials.

The need for this project is reflected through statistics that describe economic conditions of the region: statistics for Montgomery County, in which the project is located; and statistics that correspond with the Southeast Kansas Comprehensive Economic Development Strategy (CEDS) region.

Montgomery County is facing increased economic distress. The U.S. Bureau of Labor Statistics reports Montgomery County with a 6.7 percent unemployment rate in June of 2016, significantly higher than the national figure of 4.9 percent. The American Community Survey shows 18.2 percent of population below poverty level, compared to 13.6 percent in Kansas as a whole.

It is likely that available statistics do not reflect major negative economic events that still hinder future growth. In October of 2015, Mercy Hospital in Independence closed (190 jobs lost), leaving the town of 9,200 among the largest isolated communities in the nation with no full-service hospital

or emergency room facility. In March 2015, two other major employers closed in Montgomery County (an Amazon.com distribution facility and the Southwire manufacturing plant), for an additional loss of 500 jobs. The Southeast Kansas CEDS report echoes this discouraging trend for Montgomery County and its immediate 12-county region. The 2014 CEDS report stated: "Unfortunately, the [the southeast Kansas CEDS area] continues to experience unemployment rates that are higher than the state average." The report adds that the economic development agency Kansas, Inc., rates Southeast Kansas as the most distressed region in Kansas, and has the lowest income of any CEDS district in the state.

To mitigate this economic distress, the Southeast Kansas CEDS Strategy outlines several objectives, and this project closely aligns with several. For instance, CEDS Strategy Objective #1 is to help with business start questions. The project includes an "Entrepreneurs Bullpen" and "Innovation Room" for exclusive use of business innovators, where they can share ideas and expertise. In-house advisors are available at no charge to aid business innovators in the best usage of advanced manufacturing equipment to attain their vision.

This project also aligns with the CEDS Strategy Objective #5, "Attracting and Retaining Business and Industry." The objective reads: "Encourage and support entrepreneur programs and educational endeavors." This project aligns with this objective. Not only is the project the sole National Fab Lab Network facility in the region, but the fab lab includes an "entrepreneur-in-residence." This experienced staff member mentors and encourages entrepreneurs, and guides the innovators to helpful resources that further develop their ideas. Furthermore, this project adds more entrepreneur-supportive features such as a coating lab, welding lab, and offices and lockers available for lease at a reasonable fee. All these features create an entrepreneur-supportive environment. These features also align with the Kansas Department of Commerce Strategic Plan titled: "Cooperating and Integrating the CEDS with Kansas' Economic Priorities" in which Priority Number 7 is to encourage "Rural and high-growth entrepreneurial ventures."

As the project is located at Independence Community College, the project fills the need of numerous organizations which use the project space as an educational tool. Continual workshops and classes will give formal training to students (and community members) on how to use the fab lab for creative uses. ICC will offer specialized training for entrepreneurs on ways to incorporate creative thinking with fab lab use.

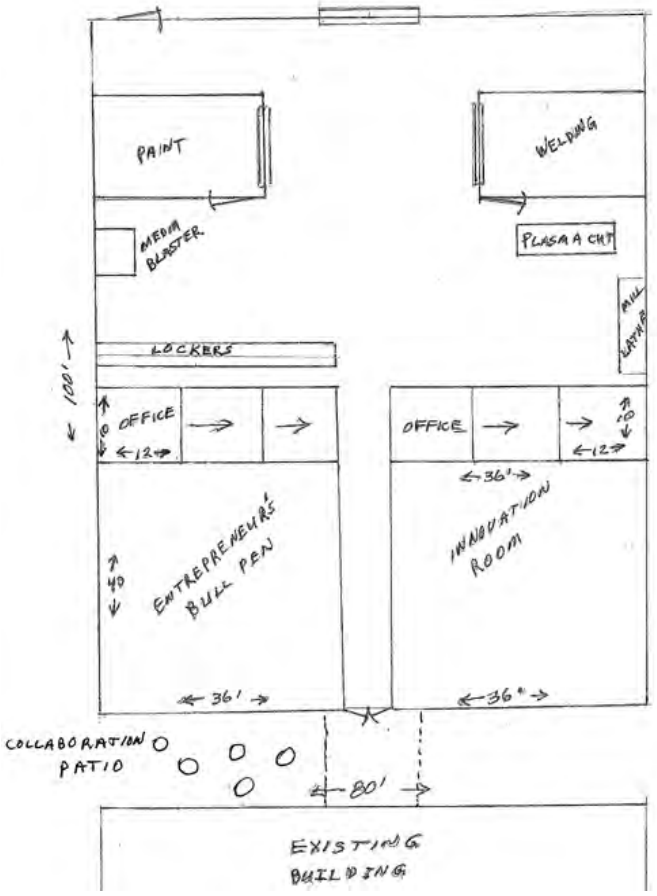
This project positively impacts two EDA funding priorities. The first priority is "Economically Distressed and Underserved Communities." The Southeast Kansas CEDS region and the immediate area around the project site have both suffered disproportionate economic distress and job losses. This project boosts the region's competitiveness by making available to innovators an expansive fabrication laboratory, supported by advanced manufacturing prototyping equipment and an entrepreneurial friendly environment.

The second EDA funding priority is the National Strategic priority in which the EDA "especially encourages projects that support increasing manufacturing, including advanced manufacturing." This project introduces advanced, additive manufacturing to a region that has customarily only

investigated subtractive manufacturing, opening new avenues of thinking and product innovation in an isolated region.

The region's eligibility is based on median income. The U.S. Census ACS 2014 statistics for Montgomery County shows the median income as $40,716. By contrast, the median income from the U.S. Census ACS 2014 shows the median income for the nation was $53,482. This means that the median income for Montgomery County was just 76.1 percent of the figure nationwide.

Planned Improvement: Build an additional facility of 8,000 square feet either attached to or adjoining the existing Cessna Learning Center on the main campus of Independence Community College. The new facility will provide these solutions to the continuing needs of our rapidly growing user base:



- **Metal Fabrication –**

o Space will be provided for our existing metals equipment, including our plasma cutting table, mill, lathe and media blaster.

o The area will include a new booth to add welding to our existing metals capability.

o Additional space will serve to house metal working equipment that will be donated in the future.

- **Paint and Finishing –** Space will include a paint booth so that projects can be painted safely with the proper ventilation and safety equipment.

- **Member Storage** – Lockers will be made available for members and students to store their small projects and personal effects.
- **Office Space** – While not as exciting as other aspects of creative space, we need some work space where we can go about the business of administering and operating Fab Lab ICC and the leaders of our partner programs.
- **Entrepreneurs Bull Pen** – This open area is available to Fab Lab member entrepreneurs to run their businesses in an open, collaborative area where the inspirations and ideas can flow freely. The Bull Pen is office space without the traditional cubicles.
- **Innovation Room** – This room will serve as a place for meetings, classes, gatherings, meals and other activities. There will be no "permanent" Fab Lab equipment; therefore, the room can be scheduled for private as well as collaborative meetings and classes. The design and "look" of the room will foster creativity and innovation.

Cost: $700,000
Source of Funds: $350,000 from EDA, $50,000 from IAP, $100,000 from college, 200,000 from gifts
Begin: 2017

Proposed site:

Contour Map

MONTGOMERY COUNTY

GIS Department
P.O. Box 507
Independence, KS 67301
Phone: 620-330-1050
Fax: 620-330-1117

Property Ownership Map
Montgomery County, Kansas
prepared under the direction of
Kansas Department of Revenue
Division of Property Valuation
and
Montgomery Board of County Commissioners

This map is for tax purposes only.
This map is not a legal survey.
This map is not intended for conveyances.

0 75 150 300
Feet

Date of Map: 6/15/2016

1 inch = 150 feet

Montgomery County makes every effort to produce and publish the most current and accurate information possible. The data is provided "as is" without warranty or any representation of accuracy, timeliness or completeness. The burden for determining accuracy, completeness, timeliness, merchantability and fitness for or the appropriateness for use rests solely on the requester. The County makes no warranties, express or implied, as to the use of the Data. There are no implied warranties of merchantability or fitness for a particular purpose. The requester acknowledges and accepts the limitations of the Data, including the fact that the Data is dynamic and is in a constant state of maintenance, correction and update.
---Montgomery County GIS Department

Legend
Centerline
O Parcels

Recital Hall – Addition to existing building

Relationship to Strategic Plan Areas: Academic Excellence, Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: The current Fine Arts Building is not nearly big enough for its current needs, let alone any expansion of the music, art, or theatre programs. The music practice room has become a catch-all for choir practice, band practice, community band, instrument storage, class instruction, and one-on-one instruction. The building has almost no storage capability to accommodate the significant theatre set storage needs of the Inge Center and the theatre program, many of which are currently stored at ICC West. One of the two art labs is also used as classroom space. The Inge Theatre is used by two academic programs, the Inge Center, the college for occasional events, and various community groups. When sets are on stage, the theatre cannot be used for other events, including music performances. In addition, the Inge Theatre is not well-suited to music events, since its acoustical capabilities are poor.

Planned Improvements; All of these problems listed above could be alleviated by the construction of a music recital hall and storage space. This recital hall would seat 150-200 people and be located immediately adjacent to the building to the east of the Inge Theatre. Such a facility would allow all music practice to move out of the current facility, freeing the current practice room to be renovated into an acoustically correct lecture hall. The new lecture space would allow the art labs to be fully used as labs instead of instructional space, allow a new large instructional space for Music Appreciation and Art Appreciation, and provide an additional large lecture space for the college. The burden on the Inge Theatre would then be reduced by four on-campus groups: the Choir, Chamber Singers, Band, and Recitals could now all be held in the new facility. The new recital hall would include storage space for the Inge Theater sets, which would save staff time (compared to moving sets from ICC West) and expand storage capability.

Examples of existing recital halls in this size range:

Alfred Newman Recital Hall, USC

Recital Hall, University of Minnesota, Morris Campus

Evangel University Recital Hall

Cost: Approximately $1M
Source of Funds: $500,000 from Capital Reserve Fund (pipeline funds), $500,000 from gifts
Begin: 2018

Culinary Lab – Buildout of unfinished space

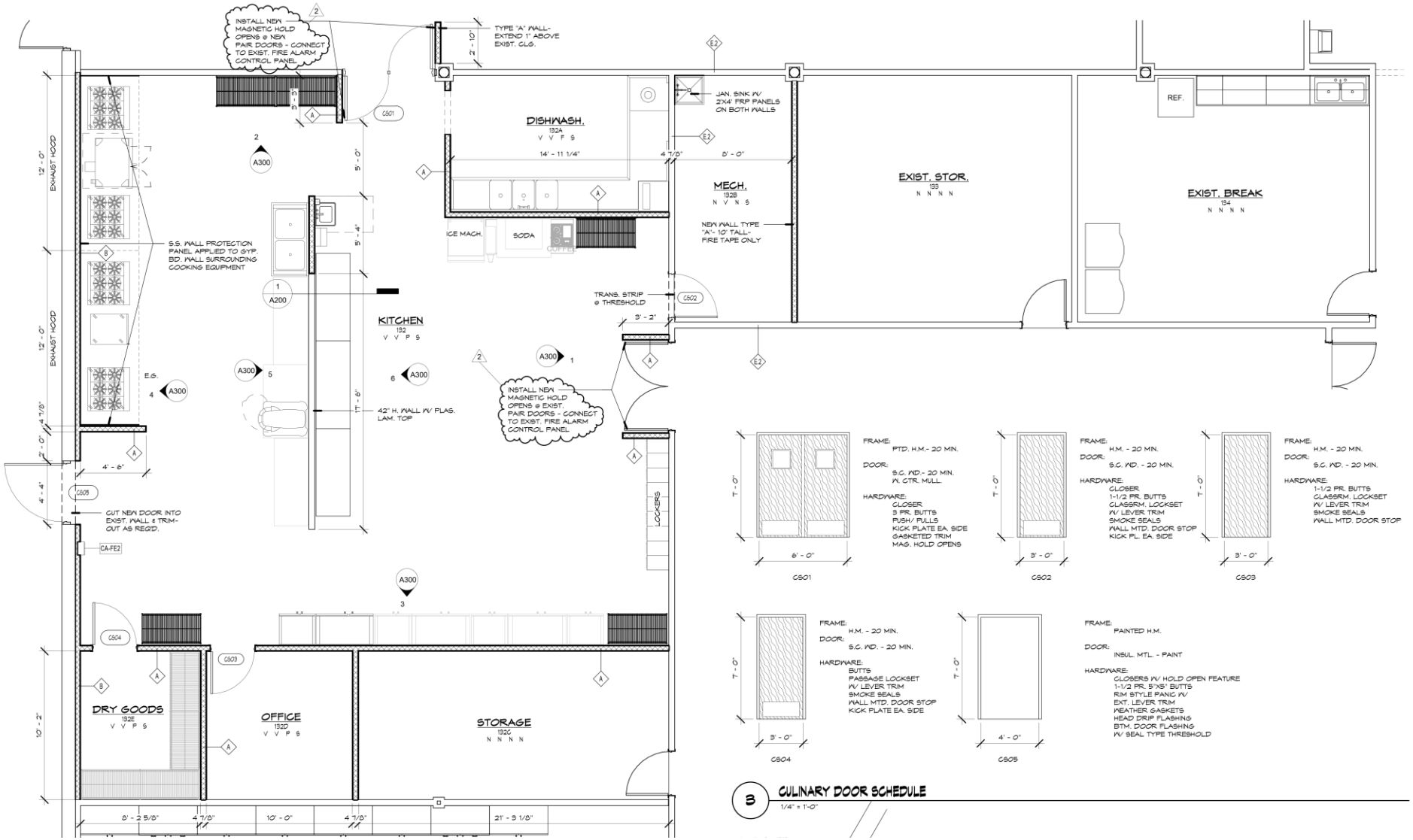
Relationship to Strategic Plan Areas: Academic Excellence, Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: The college currently has two culinary-related programs: "Culinary Arts" and "Culinary Arts and Hospitality." Both are 15 credit-hour programs designed to offer a simple credential to students that would lead to a basic level of employment in a food-related setting. Historically, neither of these programs has enrolled any significant number of students. Because of low enrollment, the college would hire an adjunct to teach the courses. But the root cause of the low enrollment was a lack of a teaching facility; without a facility, recruitment was difficult; without students, a full-time instructor did not seem to be warranted; without students or full-time instructor, it seemed pointless to expand the facilities, and the cycle would repeat. This is despite reports of widespread interest in the program from prospective students.

Planned Improvements: The college should build a culinary lab in the final unfinished space at ICC West. The size of the space is appropriate for such a lab, the space is adjacent to the community room (which means the lab could be used for catering that space), the program is consistent with the other workforce preparation programs at the facility and with the Board of Trustees goal to develop further workforce preparation programs.

Cost: Approximately $293,000
Source of Funds: $75,000 from repair and renovation fund, $98,000 from capital mill levy, $45,000 from ICC Foundation, $75,000 from gifts
Begin: 2016

(A floorplan follows on the next page)



3 CULINARY DOOR SCHEDULE

1/4" = 1'-0"

Indoor Athletic Practice Facility – New Construction

Relationship to Strategic Plan Areas: Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: Our current facility is far too small for the number of teams and athletes we have. It does not allow large teams to practice indoors during winter or poor weather, some of our teams don't have locker rooms, there is no space for cheer and dance to practice, and intramural opportunities are limited.

Planned Improvement: Indoor Athletic Training Facility with Weight Room, located behind the Villas.

- This facility would benefit Football, Baseball and Softball by allowing them to practice during inclement weather.
- Both basketball teams and the volleyball team would benefit by having a quality weight room, and reduce wear and tear on the floor in the gymnasium from practices by other sports teams.
- All teams would benefit in recruiting more quality athletes who are going to other Community Colleges because of their indoor facilities.
- An extra court would provide a place to house Intramurals and practice space for Cheer/Dance.
- Provide local high school coaches and their teams another place to practice during the winter.
- An indoor facility would allow us to increase the size of our current athletic training room in the gymnasium to provide better service and rehab for our injured athletes.
- Provide locker rooms for Baseball and Softball who currently don't have them.
- Revenue source from rental to community events throughout the year.

Cost: approximately $1M
Source of Funds: $250,000 from Capital Reserve Fund (pipeline funds), $750,000 from gifts
Begin: 2019

ICC West Expansion - Design Phase

Relationship to Strategic Plan Area: Academic Excellence. Board Goals: “Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate” and “Improve the College’s relationship with the community” and “Enhance programs through innovation to improve the overall student experience.”

Case: The ICC West Campus is already too small for its current purposes. Every classroom, lab, and storage space is already at full capacity. The building does not have offices for all of the employees working there, and has only one space for the public, which is heavily used. With the addition of the culinary lab, there is no unimproved, undesignated space left at the facility – no further growth is possible. The purchase of the 4.1 acres immediately adjacent to the rear of the building would allow the cost-effective expansion of the campus without the need to construct additional parking or the hiring of additional building supervisors or maintenance personnel.

Planned Improvement: An architectural plan should be developed that would establish design and costs for a facility that occupies the undeveloped land on West Main. Simultaneously, a fundraising plan should be developed which would be a “Phase Two” for ICC West.

Cost: $25,000
Source of Funds: Regular college budget
Begin: 2019

Main Campus "Courtyard" Project – Design Phase

Relationship to Strategic Plan Area: Service Excellence. Board Goals: "Enhance programs through innovation to improve the overall student experience."

Case: The College has made significant steps forward in the student life area with the completion of the lower level of the student union. However, many of the amenities that are present at larger or better equipped campuses still need to be considered or provided. With the exception of the bookstore, the college has no retail space that could provide goods and services the students want and need. Social space remains minimally developed, as the current social spaces provide only modest amenities.

Planned Improvement: An architectural plan should be developed that would establish design and costs for a facility that provides revenue-producing amenities located adjacent to the dorm area. The committee envisioned an anchor retail space patterned after a convenience store, but larger, perhaps with a dominant visual feature like a climbing wall. The bookstore may or may not be relocated to this space as well. Encircling this anchor retail space would be a series of other spaces that can be added as demand warrants, providing goods to students (such as specialty food, coffee, electronics) or services (such as cosmetology, tanning, fitness, and gaming). Simultaneously, a fundraising plan should be developed.

Cost: $25,000
Source of Funds: Regular college budget
Begin: 2021

Maintenance Plan – Ongoing Maintenance and Capital Equipment Replacement

Relationship to Strategic Plan Area: Support Excellence. Strategic Plan Core Value: Responsiveness – "ICC Looks to the future by responding to the emerging needs of its stakeholders."

Case: The ICC campus is a 68-acre area, with facilities and equipment valued in the hundreds of millions of dollars. Any organization of that size should have a plan that organizes and prioritizes the existing building maintenance needs and new capital equipment needs, with a focus on resolving health and safety issues. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.

Cost: Approximately $350,000 annually

Source of Funds: Already included in existing college budget

Introduction

The information collected in compiling the Plan assists ICC to prioritize the exiting individual building needs, with a focus on resolving health and safety issues. In addition, any new facilities, additional classroom construction or acquisition of new facilities, or site improvements are also included in the plan. The plan organizes and prioritizes the existing building needs and new facility needs. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.

ICC campus is a 68-acre area.

Determine:

In order to develop the list of projects in this Plan, input was solicited from maintenance staff, professional consultants/contractors and ICC staff. Staff also created a survey and solicited input employees regarding the conditions of their facilities. This plan incorporates their feedback, where appropriate. The survey asked the Director of Maintenance to rate the exterior (lighting, grounds, parking lot, etc.) and interior (heating, air conditioning, floors, etc.) of the classroom/facility by marking "Good", "Fair", and "Poor", and note any additional comments. This plan incorporates their feedback. ICC will focus on any emergency safety needs, safety needs, and "poor" ratings.

- Survey monkey- with ratings for facilities
- Student Satisfaction Survey- are facilities rated???
- Survey – repair/renovation list
- Building Inspections, formal & informal

Project Funding & Budgets:

HVAC Systems have a typical lifespan of 15 to 20 years. Practicing good preventative maintenance and servicing as required will prolong the duration of the equipment. I have asked a representative from Trane to inspect our existing HVAC units so we can more accurately plan for replacement costs and equipment needs. The Maintenance Department is also making strides to utilize the staff resources we have available and eliminate contractor services which we can perform in-house, thus cutting expenditures to our budget.

Measure Success:

- MHEC Report (Global Risk Consultants)
- Fire Marshal Reports
- Reduce Preventative maintenance appearing on repair/renovation list
- OSHA measures
- DHS Recommendations

Location:	Exterior Rating:	Interior Rating:	Comments:
Student Union	Good	Good	Exterior windows need washed; continue landscaping west side; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Field House:	Good	Good	East doors need replaced; HVAC system is aged; possible ADA issues will need to be resolved; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Academic Building	Good	Fair	Moisture issues on west wall lower level need to be addressed, will require excavating and resealing concrete walls; exterior windows need washed; possible ADA issues will need to be resolved; flooring in classrooms needs replaced; interior classrooms need painted; windows in several locations need replaced; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Fine Arts Building	Good	Good	Moisture enters building on south side by music department. Work needs to be done to change exterior grade to keep water away from door; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Cessna Learning Center	Good	Good	Addition will be added spring 2018; Parking lot needs to be chip sealed in locations.
Administration Building	Fair	Good	Exterior landscaping required; water/wet ground issue on east side steps needs to be resolved; windows in multiple locations need to be replaced/upgraded; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC system operating adequately. Parking lot needs chip sealed and resurfaced in areas.
ICC West	Good	Poor	Exterior is in good shape, parking lot needs chip sealed and resurfaced; Interior has moisture issues and flooring throughout most of the building needs to be replaced.
Maintenance Building	Fair	Good	Working well; parking area needs to be enlarged.

5-Year Plan:

Student Union-General

Built: July 1973.
Cost: $292,000
Square Footage: 15,790

Remodeled: 3/9/2006
Cost: $70,632.79 (figures provided pre 3/2017)

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union						
RT AH #1 Trane Ser. # K06K18257A Installed 2007	Replace	15-20 Years			*22-23	Operating as designed
HVAC-(Ground) Carrier Unit #3205Q06339 Installed 2005	Replace	15-20 Years			*20-21	Operating as designed
RTU #1 (kitchen) Ser. #649100733L Installed 2006		15-20 Years		*$12,000 equipment + labor	*19-20	Earliest would be needing replaced if maintained without an extreme circumstance
AH #1 Boiler & Chiller Ser. #K06K18257A Installed 2007	5/2017 8/2017	15-20 Years		$5220.13 $3055.27	*22-23	Repair Boilers & Boiler Maintenance performed in 2017 ($8275.50) Currently operating as designed.
Roof	2/2007 Replace		Yes, 15 year		22-23	Vendor: Siplast
Fire Panels/System	April 2018			$11830	17-18	D & A Electric
Painting (Exterior)						
Painting (Interior)	2014; upper level					
Kitchen	Relocated prep station				16-17	Due to current location in front of fire panels
Dining Hall Floors	Strip and re-surface	1-year	No	$350	17-18	Work completed by ICC custodians
Floors	1/07 & 3/15			$2727.95		Carpet
Floors (Upper level)					16-17	Tiles
Floor Cleaning Equipment	2020	7-years	Yes/1-year	$6500.00	20-21	Floor scrubber and burnisher
Doors	Replace				18-19	Outside kitchen doors
ADA restroom stalls	12/2006			$6746	05-06	
Windows	Washing	Annually	No	*Lift Rental	17-18	Wash windows – By Maintenance Staff
Treasure Chest (Paint &	12/12 & 2/13			$6923		

Electrical)						
Fireside Room	10/31/06			5486.63		

Remodel Treasure Chest: 2/25/2013
Cost: $ 6748 +

Remodel Cyber Cafe: 2015
Cost: $36,680 +

Remodel Lower level S. Union (Administrative offices relocated and space for student activities and clubs added)
Cost: $$??

Student Union-Cafeteria

The Student Union kitchen was remodeled in March 2007. This project cost $136,551.52

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union-Caf						
Furniture (Tables/Chairs)	3/2015			27,247.08		
Dishwasher	1/2013			7,888.00		
Freezer	11/2012			14,801.00		
Kitchen Equipment	2/2010			787.79		
Painting (Interior)						
Floors						
Doors						
Windows						Clean annually
Roof Top Access						Permanent access needs to be installed.
Security System/Monitoring	Install			$3,500		15- cameras installed by ICC staff

Fieldhouse

Built: November 1971

Cost: $442,250.00

Square Footage: 26,966

Gym Floor refinish:

Locker room remodel:

Restroom Remodel:

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fieldhouse						
Boilers (Water Heater)				TBD		Operating as designed
RTU #1 – Info needed		15 to 20 Years				Operating as designed
RTU #2 – Info needed		15 to 20 Years				Operating as designed
RTU #5 Carrier Ser. #1999G20732 Installed 1999	Replace	15 to 20 Years		TBD	*14-16	Operating as designed
RTU #6 Trane Ser. #122912314L Installed 2012	Replace	15 to 20 Years		TBD	27-28	Operating as designed
RTU #7 Trane Ser. #6491010618L Installed 2006	Replace	15 to 20 Years		TBD	21-22	Operating as designed
RTU #8 Trane No info		15 to 20 Years		TBD		Operating as designed
RTU #9 Trane Ser. #649101486D Installed 2006	Replace	15 to 20 Years		$25,000 (unit only does not include labor)	21-22	Operating as designed
Unit #10 (WBB) Amana Wall Unit Ser. #10253506AE		15 to 20 Years		TBD	Watch	Operating
AT - North Wall Unit Does not run Westpoint No info available		15 to 20 Years				Do not replace – not needed
AT – East Wall Unit Amana Ser. # 10729010CE		15 to 20 Years			watch	Operating
Roof	2016 resurfaced	15 years	Yes	$125,00		Hail damage repaired
Painting (Exterior)						
Painting (Interior)						

Floors (Gym, New)	3-12-97			$235,000		
Floors (Gym, Refinish)	6-29-11			$21,900		Floor refinished
Floors (Gym, Basic refinish)	December 2017			$3,000	18-19	Annual refinish
Doors	Replace East Doors			$5,000	18-19	
Security Monitoring	Install 9 Cameras			$2100	18-19	Staff will provide labor
Windows					18-19	Clean as needed
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Bleacher repairs	1-27-08			$40,113		
Bleacher repairs					17-18	Replace motor/wheel mechanism
Bleacher handrails	6-30-12			$10,771		
Fire Panel Upgrade				$27,250		D & Al Electric

Fine Arts

Built: August 1972

Project Cost: $346,543.00

Square Footage: 20,927

Name/Building/ Project	Update/ Replace	Life Expectancy	Warranty ? Yes/No, Length	Cost	Next Budget Year	Notes
Fine Arts						
AHU #1 Ser. #K06J13331A Installed 2006	Watch &/or Replace	15 – 20 Years		$25,000 unit only	21-22	Operating as designed
CU #1 (Theatre) Ser. #C06J09678 Installed 2006	Watch &/or Replace	15 – 20 Years		$50,000 unit only	21-22	Operating as designed
RTU #1 (Air only) Ser. # C06J09677 Installed 2006	Watch &/or Replace	15 – 20 Years		$90,000 unit only	21-22	Operating as designed
RTU #2 (Heat only) Ser. #F06J10036 Installed 2006	Watch &/or Replace	15 – 20 Years		$70,000 unit only	21-22	Operating as designed
Boilers (Water heater)	Watch &/or Replace	15 – 20 Years		TBD		Operating as designed

Roof	Resurfaced Mar. 2016	15 – 20 Years	Yes-Siplast	TBD		Repaired due to hail damage
Fire Panels/System				$13,900	20-21	D & A Electric
Painting (Exterior)	7/26/12			6303.75		
Painting (Interior)	2016			125,000		Hail damage repaired
Floors	Upgrade			$13,990	19-20	
Doors	5/31/2011			10648.12		Tile
Doors	3/30/05			8750.00		Theatre Dance Floor
Doors	4/29/2009					Outer lobby doors
Windows	May 2016			7000		Theatre door
Restrooms	August 2016			7500	15-16	Steel rolling fire door
Lights				2500	16-17	Magnetic Door holders
Ceiling Repairs	4/29/2009			12,030.79		
Crown Moulding	9/30/2012			1393.73		Foyer
Desks	6/30/2013			3440		Lobby Hallway
Floor Scrubber	11/21/2013			2855		
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Security Cameras				$1,400	18-19	Install 6 cameras

Academic Building

Built: August 1971

Project Cost: $736,207

Square Footage: 43,782

Renovations:

5/2015-8/2015- The ICC bookstore was relocated to be housed next to the ICC library.

Cost: ??

Restrooms Renovated: $14, 049

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Academic Building						
RTU # 1 (Heat only) Ser. #F06J10037 Installed 2006	Replace	15 to 20 years		$10,000 unit only	21-22	Communication Issues; Operates as designed
RUT #2 (Air only) Ser. #C06509699 Installed 2006	Replace	15 to 20 years		$90,000 unit only	21-22	Communication Issues; Operates as designed
RTU #3 AIR/HEAT Ser. # C06J9674 Installed 2006	Replace	15 to 20 years		TBD	21-22	Operating as designed
RTU #4 (Heat only) Ser. # F06J10038	Replace	15 to 20 years		TBD	21-21	Communication Issues; Operates as designed

Installed 2006						
RTU #5 (Air only) Ser. #C06J09673 Installed 2006	Replace	15 to 20 years		TBD	21-22	Communication Issues; Operates as designed
Boilers (hot water heater)	TBD			TBD		
Roof	February 2016	15 years	Yes-Siplast	125,000		Hail damage repair
Fire Panels/System	Upgrade			$20,737	18-19	D & A Electric
Painting (Exterior)					19-20	Upgrade campus
Painting (Interior)					17-18	Maintenance painted hallways
Paint classrooms					18-19	To be performed by ICC staff
Balcony (Library)						
Floors – Carpet Broadloom	Replace	10- 15 years		$2.33/sq. foot	19-20	Labor and materials (average classroom 1200 sq. ft.)
Floors Carpet Tile				$3.11/sq. foot	19-20	Labor and materials (average classroom 1200 sq. ft.)
Floors – VAT/VCT	Replace	20 – 30 years		$4.50/sq. foot	19-20	Labor and materials (average classroom 1200 sq. ft.)
Doors	Update			2500	16-17	Magnetic Door Holders per Fire Marshal
Doors	Update			6,000	15-16	Panic Bars replaced on upper level , west , outer doors
Windows	Replace damaged			$4500	18-19	Several locations in library, west door
Restrooms	6/30/09			14,049.21	09-10	
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Library Carpet	6/2011			$19,094	10-11	
Security Cameras				$2,800	18-19	Install 12 cameras

Cessna Learning Center

Built: August 1996

Project Cost: $1,000,000

Square Footage: 8,008

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Cessna Learning Center						
RTU #1 – (NE unit) Trane Ser. # 151111553L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed

RTU #2 – (SE Unit) Trane Ser. # 151111535L	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #3 (NW unit) Trane Ser. # 151111604L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #4 (SW unit) Trane Ser. # 151111571L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #5 (West) Trane Ser. # 14206BGW3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Rtu #5 (Inside West) Trane Ser. # 14235STX2V		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (East) Trane Ser. # 14206BEM3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (Inside East) Trane Ser. # 14235SYK2V Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Boilers (Water Heater)						
Roof	12/29/09; Fall 2015;3/2016 resurfaced hail damage	15 years	Yes-Siplast	24,975	31-32	Murrell Roofing; Wray Roofing
Fire Panels/System	9/2016			$4,533	16-17	
Painting (Exterior)	2013					
Painting (Interior)	5/2013			$4220		
Floors	2/2013			$5778		CLC E & CLCW
Doors	Update			2,500	16-17	Magnetic Door Holder; per Fire Marshall
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Windows						
Security Cameras	Install			$1,400		6 - Cameras (installed by ICC staff)
Solar Panels	2015				Westar	

Administration Building

Acquired: June 8, 1968?

Cost: $35,000

Square Footage: 5,440

Renovations: 3/2015

-Updated painting, carpeting, floor underlayment in north & south end of building, increased office space

Cost: $37,208 +

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Administration Building						
HVAC UNIT #2 (MID-BUILDING Carrier Ser. # 1308G30124 Installed 2013		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
HVAC UNIT #1 (South) Carrier Ser. # 1707X83571 Installed 2017	2017	15-20 years			32-33	Operating as designed
HVAC	TEC Updated			3,000	15-16	
Ceiling Tiles	3/2015				14-15	South end of bldg.
Ceiling Tiles				5000	16-17	Lobby and hallways
Boilers						
Roof	7/27/12		Yes	24,380.00		
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	3/22/10			5676.00		New Carpet
Windows	Replace select			$2,500	18-19	Various windows that have lost gas seal
Restrooms	3/29/05		5,969.00			
Hot Water Tank	5/2015		Yes	500.00		Replaced
Security Cameras				$1,400	18-19	Install 6 Cameras

Multi-Purpose Building

This facility was originally built as part of the Dorm structure in April 1970. It was originally built to house the Dorm Director. This facility has transformed over the years. In December 2003 it was remodeled and house the “Pirate Cove” Academy, which was the ICC daycare program.

Cost: $35,000
Square Footage: 1,625

Pirate Cove Remodel
12/30/2003
Cost $117,684.00

Fitness Center Remodel:
1/30/2013
Cost: $19,325.00

Football Offices Remodel:
12/30/2015
Cost: $3750 +
Weight Room Addition Cost: ??

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Multi-Purpose Building						
International Comfort Products (Coach's office) Ser. # C153442454 Installed 2015		15 to 20 Years			30-31	Operating as designed
Carrier Ser. # 1516E09347 Installed 2015		15-20 Years			30-31	Operating as designed
Carrier (inside unit) Ser. # 4114X20957 Installed 2014		15-20 Years			29-30	Operating as designed
Roof						
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)	December 2015;July 2017			n/a		
Floors	December 2015					
Doors						
Windows						
Restrooms	December 2015					

ICC West

Acquired: 10/6/2006
Cost: $395,500.00
Renovation Costs: $1,495,313.32
Vet Tech Renovation Cost: $886,873.87
Culinary Renovation Cost: $152,744 +

Square footage: 40,499

The ICC West campus is located at 2615 W. Main in Independence. The facility is housed on 5.1 acres. It currently houses Allied Health, Cosmetology, Vet Tech, and community outreach courses. This facility was purchased in 2006 and fully renovated in August 2010. During the 2011-12 fiscal year, the ICC West was renovated to accommodate the Vet Tech program.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
ICC West						
RTU #1 Trane Ser. #950100259D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #2 Trane Ser. # 950100223D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #3 Trane Ser. #950100286D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #4 Trane Ser. #113910921D Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #3 VET TECH Ser. # 113910960L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #5 Trane Ser. #950100250D Installed 2009		15-20 Years		TBD	24-25	Operating as designed
HVAC (VET TECH #1 S. GROUND UNIT) Ser. # 110110019L Installed 2011		15-20 Years		$15,000	26-27	Operating as designed
HVAC (VET TECH #2-S. Side Ground Unit) Ser. # 113910969L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
Boilers (hot water heaters)				TBD		
Roof				TBD		
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						Cosmetology painted 2017
****Floors (Cosmetology)**	Replace					
****Floors (Wood Center)**	Replace				**	
****Floors (Classroom)**	Replace				**	
****Floors (Hallway)**	Replace				**	
Floor (Multiple classrooms, hallways, labs, woods room)	Replace		No		16-17	Vet Tech Surgery, cosmetology, classrooms, halls
Doors	Update		No	5,000	16-17	Magnetic Door Holders per Fire Marshall
Windows						
Sign	6/30/12			$47,024.54		
Sprinkler System						
Culinary Addition					15-16 &	

					16-17	
Cosmetology Expansion					18-19	Emergency Exit Door, 2 partitions with doors

*****The floor replacement project is going to require addressing the moisture issues in this building. Testing of the subfloor has been performed and saturation levels are extremely high. Flooring types will be chosen based on suitability to the applications.***

Dorms

Bricks:
Built: April 1970
Cost: $514,000.00
Square Footage: 13,680
Renovations: 8/2015- Mold remediation (resulted in new carpet, paint, bed mattresses, and ventilation system)

Captains Quarters:
Built: 6/15/2001
Cost: $5,910,000
Square Footage: 43,774

ICC houses two dorm units that are owned by ICC. The units named "Bricks" are the original dorm structure that were built in April 1970. Ninety-six (96) units were built for a cost of $514,000.00

The "Brick" units are currently being managed by Bluffstone, all maintenance needs are being performed by Bluffstone staff.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Dorms						
HVAC	TBD					
Boilers	TBD					
Roof	TBD					
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	6/30/13			$7,674.00		
Doors						
Windows						
Sign						
Sprinkler System						

Maintenance Facility

Built:
Cost:
Square Footage: 2400

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Maintenance Facility						
Sterling Gas Heater		15 to 20 Years				
Window AC Unit (Director's Office)		10 Years				
Window AC/Heat Unit (Staff Office)		10 Years				
Hot Water Heater – ABS installed 1991		15-20 years				Operating as designed
Roof						Metal roof
Fire Panels/System						
Painting (Exterior)						Metal Building – No paint
Floors						Concrete
Doors						2 overhead and 1 service
Windows						2 small-ok

Parking Lots

Drive E/F was replaced in 2017 for the amount of $89,900. For the purpose of maintaining the life-span of our paved/concrete surfaces we will be spraying cracks and crevices several times throughout the growing year to prevent vegetation from further degrading the surfaces. Ideally we will work on attaining a bid to fill cracks and seal compromised areas. With approval I will work on attaining bids.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Parking Lots						
Drive E/F Fine Arts	4/27/12;7/2017			$56,883.00/$89,900		
Drive C (Student Union)	Replace			Estimate $75,000	18-19	Would be ideal to have work down while CLC addition is being done, we may save on trucking.
Drive A (Maintenance)						Satisfactory
Drive B (Dorms)				$1500.00	18-19	Speed bump needs to be installed
ICC West	Fill Cracks/Seal			Requires estimate	19-20	
Drive D (Admin)	Fill Cracks/Seal			Requires estimate	18-19	

Fleet

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fleet						
2000 Ford F450	9/25/10			53262.00		Running as designed
1993 Ford F-150						Running as designed
2002 Dodge Caravan						Running as designed
2003 Ford Escape (Inge)						Running as designed
2004 Ford Taurus						Running as designed
2001 Chevy Express Van						Steering going out/will need to be replaced
ICC West Ford Ambulance						Running as designed
1988 Ford AT Van						Running as designed
21-Passenger Shuttle						To be put on Purple Wave to auction
Enclosed Trailer (athletics)						Operating as designed
2009 Friesen Trailer						
2005 Carry On Trailer						

Grounds

The gas lines were replaced from the main located north of the Field House to the lateral lines connecting the Administration Building, Field House, Student Union, Academic Building and Fine Arts. The next big project will need to be working on the electrical wiring for campus light poles. Much of the electrical system is in excess of 40 years old and electrical issues (current going to poles) is occurring. The lack of adequate lighting poses a safety risk to the campus in the evenings.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Grounds						
Water Tower/Lines	11/6/2000			$175,000.00		
Campus lighting (light poles)				Need estimate		40 + year old wiring: various locations are having issues – shorting of electrical current
Football Practice Field						
Baseball/Softball Fields						
Sidewalks	6/30/2013			$44,338.29 Need estimates for improvement projects.		Replaced multiple sidewalks. Need culverts and work on sidewalks between CLC and Admin/AC buildings; various locations need patched/repaired

Dam Improvements	6/30/2013			$15,463.00		

Equipment

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Equipment						
Scoreboards						
Videotron	6/30/11			$50,000		Located at Shulthis Stadium
Observatory						Repair leaks in roof/repaint
Cosmo						
Vet Tech						
Allied Health						
Classrooms						
Mower	February 2016	7 years	No	9,000	15-16 RR	Hustler- Sandbagger
Mower	5/29/11	7 years	No	10,365.27		Hustler #2 needs replaced
Mower	Over 9 years old	7 years	No	9,000		Operating as designed
Golf Cart #1				$4,500	18-19	Golf Cart needs replaced
Golf Cart #2						Operating as designed
Golf Cart #3						Operating as designed
Snow blower						Virtually Brand New
Sprayer for de-icer						Virtually brand new

Appendix C

Independence Community College Accessibility Report and Plan

During the spring 2018 semester the Associate Dean for Tutoring and Accessibility and the ICC Compliance Officer toured every building on the main and west campuses utilizing an ADA checklist in each area. Many areas were found to be out of compliance. A representative from the Great Plains ADA Center presented to campus and toured facilities; offering advice and confirming checklist items. ICC has a responsibility to maintain student access to programming and use of facilities.

Explanation of Priority Levels

Priority Level High – ICC is out of compliance and could face repercussions if item is not remedied

Priority Level Medium – ICC is out of compliance and could face repercussions if item is not remedied but there is a workable temporary solution or issue has smaller impact to students and employees

Priority Level Low – This item would improve overall Accessibility at ICC

Year One

Priority Level	Compliance Need	Estimated Cost
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$0**
High	**Investigate and budget funds installation of elevator in Student Union**	**$0**
High	**Update restroom signage in all buildings to match accessibility level**	**$250**
High	**Update restrooms in Academic Building Lower Level Faculty**	**$1500**
High	**Update restrooms in Academic Building Upper level**	**$2000**
Medium	**Update Administration Building main entrance hand rail**	**$300**
High	**Replace/modify all restroom sink knobs/levers**	**$100**
Medium	**Update/modify accessible parking signage outside Cessna building**	**$100**
Medium	**Update/modify accessible parking signage outside Administration building**	**$100**
Medium	**Update/modify accessible parking signage outside Fine Arts Building**	**$100**
High	**Update/modify accessible parking signage outside Student Union**	**$100**

DRAFT

High	**Install ramp for access to Field House floor**	**$1000**
High	**Update restrooms in Fine Arts building**	**$2000**
High	**Update lower level restrooms in Student Union**	**$2000**
High	**Update upper level restrooms in Student Union**	**$7500**
High	**Update restrooms in Field House**	**$2000**
Low	**Continuous accessibility training and implementation**	**$200**
		$19250

During the investigation it was found that ICC has used "ambulatory" restrooms as the wheelchair accessible restrooms. ICC must provide wheelchair access to a restroom in every building. The first step towards compliance is to update all campus restroom signage. The current "Faculty Restrooms" located on the first floor of the Academic Building should be updated to meet ADA standards (lowering mirror, adding grab bars, etc.)

Elevator access is crucial in the Student Union and a priority in the Academic Building. Students must have access to student programming in the lower level of the Student Union and have access to both levels of the academic building. Current pathways to both buildings are not compliant.

The Administration Building handrail does not meet standards. The entrance has a ramp and is marked as accessible. Replacing the handrail should be relatively easy and inexpensive.

The Field House court is not accessible due to a ledge/step up into the gym. A ramp could be created to allow access. New doors may have to be purchased to accommodate ramp access.

In all ICC restrooms there is an accessible sink. However, many restrooms do not have the proper sink knobs/levers on the appropriate sink. This issue can be corrected quickly and with little cost because the appropriate sink knob/lever is on another sink in the same restroom.

Restrooms in Student Union are not accessible. The upper level restrooms doorway does not allow wheelchair access and the stall width does not meet standards. The lower level restrooms do not meet stall width requirements and are not accessible due to ramp/stairway issues.

The Fine Arts building restrooms are not accessible due to stall width requirements.

The Field House restrooms stall partitions should be updated to allow wheelchair access.

For restrooms not meeting stall width requirements it is recommended ICC purchase new dividers and move plumbing as necessary.

All restrooms must lower or modify the bio-hazard container to meet accessibility requirements.

Accessible parking signs on campus must be 60 inches above the ground from the bottom of the sign. This needs to be corrected across campus. In addition, areas need repainted and/or dimensions adjusted.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars.

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Year Two

Priority Level	Compliance Need	Estimated Cost
High	**Investigate and budget funds installation of elevator in Student Union**	**$7500**
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$7500**
Medium/Low	**Provide access to Fab Lab machines**	**Expansion should remedy**
Low	**Continuous accessibility training and implementation**	**$200**
Medium	**Replace cosmetology reception counter**	**$600**
		$15800

The cosmetology counter should be adjusted to allow wheelchair patrons access to view receptionist and pay for services.

The Fab Lab machines are partially accessible. The expansion should remedy accessibility issues. Staff should remain aware of patron needs and remedy accessibility needs as they are presented.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Three

Priority Level	Compliance Need	Estimated Cost
Medium	**Budget funds for installation of elevator in Academic Building**	**$7500**
High	**Budget funds for installation of elevator in Student Union**	**$7500**
Low	**Continuous accessibility training and implementation**	**$200**
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

DRAFT

Year Four

Priority Level	Compliance Need	Estimated Cost
High	**Investigate and budget funds installation of elevator in Student Union**	**$7500**
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$7500**
Low	**Continuous accessibility training and implementation**	**$200**
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Five

Priority Level	Compliance Need	Estimated Cost
High	**Install elevator in Student Union**	**$2500**
Medium	**Install elevator in Academic Building**	**$2500**
Low	**Continuous accessibility training and implementation**	**$200**
		$5200

DRAFT

Total Cost: $70650

Appendix D

Independence
COMMUNITY COLLEGE

Technology Plan 2018-2023

Board Submitted April 26, 2018

Eric Montgomery
Director of Information Technology
Independence Community College

Revision 2.5 (Final Draft)

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Revision History Table

Revision	Author	Date	Description
1.0	Eric Montgomery	3-1-2018	Initial Draft
2.0	Eric Montgomery	4-8-2018	Peer Review Revisions
2.1	Eric Montgomery	4-9-2018	Grammar and Spelling checks
2.2	Eric Montgomery	4-10-2018	Added Appendix A, B, C, D, F, G
2.3	Eric Montgomery	4-11-2018	Added Appendix E, H
2.4	Eric Montgomery	4-11-2018	Added Device Ages
2.5	Eric Montgomery	4-19-2018	Final Draft for Review

Mission Statement

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Vision Statement

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment.

Introduction

The Technology Plan, a guiding document for all of campus, is a revolving action plan providing comprehensive, medium-range planning for the next five years. It covers all areas of campus, including instructional and administrative functions (Records, Enrollment, etc.). Key features include goals for addressing the five major components of technology for effective education (learning, assessment, teaching, infrastructure, and productivity)[1]; initiatives and projects for the next five years; and a plan for continuous updates. Implementation will rest heavily with the Department of Information Technology, but also involve all campus users of technology.

The following document is a culmination of research surrounding multiple colleges, community colleges as well as four-year universities, Educause, Gartner and the National Education Technology Plan.

Prior IT Accomplishments

Several accomplishments have been made in the past three-year period of time, including the following:

Server Upgrades

The College migrated to an improved server environment that also included an enterprise level backup utility system to improve the performance of the Ellucian Power Campus Enterprise Resource Planning system.

Operational Enhancements

- Dynamics GP implementation which revamped our current Financial System.
- Implementation of the Power Campus ERP, moving away from the prior implemented Jenzebar system.
- Online Self Service and Portal for Students.
- Desktop Virtualization Interface development, which enabled students to access course material from a remote location through a private cloud, thus enhancing their levels of access and convenience.
- Complete Network, Wi-Fi, and datacenter replacement.

[1] https://tech.ed.gov/files/2017/01/NETP17.pdf

Campus Technology Committee Membership

The Technology Advisory Committee reports to Council of Chairs. All advisory members are recruited by the Director of Information Technology. Currently there are three vacancies we are trying to fill within the committee.

Member	Role
Eric Montgomery	Director Information Technology ICC
Brett Gilcrest	Division Chair ICC
Brian Southworth	Division Chair ICC
Eric Rutherford	Division Chair ICC
Tonda Lawrence	Division Chair ICC
Laura McClure	Technology Instructor USD #446
Melissa Ashford	Faculty ICC
John Eubanks	Faculty ICC
Cody Westerhold	Student Affairs

Planning, Budgeting, and Effectiveness

1. Planning: Provide strategic long-term planning for campus-wide technology including infrastructure, hardware, software, and support services.

    a. Create a comprehensive, campus-wide technology plan for the next five years (2018-2023). The plan should include definitions of priorities, guidelines for decision-making, proposals for annual budgets for maintenance and replacement schedules when needed.

        i. The five-year plan should be updated annually and provide the basis for annual action plans.

        ii. The evidenced-informed planning process is expected to involve the regular assessment of campus technology needs.

2. Budgeting: Guide technology planning and decision-making processes allocating budgeted funds for technology purposes.

    a. Work with the Chief Financial Officer to develop budgeting and spending policies that accurately document total campus spending on technology.

    b. Review monthly/annual reports from Great Plains Dynamics regarding departmental budgeting and spending for technology.

    c. Create policies that guide the selection of hardware and software funded within existing budgets.

    d. Propose, annually, priorities for technology expenditures.

3. Enhancing Technology's Effectiveness: Strengthen the effectiveness of campus-wide technology through proposals for and evaluation of Information Systems' functions. In the near future, these should include:

    a. Developing technology replacement cycles for all categories of equipment.

b. Establishing college-wide information technology policies, procedures, and standards, including those involving emerging technologies.

IT Department Service and Support Strategy Changes

Over the last three years, the department of Information Technology has revamped the previous infrastructure to meet ever demanding needs. Due to the current change in infrastructure and the need to become more concentric around integration and less facilitation the department needs to implement a Centralized Support Technology.

Centralized Support Technology: To address concerns regarding staffing, after hours support and communication disconnects. The decision was made to propose moving the current help desk infrastructure to a 24x7x365 staffed outsourced solution starting July 2018. The goal was to include the IT staff in more projects and general meetings, while improving IT services and support at all campus locations.

Technology and Institutional Planning

Recognizing that Information Technology is a foundational tool for nearly all campus departments, the Technology Advisory Committee provides faculty, staff, community members, local businesses, administration and students with a voice in planning for technology. This technology plan is ratified by the advisory committee prior to submitting to the board of trustees for final approval whenever substantive changes are made, new policies are written, or new initiatives are added. The plan becomes effective upon board of trustee approval.

Guiding Principles

1. Technology resources must be focused on efforts that directly support priorities in the academic arena.

2. We will seek to work together rather than to create or expand duplicate solutions.

3. Academic and administrative users will strive to communicate their needs and goals as completely and clearly as possible to the Department of Information Technology.

4. The Department of Information Technology will actively solicit input from users and each other on product and service requirements and will include their input in our technology decision-making process.

5. We will work collaboratively as a community to evaluate and manage technology deployment projects utilizing project management best practices.

6. We will employ open standards and best practices where feasible and define our college technology architecture (specifications and guidelines.)

7. We will encourage exploration of technology innovation at Independence Community College.

8. We will provide and support tools and applications that facilitate electronic collaboration of the faculty, staff and students over diverse locations, in line with college goals.

9. The college should ensure that electronic information is readily available to those who need it to accomplish their jobs, regardless of either the physical location of the user or the information.

10. Institutional data should be well defined and accurate. Wherever feasible, information will be captured once, as close to the authoritative source as possible, electronically validated and shared with those who need access.

11. We will promote an environment that provides protection from unauthorized or inadvertent access, sabotage or disasters and ensures the availability, integrity and confidentiality of information yet does not unduly hinder the college from conducting business as usual.

12. As a college community, we will adopt an IT service lifecycle process that provides robust and cost-effective enterprise services.

13. Highly routine manual processes will be automated when real benefits can be achieved and documented.

14. We will consciously establish quality objectives for each technology service and measure performance against those objectives. We will proactively identify and efficiently resolve all issues associated with the quality of our services.
Users should understand what they can expect in terms of service availability and responsiveness. Service levels will vary depending on the classification of a service - e.g. pilot or production. In some cases, we may consciously decide that perfection is not the level of quality necessary and may seek 'good enough'.

15. We will facilitate training and support for approved technology purchased by the college.

Prioritization Rubric

The following table is the rubric upon which ICC prioritizes technological needs. Program Review drives these prioritizations. However, in the case of state government, federal government, or other funding agency mandates, these technology needs will receive top priority by the College.

Number	Criteria	Weight
1	Extent to which request is identified in institutional program review	80%
2	Role of the technology in supporting curriculum or College services	10%
3	Extent to which the request represents a collaborative effort to use technology resources more effectively	5%
4	Sustainability of the technology in terms of ongoing support requirements and replacement costs	5%
Maximum Points		100%

Information Technology Strategic Plan

Significant changes were made to goals and objectives in order to make them more strategic and less tactical/operational in nature. Reviewing HLC recommendations, Student and Employee Satisfaction Survey results affirmed that the goals and objectives as stated within the Technology plan are in alignment with the Mission and Vision of Independence Community College.

Goal #1 Student Success

Key Performance Indicator(s):

- 1st to 2nd term retention rates
- 1st to 2nd year retention rates
- Graduation and completion rates
- Student satisfaction with Wi-Fi, mobile technologies, classroom and lab technologies, and technology training

Objectives	Dependencies	Responsible Party	Fiscal Year
1.1 Enhance the First Year Experience to support new student transitions and first-to-second year retention rates.	Website, Portal		
1.2 Support the use of technology that expands outreach to high school students/teachers for assessing and addressing basic skills needs prior to students entering ICC.			
1.3 Assess the viability of a Smartcard system to enhance the use of electronic student identification technology that enables integrity of learning	Hardware, Software, 3rd Party		
1.4 Enhance student training offerings to support their success in using new technologies.	Website, Portal, Technology Documentation		
1.5 Utilize business intelligence solutions (such as digital dashboards) to make informed decisions to support student success and communicate college-wide retention and degree-completion indicators.	Argos, Dashboards, Portal		
1.6 Collaborate with Institutional Research to identify technologies that compile student learning outcomes, assess program effectiveness, and manage data and documentation for regional and specialized accreditation standards.	Surveys, Dashboards, Portal		
1.7 Collaborate campus wide to assess and prioritize technology solutions that enhance student learning, success, and satisfaction.			
1.8 Evaluate and implement tools to audit the ICC learning management system, and portal to ensure ADA compliance.			
1.9 Evaluate and implement a 24x7 365 help desk solution to support student success.	Funding, Board Approval		

Goal #2 Innovation

Key Performance Indicator(s):

- % of network uptime
- Campus constituent satisfaction with communication technologies, including the portal
- # of courses using mobile technologies
- Cost savings from desktop virtualizations
- Increase student use of mobile technologies in the classroom

Objectives	Dependencies	Responsible Party	Fiscal Year
2.1 Collaborate with faculty and administrators to pilot mobile technologies projects that use technology to support alternate delivery systems.	Training		
2.2 Expand desktop virtualization throughout disciplines to enhance remote access to campus systems and applications.	Training, Licenses		
2.3 Evaluate and implement security technologies to ensure the privacy and integrity of information resources (such as password management).	Software		
2.4 Identify technologies (such as constituent relationship management solutions and communication tools) that support of ICC's Strategic Enrollment Plan.			
2.5 Extend laptop and tablet purchasing within ICC's bookstore for students.	Vendor Collaboration		
2.6 Investigate a Bring Your Own Device, BYOD, program for all faculty and staff, including a possible technology stipend.	Vendor Collaboration, Board Approval		

Goal #3 Operational Efficiencies

Key Performance Indicator(s):

- Identification and deployment of ERP audit recommendations
- Senior leader and departmental manager satisfaction with access to quality data for decision-making and reporting, as measured on campus surveys
- Time savings from technologies deployed to enhance operational efficiencies
- Faculty and staff satisfaction with document management strategy

Objectives	Dependencies	Responsible Party	Fiscal Year
3.1 Assess opportunities to enhance the use of existing and new technologies (such as workflows, Forms, and automation of manual processes) to improve college operational efficiencies.	ERP		
3.2 Collaborate with Human Resources to identify ways to use technology efficiently to recruit, hire, onboard, and train highly qualified candidates that have diverse skill sets.	Security, Training		
3.3 Continue to enhance training to support faculty and staff in effectively using new and existing technologies in their efforts.	Training, Technology		
3.4 Provide for disaster recovery/business continuity plan.			
3.5 Utilize business intelligence solutions (such as digital dashboards) to make informed decisions to support institutional effectiveness and departmental success.	Argos, Portal		
3.6 Explore opportunities shareware, and open source to expand capacity and reduce costs.			
3.7 Identify classroom equipment configurations and technology that address the needs of members of the College community.			
3.8 Develop a document management strategy that establishes a standard methodology and collaboration tools for storing, sharing, and updating documents internally.	Training, Documentation		
3.9 Conduct an independent audit of the Power Campus Enterprise Planning Resource system and third party applications to identify opportunities to meet institutional needs and optimize enterprise systems	ERP		

Goal #4 Engagement

Key Performance Indicator(s):

- # of distance education/online student enrollments
- Community Outreach
- Grants revenue

Objectives	Dependencies	Responsible Party	Fiscal Year
4.1 Collaborate with Departments to identify grant opportunities, and utilize resources	3rd Party		
4.2 Work with College and local community members to investigate technology to more fully integrate ICC with community.	Public Relations		
4.3 Deploy technology to expand/improve communications and relationship with external constituencies.	Software		
4.4 Identify opportunities to use technology in support of the institutional vision for enrollment growth, course offering efficiencies, and quality services.	ERP, Portal		

Next Steps

The next step will be to outline the action items that will achieve each goal and its objectives set forth in the implementation grids. The College values the importance of metrics and accountability and the Technology Plan incorporates measurements to provide evidence of progress and achievement of the goals set forth in the plan. The Implementation Grids contain suggested Key Performance Indicators (KPIs). Baseline and target measurements of the selected KPIs should be established to insure progress can be properly monitored during the life of the plan.

An important culmination of this process is communicating the plan to the College community. This will ensure the vision for technology use is shared among all of the constituencies served. Future communication on both changes to and progress on the plan should also be conveyed on a continuing and timely basis.

This plan should serve as a basis for the annual operational plan which outlines tactical action items that align to the goals and objectives. Additionally, as some goals are dependent on funding, the Technology Plan will feed into the budgeting process for technology for the coming five years.

Radical shifts in the environment that invalidate some of the planning assumptions should trigger a review of the plan for continued relevance. Without this examination, new opportunities could be missed.

Plan Maintenance

The Technology Plan will be reviewed and updated each Fall Semester based on information learned from the assessment activities of the prior academic year. Changes to the campus strategic plan, and the identification of new needs and opportunities. This cycle allows ICC to decide what funding should be requested prior to the budget proposals being submitted in April/May. New actions will be added to the plan and the budget requests will be made to support them. Completed actions will be removed or become part of the Technology Plan archive.

Appendix A

Network Acceptable Use Policy

I. Purpose

The College Network incorporates all electronic communication systems and equipment at the Independence Community College (the "College"). This Network Acceptable Use Policy ("AUP") sets forth the standards by which all Users may use the shared College Network.

The College Network is provided to support the College and its mission of education, service, and research. Any other uses (other than permitted personal use as discussed below), including uses that jeopardize the integrity of the College Network, the privacy or safety of other Users, or that are otherwise illegal are prohibited. The use of the College Network is a revocable privilege.

By using or accessing the College Network, Users agree to comply with this AUP and other applicable College policies which may be implemented from time to time, as well as all federal, state, and local laws and regulations. Only Users are authorized to use and/or access the College Network.

The term "User" refers to any faculty, staff, or student associated with the College, as well as any other individual with access to computers or other network devices that have been approved by the Chief Information Officer for connection to the College Network. This definition includes, but is not limited to, contractors, visitors, and temporary affiliates.

II. Principles

General requirements for acceptable use of the College Network are based on the following principles:

1. Each User is expected to behave responsibly with respect to the College Network and other Users at all times.
2. Each User is expected to respect the integrity and the security of the College Network.
3. Each User is expected to behave in a manner consistent with College's mission and comply with all applicable laws, regulations, and College policies.
4. Each User is expected to be considerate of the needs of other Users by making every reasonable effort not to impede the ability of others to use the College Network and show restraint in the consumption of shared resources.
5. Each User is expected to respect the rights and property of others, including privacy, confidentiality and intellectual property.
6. Each User is expected to cooperate with the College to investigate potential unauthorized and/or illegal use of the College Network.
7. Each User is expected to respect the security and integrity of College computer systems and data.

III. Prohibitions

Without limiting the general guidelines listed above, unless expressly agreed to by the Chief Information Officer, the
following activities are specifically prohibited:

1. Users may not attempt to disguise their identity, the identity of their account or the machine that they are using.
2. Users may not attempt to impersonate another person or organization. Users may likewise not misuse or appropriate the College's name, network names, or network address spaces.
3. Users may not attempt to intercept, monitor, forge, alter or destroy another User's communications. Users may not infringe upon the privacy of others' computer or data. Users may not read, copy, change, or delete another User's data or communications without the prior express permission of such other User.
4. Users may not use the College Network in a way that (a) disrupts, adversely impacts the security of, or interferes with the legitimate use of any computer, the College Network or any network that the College connects to, (b) interferes with the supervisory or accounting functions of any system owned or managed by the College, or (c) take action that is likely to have such effects. Such conduct includes, but is not limited to: hacking or spamming, placing of unlawful information on any computer system, transmitting data or programs likely to result in the loss of an individual's work or result in system downtime, sending "chain letters" or "broadcast" messages to lists or individuals, or any other use that causes congestion of any networks or interferes with the work of others.
5. Users may not distribute or send unlawful communications of any kind, including but not limited to cyberstalking, threats of violence, obscenity, child pornography, or other illegal communications (as defined by law). This provision applies to any electronic communication distributed or sent within the College Network or to other networks while using the College Network.
6. Intentional access to or dissemination of pornography by College employees, temporary staff, contractors, or vendors is prohibited unless (1) such use is specific to work-related functions and has been approved by the respective manager or (2) such use is specifically related to an academic discipline or grant/research project. This

provision applies to any electronic communication distributed or sent within the College Network or to other networks while using the College Network.
7. Users may not attempt to bypass network security mechanisms, including those present on the College Network, without the prior express permission of the owner of that system. The unauthorized network scanning (e.g., vulnerabilities, post mapping, etc.) of the College Network is also prohibited.
8. Users may not engage in the unauthorized copying, distributing, altering or translating of copyrighted materials, software, music or other media without the express permission of the copyright holder or as otherwise allowed by law. Information on the Digital Millennium Copyright Act can be found at:http://www.copyright.gov/legislation/dmca.pdf and the Copyright Act at: http://www.copyright.gov/title17/.
9. Except as allowed under the Personal Use Policy or the Policy on Use of College Resources in Support of Entrepreneurial Activities. Users may not use the College Network for private business, commercial or political activities, fundraising, or advertising on behalf of non-College organizations, unlawful activities, or uses that violate other College policies.
10.Users may not extend or share with public or other users the College Network beyond what has been configured accordingly by the Department of Information Technology. Users are not permitted to connect any network devices or systems (e.g., switches, routers, wireless access points, VPNs, and firewalls) to the College Network without advance notice to and consultation with the Department of Information Technology at the College.
11.Users are responsible for maintaining minimal security controls on their personal computer equipment that connects to the College Network, including but not limited to: current antivirus software, current system patches, and strong passwords.
12.Users may not violate any laws or ordinances, including, but not limited to, laws related to copyright, discrimination, harassment, threats of violence and/or export controls.

IV. Review and Penalties

The College reserves the right to review and/or monitor any transmissions sent or received through the College Network. College access to electronic mail on the College Network is permitted in accordance with the College's Policy on the Privacy of Electronic Information. Access to other transmissions sent or received through the College Network may occur in the following circumstances:
1. In accordance with generally accepted, network-administration practices.
2. To prevent or investigate any actual or potential information security incidents and system misuse, if deemed necessary by authorized personnel.
3. To investigate reports of violation of College policy or local, state, or federal law.
4. To comply with legal requests for information (such as subpoenas and public records requests).
5. To retrieve information in emergency circumstances where there is a threat to health, safety, or College property involved.
Penalties for violating this AUP may include:
6. Restricted access or loss of access to the College Network;
7. Disciplinary actions against personnel and students associated with the College.
8. Termination and/or expulsion from the College, and Civil and/or criminal liability.
The College, in consultation with its legal counsel, may contact local or federal law enforcement authorities to investigate any matter at its sole discretion.

V. Policy Updates

The College reserves the right to update or revise this AUP or implement additional policies in the future. Users are responsible for staying informed about College policies regarding the use of computer and network resources and complying with all applicable policies. The College shall provide notice of any such modifications or amendments by email to the College community. Any such modification shall be effective immediately upon notice being provided regardless of whether subscriber actually reads such notice. The current version of this policy can be found at ??.

VI. Additional IT Acceptable Use Policies

Additional policies related to the acceptable use of other IT systems and services at the College can be found at ?? .
Data Network Infrastructure Policy
Policy on the Privacy of Electronic Information
Personal Use Policy
Policy on Use of College Resources in Support of Entrepreneurial Activities

Data Network Infrastructure Policy

As with any large public utility, such as basic telephony services or electrical distribution, the College

communications infrastructure needs to be centrally planned, managed and maintained. It is only through centrally coordinated information technology strategic planning and implementation that the core technology goals of the institution are met.
An aggregation of separate, discrete, and privately-managed backbone or "backbone-like" data, voice or video networks does not constitute a utilities infrastructure that can meet these institutional goals nor does it provide for the best and most efficient return on the College's investment in this infrastructure.
To ensure a high-performance, high-availability, production-quality communications infrastructure at Independence Community College, the Department of Information Technology must provide a number of components and architectural considerations, as described below.
To ensure reliability, security and efficient use of limited resources, the Department of Information Technology must
develop and implement the physical connectivity design: how buildings connect to the campus fiber infrastructure. The design architecture for the physical layer consists of all campus buildings being designated as hubs or spurs, based on the fiber path and proximity to other buildings. All spur buildings connect to a high-speed switch port in an adjacent hub building. All hub buildings connect to high-speed switch ports in the Cessna Learning Center not only for security and high-reliability considerations, but also for high-performance connectivity to the Department of Information Technology's production systems and to the Internet.
To ensure compatibility, mobility, bandwidth and security, the Department of Information Technology must design, implement and maintain the campus networking architecture. This higher layer architecture is currently based on high-speed switching technologies, with support for virtual LANs and Layer 3 switching, incremental bandwidth upgrades where appropriate (based on proactive traffic management), and support for meshed topologies to allow for
load balancing and alternate paths.
To ensure compatibility and high performance, the Department of Information Technology must maintain campus Internet connectivity. This connectivity is presently based on redundant high speed links to Cable One and AT&T, which requires a single campus entity for coordination and management.
To ensure reliability, the Department of Information Technology must support a 8Å~5-staffed operations center to provide proactive performance monitoring and to react immediately to any unscheduled outages. This also includes maintaining appropriately configured spares of all network electronic components.
To ensure security, only appropriate Department of Information Technology personnel will be permitted to monitor traffic over backbone links through network protocol analyzers (sniffers). The design of both the fiber physical connectivity and of the networking architecture do not allow random, unauthorized traffic eavesdropping across the links: all fiber terminations are in locked cabinets, port mirroring is permitted only through the secured network management system, and the nature of network switching eliminates the shared topologies of earlier network systems. In any case, the Department of Information Technology continues to maintain that the emphasis on security needs to be at the host system level.
To ensure reliability, security and high performance, the Department of Information Technology must provide central management of network devices and systems to the wall-plate in all Independence Community College locations. Any and all data network electronics must be managed by the Department of Information Technology. This includes any and all 802.11 WiFi wireless access points and switches. Note: On-campus resident students will not be allowed to use networking equipment (i.e. home routers, hubs).
In addition to the requirement that only the Department of Information Technology can install and maintain switches and routers on the campus data network, no device with multiple network interfaces (including, but not limited to, VPN gateways, firewalls, and servers) can be connected to the network without advance notice to and consultation with the Department of Information Technology. This advance notice must be submitted in the form of a Help Desk ticket. Failure to provide this advance notice will result in said devices being isolated from the network, and unable to communicate on the network. If the connection of said device is of an emergency nature (such as replacing an existing device), the ticket can be marked as Critical and we will receive immediate notification.

Policy on the Privacy of Electronic Information

I. Introduction and Purpose of this Policy

This Policy clarifies the applicability of law and certain other College policies to electronic mail and the College's Policy on the privacy of electronic information. Users are reminded that all uses of the College's information technology resources, including electronic mail, are subject to all relevant College policies and relevant state and federal laws, including federal copyright law.
Appropriate use of College electronic resources includes instruction, research, service, and the official work of the offices, departments, recognized student and campus organizations, and other agencies of the College, and as

described below, incidental personal usage by faculty, staff, and students. Since resources are not unlimited, the College may give priority for resources to certain uses or certain groups of users in support of its mission. Consistent with the College's non-discrimination policy, the use of information resources should not be denied or abridged because of race, creed, color, sex, sexual orientation, religion, national origin, age, or physical disability.

II.Privacy of Email Files

The College encourages the use of electronic mail and respects the privacy of users. It does not inspect or monitor electronic mail routinely, nor is the College responsible for its contents. Nonetheless, users of electronic mail systems should be aware that, in addition to being subject to authorized access as detailed below, electronic mail in its present form cannot be secured and is, therefore, vulnerable to unauthorized access and modification by third parties. Receivers of electronic mail documents should check with the purported sender if there is any doubt about the identity of the sender or the authenticity of the contents, as they would with print documents.

Users of electronic mail services also should be aware that even though the sender and recipient have discarded their copies of an electronic mail record, there may be back-up copies of such electronic mail that can be retrieved on College systems or any other electronic systems through which the mail has traveled.

College electronic mail services may, subject to the foregoing, be used for incidental personal purposes provided such use does not interfere with College operation of information technologies including electronic mail services, burden the College with incremental costs, or interfere with the user's employment or other obligations to the College.

Access by authorized College employees to electronic mail stored on the College's network of computers may be necessary to ensure the orderly administration and functioning of College computing systems. Such access, gained for purposes such as to back up or move data, ordinarily should not require the employee gaining access to the electronic mail to read messages. The College requires employees, such as system administrators, who as a function of their jobs routinely have access to electronic mail and other electronically stored data to maintain the confidentiality of such information.

Access to electronic mail on the College's network of computers that involves reading electronic mail may occur only where authorized by the College officials designated below and only for the following purposes:

1. Troubleshooting hardware and software problems, such as rerouting or disposing of undeliverable mail, if deemed necessary by the Chief Information Officer or his or her authorized designee.
2. Preventing or investigating unauthorized access and system misuse, if deemed necessary by the Chief Information Officer.
3. Retrieving or reviewing for College purposes College-related information*.
4. Investigating reports of violation of College policy or local, state, or federal law*.
5. Investigating reports of employee misconduct. *
6. Complying with legal requests for information (such as subpoenas and public records requests)*; and
7. Retrieving information in emergency circumstances where there is a threat to health, safety, or College property involved*.

*The system administrator will need approval from the President and General Counsel or their designee(s) approved by the President to access specific mail and data for these purposes. The extent of the access will be limited to what is reasonably necessary to acquire the information for a legitimate purpose.

In addition to the foregoing, when a College employee leaves employment or when a student graduates or otherwise withdraws from the College, a system administrator may, with approval of the unit head to which the employee was assigned or in which the student was enrolled, remove the departing employee's or student's email files from College systems in order to conserve space or for other business purposes. An employee's email may be retained and

accessed by the unit as necessary for use in connection with College business. A student's email should be deleted unless otherwise required in connection with College business. In all such cases the extent of the access will be limited to what is reasonably necessary to acquire the information for a legitimate purpose. Units and departments are encouraged to make arrangements for disposition of email files with departing employees and students in advance of their departure.

III. Privacy of data, other than electronic mail, stored on College computers and networks

As is the case with electronic mail, access by authorized College employees to electronic data stored on the College's network of computers may be necessary to ensure the orderly administration and functioning of College computing systems. Such access may require the employee gaining access to the data to read specific files. The College requires system administrators and other employees who, as a function of their jobs, routinely have access to electronically stored data, to sign statements agreeing to maintain the confidentiality of such information.

In order to conduct its business without interruption, the College must have access to data stored on College

computers and networks. Accordingly, for legitimate business purposes, the head of any College administrative unit or department may in his or her discretion authorize the accessing or retrieval of any files other than electronic mail stored on College computers under that unit or department's control. Where necessary and appropriate, College network support personnel may assist with retrieval of such information on behalf of a unit or department, even if the information is stored at a site other than the unit or department's computer systems.
There is no guarantee of privacy or confidentiality for documents or data stored on College-owned equipment.
IV. Public records consideration
Electronic mail and other data stored on College computers may constitute a public record like other documents subject to disclosure under the Kansas Public Records Act or other laws, or as a result of litigation. However, prior to such disclosure, the College evaluates all requests for information submitted by the public for compliance with the provisions of the Act or other applicable law.
Destruction of such records is governed by the Records Retention Policies of one's unit of employment. Information about such policies is available from one's supervisor. Incidental personal electronic mail may be destroyed at the user's discretion.
V. Conclusion
Wherever possible in a public setting, individuals' privacy should be preserved. However, there is no guarantee of privacy or confidentiality for data stored or for messages stored or sent on College-owned equipment. Persons with questions about the applicability of this Policy to specific situations should contact the Human Resources Department.
Violations of College policies governing the use of College electronic resources, including mail services, may result in restriction of access to College information technology resources in addition to any disciplinary action that may be applicable under other College policies, guidelines or implementing procedures, up to and including dismissal. Suspected violations of College Policy may be reported to helpdesk@indycc.edu.

Personal Use Policy

The use of the College's resources and services for non-official purposes is permitted only in compliance with the following criteria:
1. The cost to the College must be negligible.
2. The use must not interfere with a College employee's obligation to carry out College duties in a timely and effective manner. Time spent engaged in the non-official use of College resources is not considered to be College work time.
3. The use must in no way undermine the use of College resources and services for official purposes.
4. The use neither expresses nor implies sponsorship or endorsement by the College.
5. The use must be consistent with state and federal laws regarding obscenity, libel, or the like, and state and federal laws and College policies regarding political activity, the marketing of products or services, or other inappropriate activities.
6. Users should be aware that internal or external audit or other needs may require examination of uses of College resources or services and should not expect such uses to be free from inspection.
Application: Each case will depend upon the particular circumstances and other important factors such as materiality or reasonableness. The ultimate control, therefore, lies with each employee's supervisor, as that person should have direct knowledge of the behaviors and needs of the individual employee.
Appropriateness of Practices: Employees should consult with their supervisors in advance if they have any questions about appropriateness of certain practices. A supervisor's decision cannot, however, circumvent other policies and procedures of Independence Community College that may restrict personal use beyond the limitations cited herein. For example, the use of the College's telephones, fax machines, mail services, and vehicles must comply with existing College policies, and the use of College resources in political activity is prohibited.
Telephones and Fax Machines: Only calls related to College business may be charged to College lines or calling cards. Personal calls may not be billed to College telephone numbers. Personal long distance calls may be made from College telephones only when these calls are placed as credit card, collect, third number (non-College) calls. This telephone policy also applies to the use of College fax machines.
Mail Services: College Mail Services states, "The campus mail system will be used solely for the distribution of U.S. mail delivered to the Campus Mail Center and for intra-College mail, including publications produced by the College or its related units but excluding student publications." The College mail system will not be used for the distribution of non-College related publications that are designed primarily for free circulation, nor for printed publications containing only advertising or designed primarily for advertising purposes. Use of the campus mail system for real estate advertising, chain letters, or private use for personal advantage is specifically prohibited. Individuals or departments that abuse the campus mail service will, at a minimum, be billed regular first class

postage for all copies distributed.
Vehicles: A supervisor also cannot allow the use of a State vehicle that is not in compliance with Motor Pool Policy.
Political Activity: Political activity by College employees is regulated by Federal and State law and College policy. No employee may use College funds, vehicles, equipment, supplies, or other resources in connection with partisan political activities. This includes the use of College electronic resources.

Reason for Policy

Public Trust: The College deals constantly with the public's perception of how we conduct the business of the College. All College employees must be constantly mindful of the public trust that we discharge, of the necessity for conducting ourselves with the highest ethical principles, and avoiding any action that may be viewed as a violation of the public trust. As custodians of resources entrusted us by the public, government entities, and private donors, we
should always be mindful of how we utilize these resources. As members of a campus community, we should also be
mindful of our responsibility to act so that others are not deprived of access to these same resources as they perform their duties. These resources include, but are not limited to, employee's time, facilities, supplies, and equipment, such as telephones, fax machines, and computers.
Accountability: In any business environment, however, accountability must be balanced with a consideration of the needs of employees to carry on normal day-to-day responsibilities related to their personal lives. The complex task of balancing accountability to the State with the life-needs of employees calls for the College to provide direction for managers when weighing these two essential obligations.

Support of Entrepreneurial Activities

Independence Community College values and supports entrepreneurial activity by faculty. Consistent with the College's goal to support the economic development of the Independence and the State of Kansas, entrepreneurial activities of College faculty are considered part of their duties. Faculty use of College resources in support of appropriate entrepreneurial activities may be allowed provided these activities do not conflict with applicable policies regarding use of public facilities for private gain. Incidental and minimal use of office, library, personal desktop work stations, storage servers, communication devices, or clerical staff is permitted.
For the purpose of this policy, "entrepreneurial activities" performed by a member of the College faculty as part of College duties are activities that contribute to the College's economic development, technology transfer or other public service goals. Examples include environmental or educational issues, a startup company in which the College expects to acquire an equity position through licensing College intellectual property, or activities in support of the development of a licensing agreement with an established company. Where activities are undertaken purely for an employee's personal gain without connection to the College's mission, use of College resources in support of such activities is not appropriate except as otherwise allowed by College policy.
Consulting activities undertaken as allowed are not considered entrepreneurial activities that are part of the faculty member's College duties unless they are so noted.
While this policy is meant to clarify and encourage such activity, faculty should be aware that other current College policies remain in place and are thus applicable to certain aspects of entrepreneurial activity.

Appendix B

Technology Purchasing Policy

The following policies relate to adding network lines, adding additional computers and printers, and computer installations. These policies are necessary in order to control the total College costs related to the support and replacement of the computers and related items and to provide a more timely installation of new computers. Each computer or printer network line incurs costs related to installation, upgrading, support, software licensing, Internet connection, etc. The following policies have been adopted to help control the total costs for this computer support.

Replacing a computer or printer. A new computer/printer purchase is considered a replacement when an older computer or printer is returned to the Department of Information Technology. The replacement of a computer or printer must be initiated by the Division Chair and have appropriate budget funds allocated. It also requires the approval of the Academic Dean, Departmental Directors or their designated representatives.

Adding a computer or printer. A new computer/printer purchase is considered an additional computer or printer when an older unit is not returned to the Department of Information Technology. The addition of a computer or printer must be initiated by the Division Chair and approved by the Academic Dean (academic departments), Departmental Directors or their designated representatives (administrative departments).

Redeployment of computer. To request a redeployment of an existing computer, please submit a request to helpdesk@indycc.edu. **Files existing on the computer will not be transferred**.

Network lines. A Division Chair should contact the Department of Information Technology to request installation of a new network line or for the re-activation of an unused network line. The Department of Information Technology will charge the department the cost of the line installation.

ICC provides each employee with a Primary Office computer that will be replaced on a regular basis. Additional computers, e.g. computers for certain research needs or specialized job requirements, are allowed with the approval of the Academic Dean (academic departments) or Departmental Directors or their designated representatives (administrative departments). Additional computers will not be automatically replaced through the normal annual budget process.

Notebooks. Because notebook computers cost more than desktop systems, the purchase of an additional notebook computer or a notebook computer to replace a desktop unit must be approved by the Academic Dean (academic departments), Departmental Directors or their designated representatives (administrative departments) before the purchase is initiated.

Mobile devices. Purchases of iPads and other approved tablet devices are authorized for College employees who are vice presidents, deans, associate/assistant vice presidents, and associate/assistant deans. Other employees needing such a device must demonstrate the need and purpose for the device and have approval in the form of an email or signed letter from their

Academic Dean (academic departments) or Departmental Director (administrative departments) requesting that a tablet device be purchased. Tablet devices are not considered an employee's primary computer and are not part of the replacement cycle used for departmental capital budgeting.

Non-standard systems. The campus computer standards are the Lenovo, HP, and Apple lines of computers. The purchase of any non-standard computer is an exception and requires approval from the Academic Chair and Dean for academic departments or Departmental Director or their designated representatives for administrative departments.

Printers. The standard printer for departments is a high-end laser printer. All printers should be connected to the campus network; every printer should provide printing services for several computers. Non-networked printers will not be installed without approval from the Academic Dean (academic departments), Departmental Director or their designated representatives (administrative departments).

Projectors. The purchase of a display device (projector, flat panel display, etc.) must be initiated by the Division Chair and approved by the Academic Dean (academic departments), Departmental Director or their designated representatives (administrative departments).

Externally funded purchases. Unless otherwise specified in the applicable grant or contract agreement, all computer technology purchased with external funds is the property of Independence Community College, and as such is subject to the ICC computer software, network, support, and disposal policies, as well as ICC software agreements.

Warranty. A three-year warranty is required on all computer and projector purchases.

Software. Departments must contact the Department of Information Technology before purchasing any software. ICC has purchased site licenses and/or volume licenses for many software packages. It is possible that the software you need is already available at no additional cost.

All software license agreements/contracts must be reviewed by the Department of Information Technology and the Business Office and signed by the Chief Financial Officer.

Appendix C

Computer Software Policy

1. Independence Community College licenses the use of computer software from a variety of outside companies. Independence Community College does not own this software or its related documentation and unless authorized by the software developer, the institution does not usually have the right to reproduce it except for backup purposes, and fair use.

2. With regard to Client/Server and network applications employees shall use the software only in accordance with the license agreements.

3. Employees shall not download or upload illegal software over the Internet.

4. Employees learning of any misuse of software or related documentation within the College shall notify the Department of Information Technology.

5. According to applicable copyright law, persons involved in the illegal reproduction of software can be subject to civil damages and criminal penalties including fines and imprisonment. Independence Community College does not condone the illegal duplication of software. Employees who make, acquire, or use illegal copies of computer software shall be disciplined as appropriate following the guidelines set forth in the Network Acceptable Use Policy and / or the appropriate employee Handbook. In addition, violations of the Computer Software policy could result in a suspension of the individual/s computer account and access to Independence Community College resources.

6. Any doubts concerning whether any employee may copy or use a given software program should be raised with the Department of Information Technology before proceeding.

I am fully aware of the software use policies of Independence Community College and agree to uphold those policies.

_____ _____

Signature Date

Appendix D

Technology Life Cycle

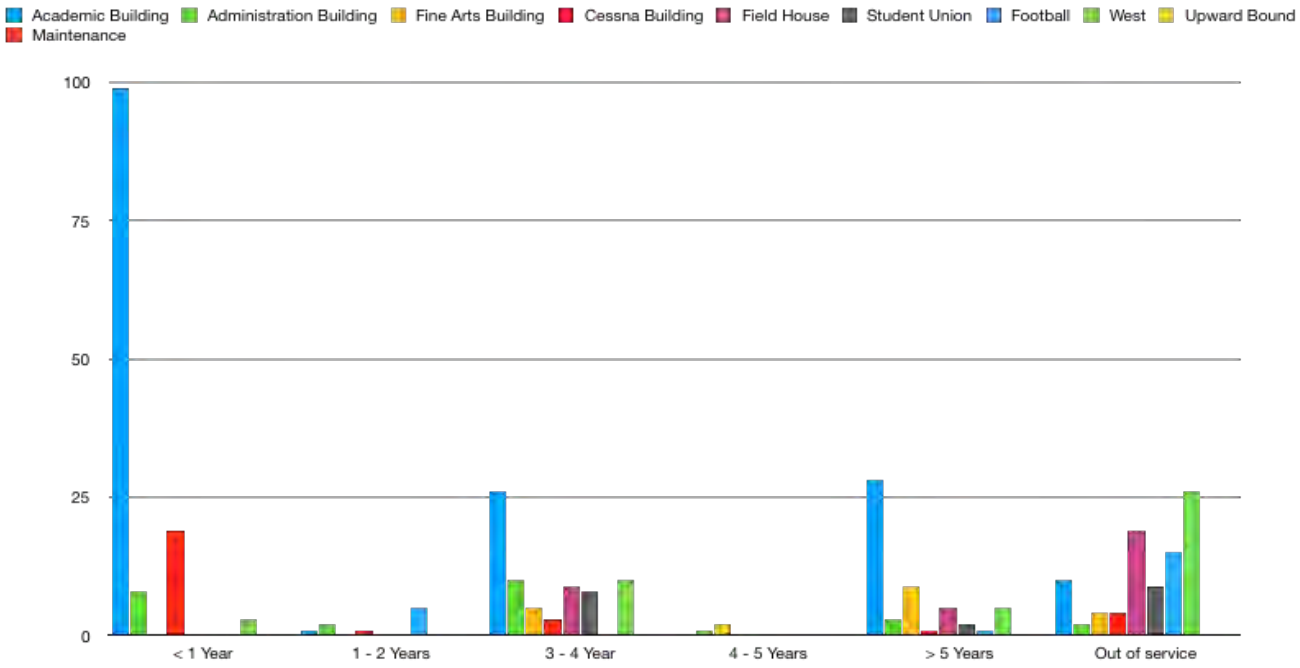
Device	Life Cycle in Years
Network Infrastructure	
Network Equipment	7-10
Facility wiring	10-20
Data Center	
Servers / Storage	5-8
UPS / Batteries	3
Devices	
Desktops	6
Zero / Thin Clients	8
Laptops	3-5
Tablets	3-5
Printers	5
Digital Classrooms	10
Projectors	5
Wi-Fi	Upon Review

Current End User Device Age

End User Devices

	< 1 Year	1 - 2 Years	3 - 4 Year	4 - 5 Years	> 5 Years	Out of service
Academic Building	99	1	26	0	28	10
Administration Building	8	2	10	1	3	2
Fine Arts Building	0	0	5	2	9	4
Cessna Building	19	1	3	0	1	4
Field House	0	0	9	0	5	19
Student Union	0	0	8	0	2	9
Football	0	5	0	0	1	15
West	3	0	10	0	5	26
Upward Bound						
Maintenance						
Totals	129	9	71	3	54	89

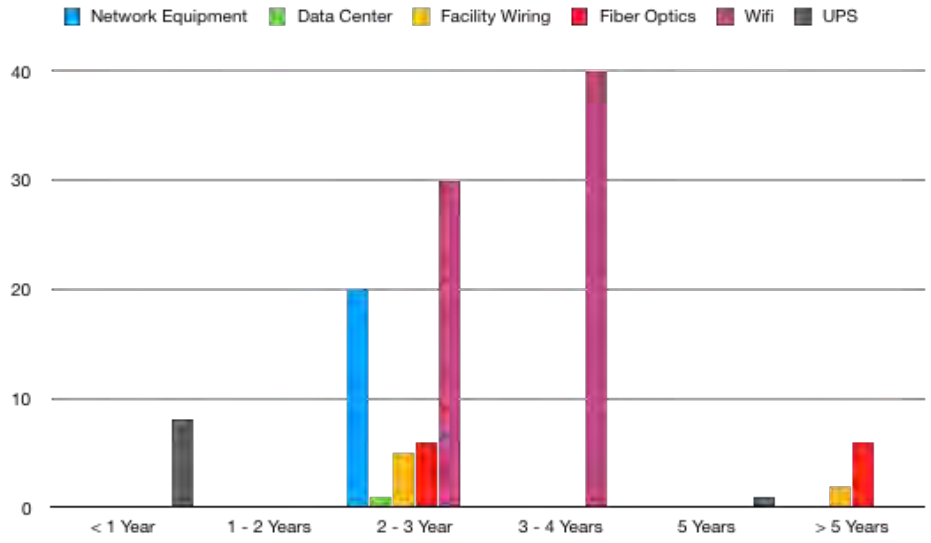
Decommissioned = 117



Current Infrastructure Age

Infrastructure

	< 1 Year	1 - 2 Years	2 - 3 Year	3 - 4 Years	5 Years	> 5 Years
Network Equipment	0	0	20	0	0	0
Data Center	0		1	0	0	0
Facility Wiring	0	0	5		0	2
Fiber Optics	0	0	6	0	0	6
Wifi	0	0	30	40	0	0
UPS	8	0	0	0	1	0



Appendix E

Technology Replacement Plan

Overview

The Technology Replacement Plan sets general replacement guidelines for computer technology within college IT standards. In 2018 the Technology Committee was revamped removing it as a standing committee and implementing an Advisory committee. The Advisory Committee will assess needs, guide priorities, and set goals in relation to the area of Technology. The intent of this plan is to guide college technology replacement.

The plan includes recommendations regarding projections for replacement and associated costs considerations to be used in planning. These projections and replacement guidelines are applicable to equipment for faculty, staff, management; equipment for instructional computer labs; and equipment needed to support the college administrative, teaching, and learning, and supporting applications.

The Technology Replacement Plan guidelines will:

- Identify redeployment strategies for older equipment.
- Identify computers and related equipment that have become obsolete and should be liquidated.
- Inform replacement costs projection in accordance with Total Cost of Ownership for budgeting and planning purposes.

Criteria to Replace Computers and Related Equipment

The criteria to replace college computers and related equipment will be reviewed annually by the Technology Advisory Committee and modified as needed. Current criteria are as follows.

Age and model of computer/workstations or peripheral equipment within the following replacement:

- Desktop hardware and peripherals 6 years
- Network hardware 7-10 years
- Wiring and physical infrastructure 10-20 years
- Wireless coverage standards reviewed by Information Technology Staff

The college Technology Advisory Committee will evaluate requests outside of these criteria based on documented and submitted needs within the program review process and available funds.

Technology Advisory Committee will collaborate with college and IT personnel to assist with prioritization of need.

- Review administrative departments on 2-year cycle to see if delay replacement can be delayed by 1-2 years.
- Review use of re-deployed computers for computer labs and faculty.
- Look at possibility of adding memory to existing lab computers.
- Review multi-media equipment replacement needs to determine if replacement can be delayed a year or more.

Redeployment

Computers and related equipment for personnel, existing instructional computer labs, and classrooms will be redeployed, with documented rationale, if the equipment has not been aged out as defined by the Technology Life Cycle. If the equipment has been aged out the equipment will **NOT** be redeployed.

Liquidation

Computers and related equipment that have been replaced by new or redeployed units will be liquidated in accordance with the Kansas Board of Reagents policy:

- Equipment has aged out of the Technology Life Cycle
- Equipment has a history of disrepair
- Equipment is older than three years and cannot economically be repaired, or for which parts cannot be acquired
- Equipment has no other college identified use

Costs and Projections for Planning

While every attempt was made to verify information, equipment changes occur continuously within each office/department. This working document may be subject to change. The college will utilize asset tracking to determine and verify age and need prior to equipment being purchased.

Total Cost of Ownership

In the Information Technology industry, Gartner, Inc. is regarded as a leading information technology research and advisory company. The Gartner Group (now Gartner, Inc.) originally introduced the concept of **Total Cost of Ownership (TCO)** in 1987.

Gartner defines total cost of ownership (TCO) for Information Technology (IT), as "…a comprehensive assessment of information technology (IT) or other costs across enterprise boundaries over time…including hardware and software acquisition, management and support, communications, end-user expenses and the opportunity cost of downtime, training and other productivity losses[2]". Total cost of ownership analysis attempts to define both the obvious costs for acquisition and ongoing support and the so-called "hidden" costs of ownership across the full ownership life or life cycle of the acquisition. The Gartner model uses the IT Key Metrics Data (ITKMD) to calculate a price for infrastructure and operations with recommended IT staffing levels.

[2] Gartner IT Glossary 2016. http://www.gartner.com/it-glossary/total-cost-of-ownership-tco/

In defining ownership life[3], The Technology Advisory Committee takes into account the following areas influencing the useful lifespan of IT systems:

- **Economic life**. - The number of years for which the IT system provides more value to than it costs to own, operate, and maintain. When ongoing costs exceed returns, the IT system is considered to be beyond its economic life.
- **Service life**. - The number of years the IT system is actually in service providing appropriate functionality and performance for the requirements.
- **Depreciation life -** The number of years over which financial systems charge depreciation expense.

While the economic life may be a factor in which upgrades should be planned, the service life is more often the defining factor. The Technology Advisory Committee uses the service life for determination of equipment life. In IT, discrete systems and technologies present different life cycles to analyze. For example, tablets and laptops exceed their service life in functionality and usefulness faster than Enterprise server systems. If a computer can no longer do the job needed by the staff, faculty or student, then upgrades are mandatory because the device has reached the end of its useful service life.

Costs of ownership span beyond the procurement process itself. In the life cycle graphic shown, an IT system or technology requires different types of IT effort, as it moves from a new deployment to an aging service. The various phases include Planning, Procurement, Deployment, Management, Support and Disposition. Each phase requires IT to provide specific IT knowledge and task execution. The ongoing cost of ownership incorporates all expenses for staff, equipment and support to execute those tasks.

The Department of Information Technology have made operational and architecture choices to minimize the ongoing costs of ownership and better position the available staff to support the technology expansion and increased sophistication.

[3] Total Cost of Ownership TCO Explained, Business Encyclopedia, ISBN 978-1-929500-10-9. https://www.business-case-analysis.com/total-cost-of-ownership.html

Due to decreased staff and increased TCO the Department of Information Technology would like to investigate the plausibility of a Bring Your Own Device, BYOD, initiative. The BYOD program would work in conjunction with the Technology Replacement Plan. Faculty and Staff at Independence Community College would receive a possible stipend to purchase their own technology, while the replacement plan would be garnered to apply only to infrastructure needs and Labs.

Appendix F

Helpdesk Statistics

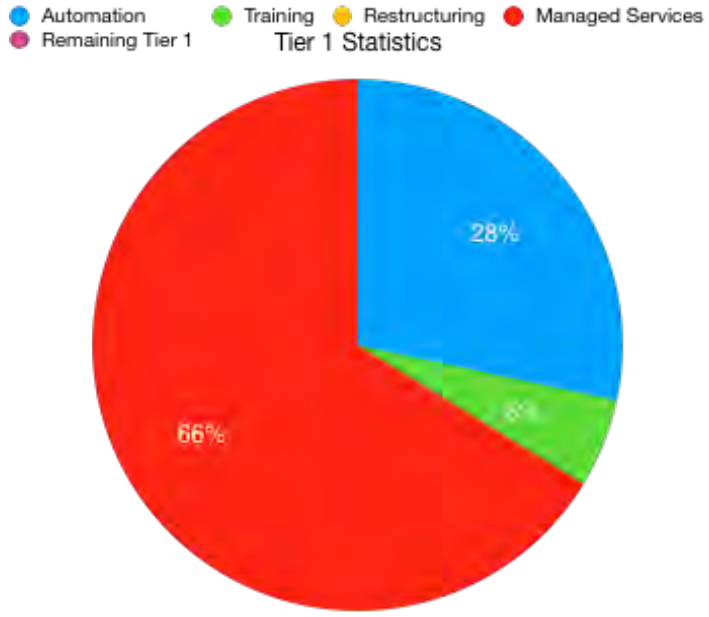
Help Desk Statistics

Tier 1	2,166
Tier 2	822
Printer	254
Management	143
Reports	57
Total	**3,442**

Tier 1 Statistics

Automation	614
Training	117
Restructuring	0
Managed Services	1435
Remaining Tier 1	0

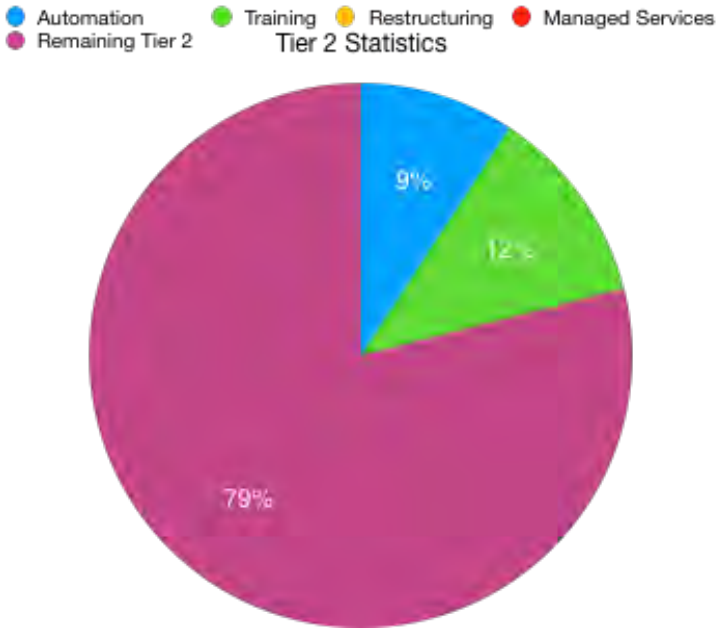
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Tier 1 - Work by ICC IT Staff



Tier 2 Statistics

Automation	76
Training	97
Restructuring	0
Managed Services	0
Remaining Tier 2	649

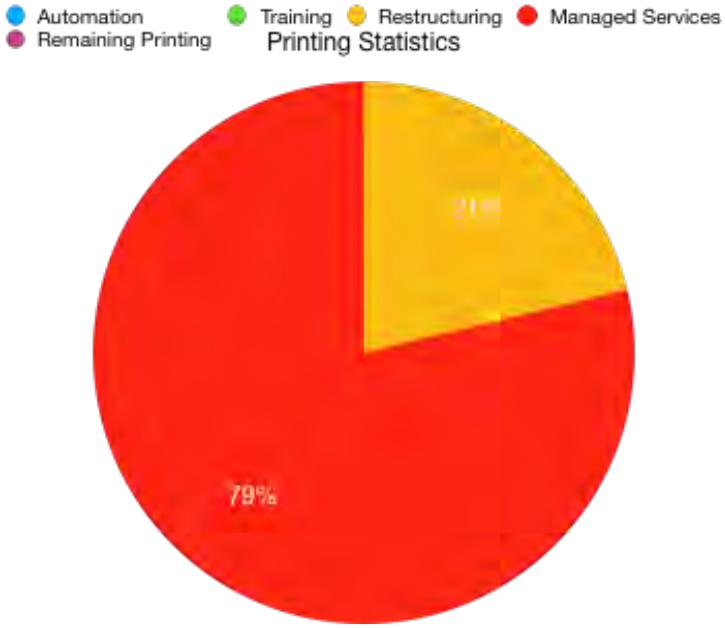
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Tier 2 - Work by ICC IT Staff



Printing Statistics

Automation	0
Training	0
Restructuring	54
Managed Services	200
Remaining Printing	0

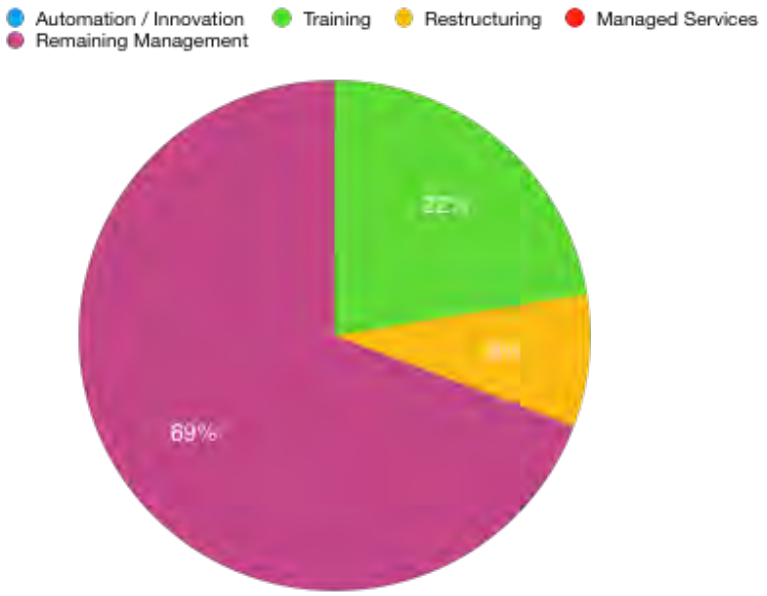
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Printing - Work by ICC IT Staff



Management Statistics

Automation / Innovation	0
Training	32
Restructuring	12
Managed Services	0
Remaining Management	99

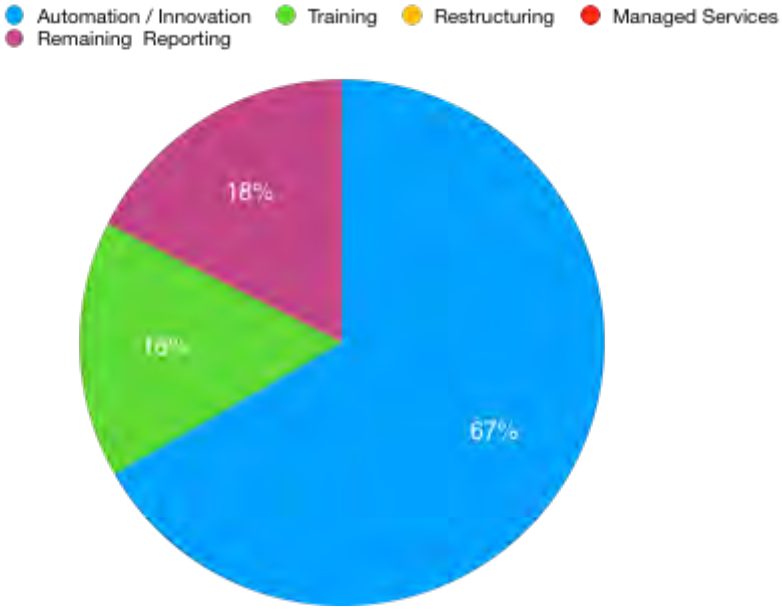
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Management - Work by ICC IT Staff



Reporting Statistics

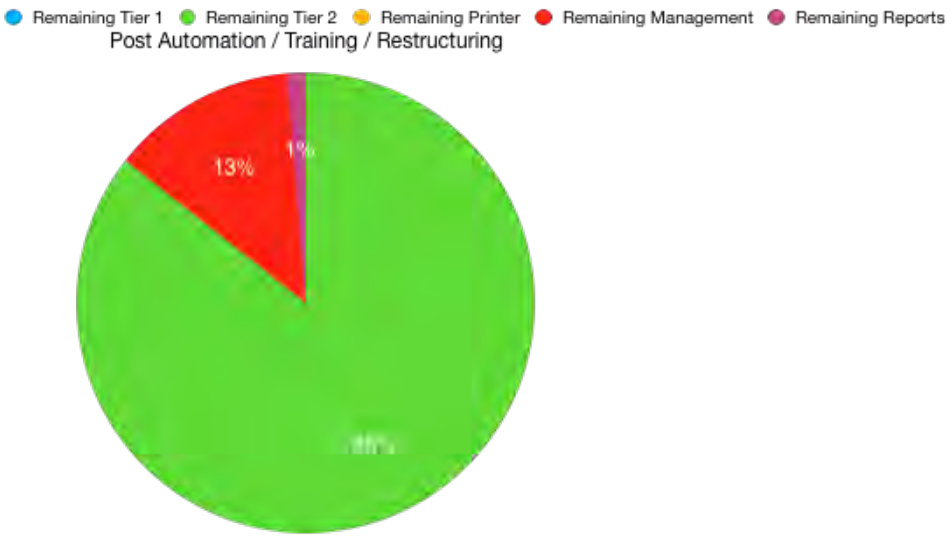
Automation / Innovation	38
Training	9
Restructuring	0
Managed Services	0
Remaining Reporting	10

Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Reporting - Work by ICC IT Staff



Remaining Workload

Remaining Tier 1	0
Remaining Tier 2	649
Remaining Printer	0
Remaining Management	99
Remaining Reports	10
Total	**758**

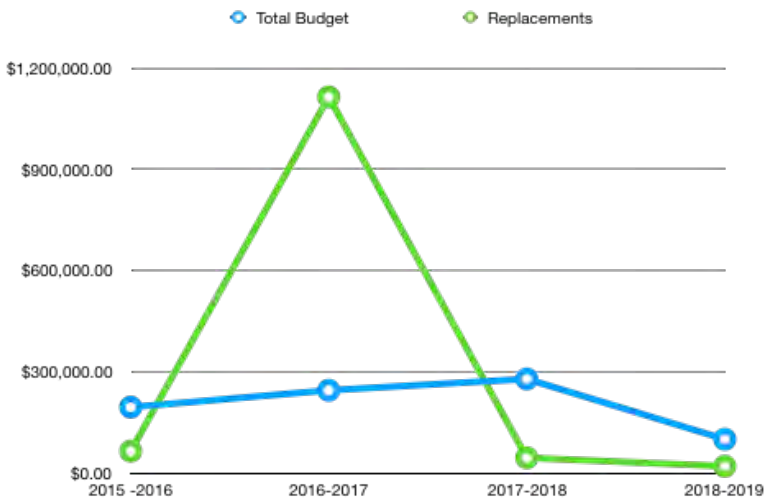


Appendix G

Budget vs Expenditures

Budget

Fiscal Year	Total Budget	Replacements
2015 -2016	$195,082.00	$65,000.00
2016-2017	$245,097.00	$1,115,080.00
2017-2018	$278,870.00	$45,000.00
2018-2019	$100,000.00	$20,000.00



Appendix H

TECHNOLOGY STEERING COMMITTEE BY-LAWS

Mission
To research and recommend flexible, integrated, systems and solutions that enable processes for: learning, student success, College communications and administrative functions.

Responsibilities

1. Study and evaluate the current and future areas of technology.
    a. Align technology goals in relation to higher education, business and emerging trends.

2. Anticipate and evaluate advances in instructional technology in order to stay current in providing educational resources.
3. Priorities defined by the steering committee will be provided to Cabinet by March 1.
    a. Priorities will be identified by strategic data driven processes based upon business office analytics, academic program review, pre-defined user group studies and areas of need as defined by:
        i. The strategic plan as defined by the board and adopted by the institution.
        ii. Existing status of instructional and business technology.
        iii. Existing status of student access and need of technology.

4. Prepare continuous summaries of the effectiveness of the committee's work as it relates to the strategic planning of the institution.

5. Review, modify and ratify the Technology Plan as it relates to the 1,3 and 5 year planning cycles.

Membership
Committee members will be chosen by the Director of Information technology to include institution faculty and staff, local staff or faculty from local educational institutions, employees of local businesses and Information Technology staff from other Higher Education institutions. The Director of Information Technology is a permanent member and facilitator of the committee. The Technology Steering Committee will be open for any to attend. Service for this Committee will be one academic year.

Meeting Frequency
The Technology Steering Committee will meet monthly. The steering committee may decide to meet more frequently if core responsibilities need to be met.

Communications
Minutes will be taken each meeting and will be distributed to all faculty, staff and administrators at the earliest possible date.

Appendix 93

Admissions and Retention Operational Plan

Operational Plan for Academic Advising

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

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

Measure 1:	45% of eligible (no holds preventing enrollment) returning students will be enrolled for the spring semester by December 15th.
Measure 1 Results:	Q1: Progress on this metric will be communicated Q2. Q2: This goal was exceeded. We have enrolled 57% of eligible students that will be returning for the fall by May 30th, 2018.

Measurement:
Responsibility:
Navigators

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

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

Measurement:

Measure 1	Decrease of Performance Gap score for Noel Levitz Item 40, "My academic advisor is knowledgeable about the transfer requirements of other schools," from .56 to 0.5. 70% of students who attend transfer information work sessions will rate workshop as "satisfactory". 70% of students who attend Transfer Application Help Days will rate workshops as "satisfactory".
Measure 1 Results:	Q1: Noel Levitz will be administered in the spring semester. Q2: We did not meet this goal. The gap widened to .63. I believe that the new navigator program will help decrease this gap in the future. The student will get to know and work with their advisor from the very beginning to work on transfer options. We will look at this measure as a team and set a new goal and brainstorm ideas to improve.

Responsibility:
Navigators

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

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

Measure 1:	Development of Annual Professional Development plans for academic advisors. Complete Annual Departmental Review documents in April.
Measure 1 Results:	Q1: In process – due April 2018. Q2: Navigators will continue to attend NACADA. We will be taking trips to D1 schools that we are building relationships with to get professional development for our navigators that work with our student athletes. We will be meeting with their eligibility departments. We are also looking into growing our partnerships with current transfer schools and setting up tour dates for navigators.

Responsibility:
Director of Enrollment and Retention Management

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

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

Measure 1:	The department of Advising will remain within the allotted budget.
Measure 1 Results:	Q1: The department budget is currently on target. Q2: The department came in under budget for this year.

Responsibility:
Director of Enrollment and Retention Management

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

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

Measure 1:	70% of students who attend degree plan information sessions will rate workshop as satisfactory, Noel-Levitz Item 66 "Program requirements are clear and reasonable" performance gap will decrease from .54 to .5.
Measure 1 Results:	Q1: Progress on this metric will be communicated Q2. Q2: We were able to exceed this goal. We decrease the gap to .47

Responsibility: Navigators

Operational Plan for Admissions

Objective 1: ***Reach out and connect with high schools and potential students locally, regionally, nationally and internationally to increase enrollment. (Board Goal or Strategic Plan Area: Support Excellence)***

Strategies:

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

Measurement:

Measure1:	Enrollments Increase • Concurrent enrollment increased by 5% annually • Culinary enrollment increased by 5% annually after initial year benchmark • Vet Tech enrollment increase of 5 students by spring 2018 raising program total to 20 • Meet EMT enrollment capacity of 15 students • Meet Cosmetology enrollment capacity of 15 students
Measure 1 Results:	Q1: • Changes were made to vet tech for fall of 2018 cohort. Students will be completing the pre-requisites course in the fall semester and will take their core vet tech classes beginning the semester after completing pre-requisites. We are on track to have 22 students on track for vet tech in the Fall. • We currently have 6 students enrolled for the EMT Fall semester. We have 7 more students in the pipeline. We are on track to have 13 students enrolled for the Fall Semester with the course having a maximum capacity of 15 students. • Cosmetology has 12 incoming students for the fall semester. We are looking at 17 students in total for the fall.

	Q2: ICC West Tech days were successfully completed during the Spring semester. We had over 200 students visit the ICC West campus. This will be an ongoing event each semester to ensure awareness is spread regarding the programs at our West campus and what we have to offer.
Measure 2:	International enrollment increased by 10 students to raise international student population to 30 students by fall of 2018
Measure 2 Results:	Q1: We have approximately 10 international students that will be staying at ICC for the Fall. We currently have 8 students that have been active in the international admissions process, I believe we will be at around 20 international students for the fall. Q2: We are still working on creating an MOA with ESU regarding a 2+2 program for international students. This program should be active Fall 2018. We are in the process of creating mutual marketing material to promote this agreement.
Measure 3:	Ellucian enrollment reports are run and future recruiting software package is included for consideration during the budget-planning process
Measure 3 Results:	Q1: We had a scoping meeting for Elluian Recruit to add a CRM system to our recruiting plan. After the meeting we decided that this system was not going to be worth the money. We had a working meeting with IT. We will now be using the inquiry part of Power Campus and will be working with Eric to customize reports for tracking recruits. Q2: We are currently in user testing acceptance for the new Fireworks CRM and hoping to go live by June 13th, 2018

Responsibilities:

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

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

Strategy:

1. Guide customers through the proper channels for completion of individual tasks:

    - Provide a helpful registration experience while in Admissions
    - Continue Power Campus training for customer access to knowledgeable Admissions staff
    - Walk students through Pirate Portal setup

Measurement:

Measure 1:	Increase satisfaction rating for Noel Levitz item number 5 "The personnel involved in registration are helpful" from 0.08 – 0.10.
Measure 1 Results:	Q1: We will be looking at results after Noel Levitz is administered in the spring. Q2: This gap widened to .54. The new navigator program will be looking at this as a team. I believe the new navigator program will help by having registration in one department instead of multiple departments. Students will have the same advisor from admissions to graduation.
Measure 2:	Decrease Gap score for Noel Levitz item number 41 "Admissions staff is knowledgeable" from 0.55 to 0.50 Using Power Campus to run enrollment reports.
Measure 2 Results:	Q1: We will be looking at results after Noel Levitz is administered in the spring. Q2: This gap widened to .63. We will be looking at this as a team to set new goals and look at improvements.
Measure 3:	Use Ellucian to measure the percentage of students that complete setup in Pirate Portal.
Measure 3 Results:	Q1: We are working with IT to set up a new process where students will automatically get sent a username and log on once their application is processed. Q2: Starting on June 11th, students will automatically get their username and log on emailed to them. The navigators will also have a copy of username and password in a navigator shared folder that IT will automatically update.

Responsibilities:

Admissions staff

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

Strategy:

1. Engage our students with the public through our Community Pirate Partnership Program (CP^2) and events in the community
   - Dancing with the Indy Stars - Spring
   - Wichita Thunder College Fair - Spring

- Love Independence Day - Spring
- Egg My Yard Fundraiser for Pirate Pantry

Measurement:

Measure 1:	Use CP2 to increase student satisfaction to support institutional retention rates.
Measure 1 Results:	Q1: We have completed our first full semester with CP2! We will be looking at Noel Levitz results in the spring. We are also working on an in-house survey to give to students participating in the CP2 program after they leave ICC. Q2: Due to time constraints, we were not able to administer an in house survey. We will eb looking at a navigator taking on this project for next year.
Measure 2:	Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers.
Measure 2 Results:	Q1: We will be looking at these numbers in the Spring of 2018. Q2: We are still needing to review this data. We will also be reaching out to other programs with similar programs to see how they are tracking this data. One navigator will be assigned to this for next year.

Responsibilities:

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

Appendix 94

Higher Learning Commission Retention-Completion Report

Independence Community College has experienced a decrease in our retention. Please see the following chart for retention data for the last two years.

Chart 1. Independence Community College Retention Data Fall 2015 – Fall 2016

	Fall 2015 # of Students minus Graduates	**# of Returning Students in Fall 2016**	**Retention %**
Part-time Non-Degree Seeking	314	127	40.45%
Part-time Freshmen	40	9	22.5%
Part-time Sophomores	31	3	9.86%
Full-time Non-Degree Seeking	14	4	28.57%
Full-time Freshmen	364	161	44.23%
Full-time Sophomores	176	36	20.45%
Total	**939**	**340**	**36.31%**

Chart 2. Independence Community College Retention Data Fall 2016 – Fall 2017

	Fall 2016 # of Students minus Graduates	**# of Returning Students in Fall 2017**	**Retention %**
Part-time Non-Degree Seeking	374	129	34.49%
Part-time Freshmen	98	25	25.51%
Part-time Sophomores	44	2	4.55%
Full-time Non-Degree Seeking	26	6	23.08%
Full-time Freshmen	312	119	38.14%
Full-time Sophomores	181	19	10.50%
Total	**1035**	**300**	**28.99%**

Chart 3. Independence Community College Retention Data Fall 2017 – Fall 2018

	Fall 2017 # of Students minus Graduates	# of Returning Students in Fall 2018	Retention %
Part-time Non-Degree Seeking	235	95	40.43%
Part-time First-Time Freshmen	22	3	13.64%
Part-time All Other Students	109	47	43.12%
Full-time Non-Degree Seeking	6	2	33.33%
Full-time First-Time Freshmen	237	97	40.93%
Full-time All Other Students	172	58	33.72%
Total	**781**	**302**	**38.67%**

The following chart shows the retention data from Fall 2013 – Fall 2017.

Chart 3. Undergraduate Retention History for Independence Community College

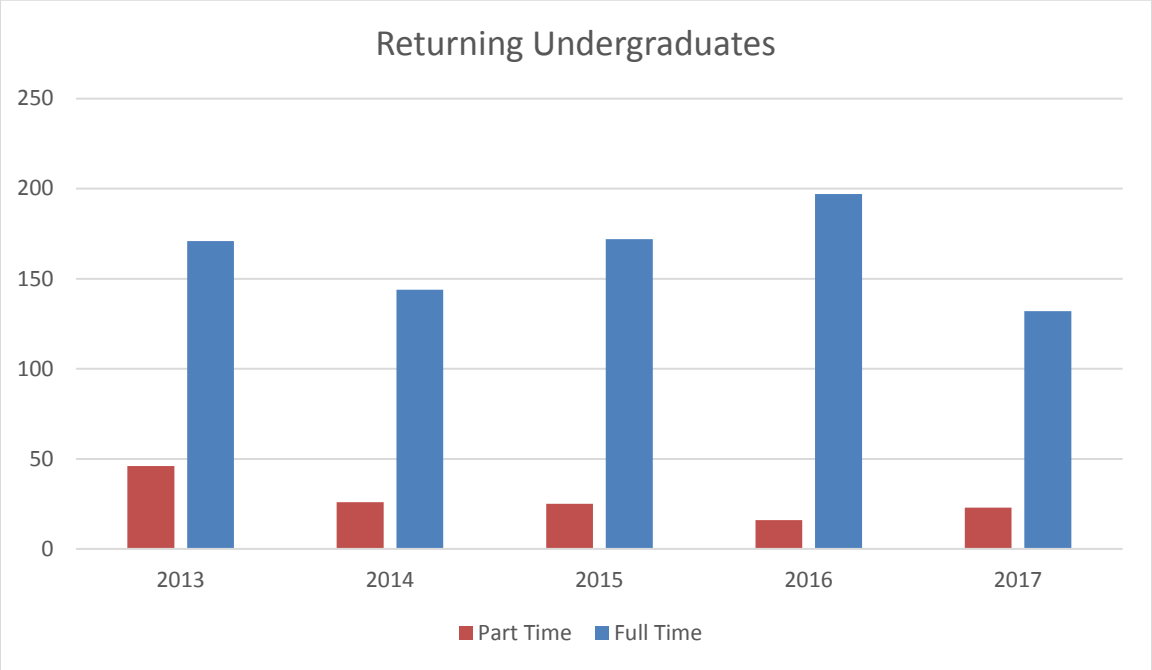


Chart 4. Kansas Board of Regents Retention Rate for All Community Colleges

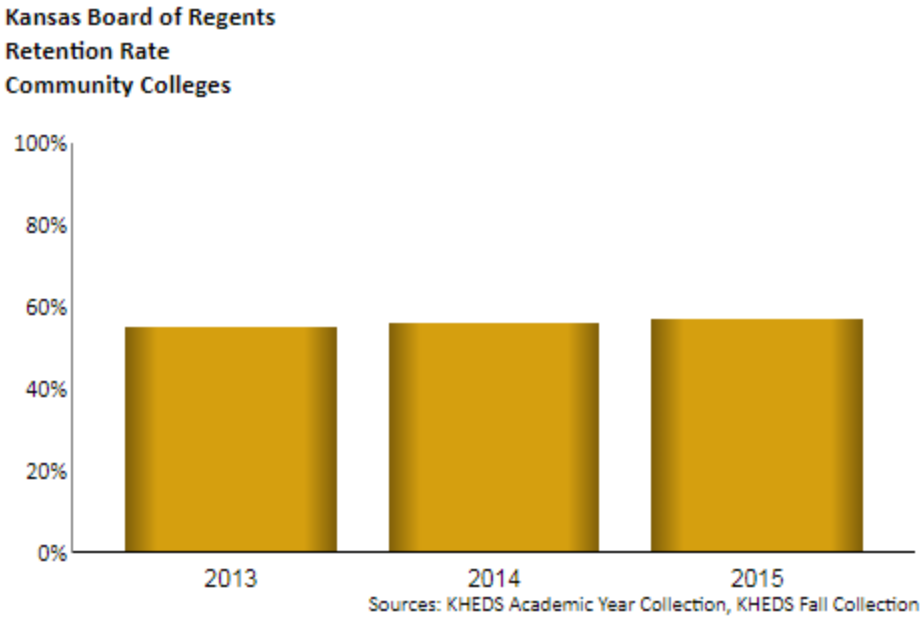


Chart 5. Kansas Board of Regents Retention Rate for Southeast Kansas Community Colleges

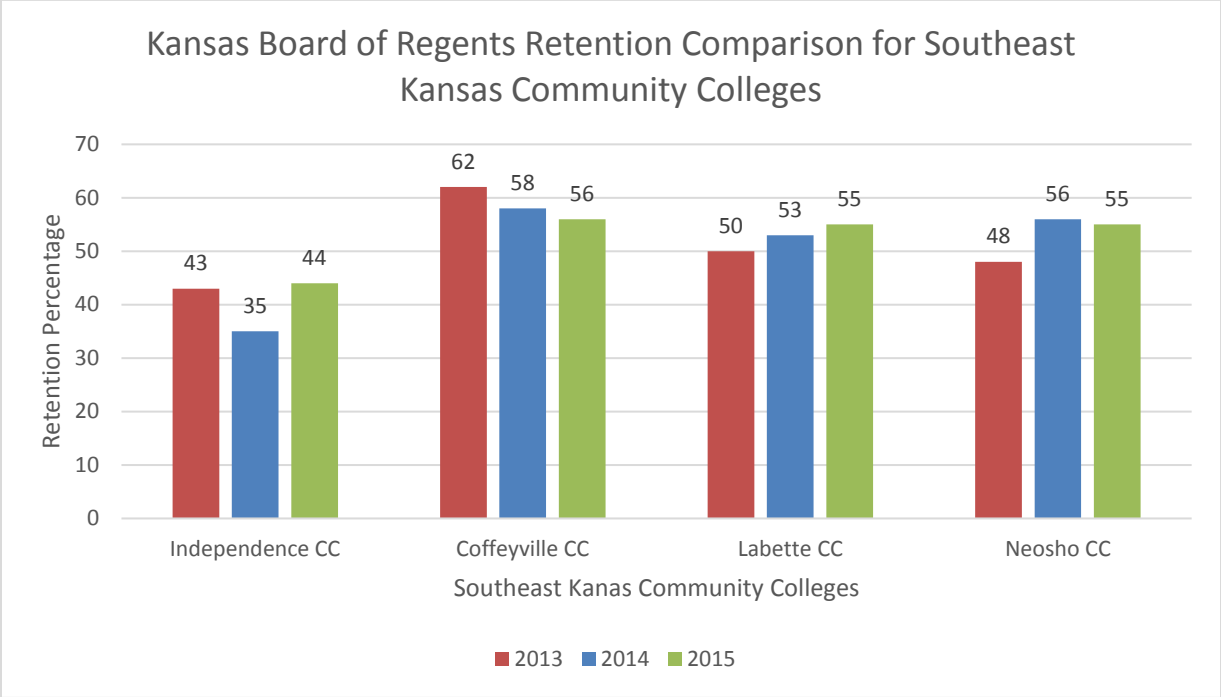


Chart 6. First-Year Persistence and Retention for Students Who Started College in 2-Year Public Institutions as provided by the National Student Clearinghouse Research Center. (Full report can be found at the following website: https://nscresearchcenter.org/wp-content/uploads/SnapshotReport28a.pdf)

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

Snapshot™ REPORT

FIRST-YEAR PERSISTENCE AND RETENTION

Persistence and Retention: Two-year Public Institutions

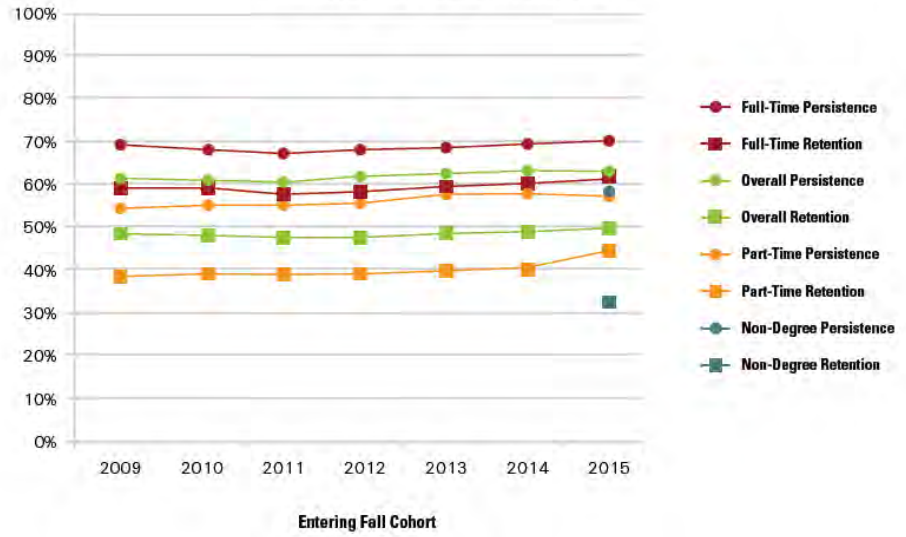
For students who started college in fall 2015 at two-year public institutions, the persistence rate was 62.7 percent, unchanged from the prior year, and up 1.7 percentage points in comparison to the fall 2009 cohort.

The persistence rate was 70.2 percent for those who entered college on a full-time basis, compared to 56.9 percent for those who entered college on a part-time basis.

Of all students who started college in this sector in fall 2015, 49.1 percent returned to the same institution in fall 2016.

With data current through fall 2016

Figure 6. First-Year Persistence and Retention for Students Who Started College in Two-Year Public Institutions



Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the NSC Research Center website: https://nscresearchcenter.org/wp-content/uploads/NSC_SnapshotReport28_PersistenceRetention_Data_Tables.xlsx.

ICC's Response to Reasons The Indicators Triggered The Report

There are three major factors that we have identified as indicators on why the retention dropped so much in one year.

1. There was a change in athletic recruiting practices. A new head football coach was brought in December 2015. Over the last two years the new coach has brought in a large amount of players to build the team. During the process of building the team, some of those players have been cut, or realized that they are not able to make it at the level of play that is expected in the new program. This has resulted in a loss of students each semester.
2. Students are slipping through the cracks and not being noticed. Up until this semester ICC only had 1.5 staff dedicated to advising students, while faculty were the main advisors for the campus. Advising is a part of the Faculty Negotiated Agreement, but expectations for this job duty are not outlined. The faculty have multiple requirements and expectations of them throughout the semester that are outlined in their contract. We believe it is unrealistic for us to expect faculty to intrusively advise students and meet their expectations as a faculty member. This has resulted in multiple students not being contacted. If no one at the institution is showing interest in a student and their plans for next semester, they are at high risk for not returning. This has resulted in loss of enrolment from semester to semester.
3. There are multiple holds on student's accounts that keep students from enrolling. Examples of holds are Financial Aid (required documents not turned in) or Housing or Balance due to ICC. In the

process of contacting all the current students that are enrolled, we have noticed that a large amount still have holds on their account. Some of the students have found themselves in a bind because they have not completed certain tasks to take care of the hold and now it is too late. Holds are a roadblock for many of our students and has deterred them from enrolling.

ICC's Plan of Action to Avoid Indicators In The Future

In the Spring of 2017, ICC started investigating other intrusive advising models that had been implemented successfully at other Colleges (examples include State Fair Community College in Sedalia, MO and University of Phoenix). In the fall we narrowed our choice down to two different strategies, and did teleconferences with those schools asking about their success with retention/completion and return on their investment in more advising services. Based off of these conversations, ICC chose to head in the direction of a specific advising model that would allow focused staff to be the primary advisors with faculty now assisting as their time allows. We also did a restructuring of departments to allow a cohesive model of students sticking with the same Navigator from Admission to Graduation. Below is more detail on where we are at in that implementation:

Owner: Director of Enrollment and Retention Management (new position filled by Director of Admissions)

Strategy: Implement a new intrusive advising program that has "Navigators" working with students from Admission to Graduation.

The navigator program is a new program at Independence Community College. The Navigators will guide students through ICC and beyond by providing a high level of interactive customer service to ensure student success. A new student will be intercepted by the navigator as soon as they have applied and the admissions office has determined what they will be studying and what extracurricular activities they will be involved in. The navigator will work with them to complete all of their admissions documentation, financial aid, and payment plans. The navigators will enroll them in classes and follow an intrusive advising approach throughout the semester. They will work closely with students to make sure they have completed all the necessary steps to take care of hold on their account that keep them from enrolling the next semester. The navigator's goal is to get them from the admissions process to graduation.

The navigators will possess a student-centered advisement philosophy. They will help students adapt to their learning environment and guide them in making informed decisions regarding their educational and career goals. The navigator team will be working closely with faculty and other academic/instructional staff. We still want the students to connect with their professors and use them as resources. The navigators will also be consulting with faculty throughout the year on changes in their program. Their commitment is to create an inclusive learning environment. They will advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet the student's academic needs. They will be knowledgeable in the college's financial aid and business office processes.

Timeline: The timeline for this project is as follows—

November: Presidential Announcement regarding program start and the re-assigning of current employees to fill positions.

December: Director of Enrollment and Retention Management begins transition plan with new staff as well as other key departments preparing for new roles/responsibilities.

January: Official launch of Navigator program with details being shared with the campus community at January In-service.

March: Transition complete and all Navigators are trained and working with their caseload of students.

Continuous Improvement: The Navigator Team will be reviewing the following data to set benchmarks, goals, and targets:

1. Institutional retention rates for Fall 2016-Fall 2019.
2. Retention data broken down by program/activity
3. Noel Levitz Survey Data
4. CCSSEE Survey Data
5. Student Concern Log tickets

Current Targets Set:
Our goal is to increase ICC's overall retention rate to 31% for Fall to Fall (2017-2018).

Appendix 95

December 2017 Board of Trustees Meeting Minutes

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
December 14, 2017

MINUTES

Members Present
Norman Chambers
Jana Shaver
Terry Clark
Mike Wood
Cynthia Sherwood

Others Present
Daniel Barwick, President
Wendy Isle, Chief Financial Officer
Kara Wheeler, Vice-President of Academic Services
Keli Tuschman, Human Resources Director
Tammie Geldenhuys, Vice-President/Student Affairs, Athletics, and Admissions
Beverly Harris, Executive Assistant/Board Clerk
Jessica Morgan-Tate, Compliance Officer/Title IX
Brittany Thornton, Director of Admissions
Brad Henderson, Marketing/Communications Director
Eric Montgomery, IT Director
Taylor Crawshaw, Associate Dean of Academic Support Services
Isaias McCaffery, History/Geography Instructor
John Eubanks, Business/Accounting Instructor
Mark Harris, Sociology Instructor
Mallory Byrd, Allied Health Director
Ann Dutton, Vet Tech Program Director
Melissa Ashford, Computer Technology Instructor
Brian Southworth, Developmental Math Instructor
Tonda Lawrence, Director of Cosmetology
Laura Schaid, Fab Lab Office Administrator
Laura Allison, Director of Financial Aid Services
Sue Manning, EMS Education Director
Cody Westerhold, Director of Student Activities

Guests
Taina Copeland, Reporter
Andy Taylor, Montgomery County Chronicle
John Haas, Ranson Financial Representative
Jeff Chubb, College Legal Counsel
Hoite Caston, Community Member

I. ROUTINE

A. Call to Order – Norman Chambers called the meeting to order at 6:00 p.m.
Prior to the start of meeting business, Norman Chambers read the following statement:

Before we get started with tonight's meeting, I have some comments.

The Independence Community College Board of Trustees declares its unanimous support for our President, Dr. Dan Barwick.

Recent events initiated by the faculty association have created significant turmoil on campus. This ill-advised action is a rejection of the ICC Board's historical role as a mediator and facilitator of disputes, complaints, and grievances.

The unauthorized press release by the faculty association named ICC's president, Dr. Barwick, as the primary reason for the no confidence action, but it is also a rejection of the board's partnership with the faculty and our obligation to address problems when they arise.

To be clear, the faculty association made no attempt to comply with ICC policies with regard to disputes, complaints, and grievances contained in the press release.

This action by the faculty association, and the release of this action to at least 50 media outlets in three states, has caused, and will continue to cause, tremendous harm to ICC. These three states represent ICC's prime recruiting area. The extent of this harm will be felt in enrollment, reputation, accreditation, and revenue.

The extent of this harm will not be known for many months. The question is why? The only answer that makes sense is to harm ICC and Dr. Barwick. Again, the question is why?

The Board remains ready to work with the faculty as well as all employees to improve ICC. In order to do that the Board must be recognized in its statutory role and given an opportunity to perform its duties. Again, the Independence Community College Board of Trustees declares its unanimous support for President Dr. Dan Barwick.

B. Approval of Agenda – Cynthia Sherwood moved to approve the amended agenda as distributed. Terry Clark seconded the motion and the motion carried 5-0.
C. Welcome Guests – Norman Chambers welcomed the guests, expressed appreciation for the attendance, and invited them to come again.
D. Pledge of Allegiance – Terry Clark led the group in recitation of the Pledge of Allegiance.
E. Mission Statement – Mike Wood read the College Mission Statement.
F. Vision Statement – Cynthia Sherwood read the College Vision Statement.
G. Approval of November 9, 2017 and November 12, 2017 meeting minutes – Mike Wood moved to approve minutes of the November 9, 2017 Board meeting. Cynthia Sherwood seconded the motion and the motion carried 5-0. Terry Clark moved to approve minutes of the November 12, 2017 Board meeting. Mike Wood seconded the motion and the motion carried 5-0.

II. INSTITUTIONAL OPERATIONS

A. Ranson Financial Certificates of Participation Refinancing Option-John Haas distributed new financial information from that included in the Agenda packets and presented various options for refinancing the 2009 Certificates of Participation. Mr. Haas answered several questions and noted that if the Board wished to proceed, a special Board of Trustees meeting would be required. Cynthia Sherwood moved the Board approve the resolution authorizing the offering for sale of lease purchase agreement refunding certificates of participation, series 2018, of Independence Community College, Independence, Kansas. Trustee Sherwood added to the motion that the Board authorizes the Chair of the Board and the Clerk of the Board to sign a Purchase Agreement if the savings is not less than $75,000 in an up-front plan. Mike Wood seconded the motion and the motion carried 5-0. The Board of Trustees will hold a special meeting on January 18, 2018 at 6:00 p.m. for the signing of the resolution and associated paperwork.
B. Admissions, Recruiting, Advising Restructure – Kara Wheeler and Brittany Thornton provided an overview of the new Admissions, Recruiting, and Advising restructure. The purpose of the restructure is improvement of enrollment and retention numbers while providing better service to our students. Navigators will be stationed in offices across campus and stay with students throughout the entire process of attending Independence Community College. Dr. Barwick recognized the significant increase in responsibility Brittany Thornton will see in her new role of Director of Enrollment and Retention Management and thanked her for accepting the challenge.
C. PTK Honors Luncheon-Topeka/February 15, 2018 – Norman Chambers, Jana Shaver, and Mike Wood will attend the annual PTK Honors Luncheon in Topeka.
D. KACCT/COP December Meeting Update – Jana Shaver provided an overview of the portion of the meeting she attended on Monday morning and noted legislative focus on restoring the 4% cut to higher education.
E. Allow Payables – Terry Clark moved to allow payables. Mike Wood seconded the motion and the motion carried 5-0.
F. President's Update – Dr. Barwick recognized the football team for winning the Jayhawk Conference and the second highest ranked Bowl Game in the United States. Dr. Barwick expressed congratulations for: the student athletes; coaching, support, and administrative staff; the Board of Trustees; and, the donor support of Corey and Lisa Hugo, the ICC Foundation, Mark and Kathy Woods, and Bill Juby.

- December Quarterly Operational Plans – Dr. Barwick noted that a portion of the update will be a preview of the accreditation information being presented to all staff during the January In-Service. Due to the additional time required for this overview Dr. Barwick suggested answering any questions associated with the December Quarterly Operational Plan, or providing an update during the January Board meeting.

  Dr. Barwick noted that nine requirements were identified in the HLC notification and an accreditation update will be provided at each Board of Trustees meeting. An overview of the progress made toward addressing the HLC findings noted in the first requirement was provided: "Development and implementation of an institutional plan for systematic review of data connected with institutional complaints; especially student complaints. The plan should include a process that ensures oversight by knowledgeable persons of the analysis of trends associated with complaints; especially those connected to Title IX compliance and student complaints (Core Component 2.A)."
  Progress: The Student Satisfaction and Complaints Review Committee has been established and has met twice; Student Affairs and the Compliance Officer are developing a new handbook procedure for complaints; Maxient software has been purchased, goes live January 11, 2018, and all staff undergo Maxient training during the January In-Service; a Marketing campaign to promote use of Maxient is underway; a Title IX Coordinator has been appointed and review of Title IX processes and procedures is in progress; Title IX training is scheduled for all employees during the January In-Service; all dorm students receive general Title IX training; and, all athletes receive specific Title IX training. A survey kiosk has been purchased for campus-wide use; weekly and monthly reports are generated and will be shared with the Board of Trustees.
  Dr. Barwick also informed the Board of the HLC timelines stated over the two-year process: a progress report is due by March 1, 2019; a site visit will occur no later than May 31, 2019, a site visit report will be distributed by HLC, and the HLC Board will take appropriate action at its November 2019 meeting. Dr. Barwick noted that a progress report will be given on all nine requirements during the January Board meeting.
- Update on Long-and-short-term Facilities Plan – Dr. Barwick reminded the group that our Facilities Plan is a five-year plan and the next project is the new Fab Lab Building Addition; following that project is the new Recital Hall for Fine Arts. Dr. Barwick noted that the Recital Hall space will have a classroom, storage space, and restrooms. John Heckman will present the "bare bones" cost estimate and structural plans during the January Board of Trustees meeting.
- January 8, 2018 In-Service – The Trustees were invited to attend the morning portion of In-Service.

III. CONSENT AGENDA – Cynthia Sherwood moved to approve the consent agenda which included receipt of the financial, personnel, and grant progress reports. Also included was payment to Tk20 in the amount of $13,000 for maintenance, support, and managed hosting fees from July 23, 2017 to July 22, 2018. The personnel report section of the consent agenda included employment of Andrea Hucke in the position of International Recruiting Specialist at an annualized salary of $30,000 plus College support toward employee participation in ICC's group health insurance plan, and the employment separation of Ashley Beurskens from the position of Academic Affairs Assistant.

IV. EXECUTIVE SESSION – For consultation with the College attorney

Norman Chambers moved that the Board go into Executive Session to include Daniel Barwick, Jeff Chubb, Wendy Isle, and Keli Tuschman for consultation with the College attorney pursuant to the attorney-client relationship exception in matters which would be deemed privileged in the attorney-client relationship; an allowable topic for Executive Session pursuant to KSA 75-4319 (b) (2) and that we return to Open Session in this room at 8:35 p.m. Mike Wood seconded the motion and the motion carried 5-0. It was noted that Executive Session for the purpose of discussing negotiations was not necessary and that no action would be taken following Executive Session. The Board entered Executive Session at 8: 20 p.m. The Board returned to Open Session in CLC 104 at 8:35 p.m.

V. EXECUTIVE SESSION – For the purpose of discussing negotiations was not necessary.

VI. EXECUTIVE SESSION – To discuss non-elected personnel

Terry Clark moved that the Board go into Executive Session to include Daniel Barwick, Jeff Chubb, and Keli Tuschman to discuss a personnel issue pursuant to the non-elected personnel exception in order to protect the privacy interests of the individuals to be discussed; an allowable topic for Executive Session pursuant to KSA 75-4319 (b) (1) and that we return to Open Session in this room at 8:50 p.m. Mike Wood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 8:35 p.m. The Board returned to Open Session in CLC 102 at 8:50 p.m. Terry Clark moved that the Board go into Executive Session to include Daniel Barwick, Jeff Chubb, and Keli Tuschman to discuss a personnel issue pursuant to

the non-elected personnel exception in order to protect the privacy interests of the individuals to be discussed; an allowable topic for Executive Session pursuant to KSA 75-4319 (b) (1) and that we return to Open Session in this room at 9:05 p.m. Mike Wood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 8:50 p.m. The Board returned to Open Session in CLC 102 at 9:05 p.m.

VII. ADJOURN – Terry Clark moved that the meeting adjourn. Norman Chambers seconded the motion and the motion carried 5-0. The meeting adjourned at 9:05 p.m.

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Beverly Harris
Board Clerk

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

Appendix 96

ICC Ranked First in Transfer Student Success

ICC ranked first in transfer student success

Independence, Kansas – April 28, 2017 – A recent study titled, *The Determinants of Enrollment and Success of Community College Transfer Students*, ranks Independence Community College (ICC) as the most successful community college in the State of Kansas for producing graduates among transfer students at four-year institutions.

The study by Dr. Donna K. Ginther, Professor in the Department of Economics and Director of the Center for Science, Technology & Economic Policy at the Institute for Policy & Social Research at The University of Kansas found that 58 percent of ICC students who transfer to four-year colleges successfully graduate with a bachelor degree within six years.

Ginther's study compared all students who transferred to a four-year college or university from a community or technical college and found a significant variance among community colleges. The success rate of ICC students was not only higher than the average university student, but was 45% higher than the average Kansas community college student. The statewide success average for community colleges students was 40.3%.

"These kinds of long-term, high-quality studies from independent organizations confirm the excellent work of our faculty and staff. We strive to make a student's educational experience as exceptional as possible," said Dr. Dan Barwick, ICC president. "It is our job as educators to best prepare them for where ever their life choices may take them. We can do this with outstanding instructors and a solid academic support system."

Students find that their experience supports the conclusions of the study. "I am pretty confident that I am leaving ICC fully prepared to get my bachelor's degree," said Paige Hufferd, a sophomore from Independence. "I have had an amazing experience here and know it has set me up to succeed at Pitt."

Hufferd will graduate in May and plans to transfer to Pittsburg State University in the fall.

ICC's top ranking for student success is just the latest in a multi-year string of accolades. In 2016, the college ranked in the top 1% of Community Colleges in the U.S. for Student Educational Goal Attainment. In 2015, the college was named as one of the Top 5 Most Affordable Community Colleges in the United States. In 2013, ICC was ranked in the Top 50 Best Community Colleges in the United States.

The Determinants of Enrollment and Success of Community College Transfer Students was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. Dr. Ginther's presentation is available at www.indycc.edu/about-us/marketing.

Appendix 97

Faculty Senate By-Laws

Independence Community College
Faculty Senate By-Laws

ARTICLE I. MISSION

The Faculty Senate's mission is to represent faculty interests in the governance of Independence Community College and to promote a collegial working relationship with the Board of Trustees, administration and staff.

The Faculty Senate fulfills its mission by:

- Acting as the steward of academic excellence at ICC
- Acting as a forum for addressing faculty *academic-related* concerns
- Promoting the positive impact of faculty on ICC and celebrating their accomplishments
- Addressing any academic concerns brought by the Student Senate
- Addressing academic issues that cannot be otherwise addressed through the collective bargaining process. The Senate shall not act as the collective bargaining unit for the faculty, nor shall it address any issues considered to be mandatory subjects as defined by law.

ARTICLE II. POWERS OF THE SENATE

The Senate:

1. Shall initiate policy and has the right to discuss and review all College policies which may affect its academic and educational objectives, subject to approval by the Vice President of Academic Affairs (VPAA) and ICC Board of Trustees; Academic Council will serve as a subcommittee to the Faculty Senate.
2. Shall study and discuss ideas or issues referred to it by Cabinet-level administrators and, where appropriate, make recommendations to the administration.
3. Shall serve as a channel of communication and orderly cooperation among faculty, professional staff, students, alumni, the administration, and the Board of Trustees.
4. Through its appropriate search committees, shall make recommendations to the Administration on the selection of administrative personnel at the level of Vice President or higher; shall provide input on performance recommendations of academic administrators of the level of dean and above, and will, upon request, provide input on performance recommendations of other administrators of the level of dean and above.
5. Shall make recommendations to the Board of Trustees on the selection of a new President and performance of a continuing President.
6. Shall have the right to express itself in writing on any matter concerning the academic welfare of the College and its various components and transmit its recommendations to the appropriate College administrators or Board of Trustees.
7. May request the opportunity to discuss with the President, Board of Trustees and other appropriate College administrators all actions taken by the Senate.

ARTICLE III. MEMBERSHIP

Section A. Representation

1. A qualified member is any faculty member who meets the definition of Faculty as defined by the current Faculty Association Negotiated Agreement. For the rest of this document, references to faculty refer to the definition given here.
2. Membership in the ICC Faculty Senate shall consist of the following elected senators:
    - two senators from the Science, Technology, Engineering, Mathematics and Business Division
    - two senators from the Fine Arts Division
    - two senators from the Humanities and Social Science Division
    - two senators from the Career and Technical Education (CTE) Division
    - three senators elected at-large by faculty. (At large candidates are determined by nomination of any faculty member.)

Section B. Election(s)

1. All divisions will hold elections for their senators in the Spring Semester of odd years. All three of the at-large senators will be elected in the Spring Semester of all even years.
2. The election results will be forwarded to the President of the Faculty Senate no later than the April meeting.
3. To promote continuity, the new senators are encouraged to attend the April meeting.
4. In the event of a senator's resignation, the President of the Faculty Senate shall organize a special election.

Section C. Terms of Membership

1. Senators shall be elected for a two-year term, which will begin at the first meeting in the Fall Semester after the spring election.

Section D. Responsibilities of Members

1. Members shall act as liaisons between the Faculty Senate and their respective divisions.
2. Members shall attend meetings or arrange for alternate representation and inform the President of the Senate.

ARTICLE IV. OFFICERS

Section A. Terms

1. Officers are elected to one year terms. (See Section F)

Section B. President

1. The President shall be a member of the Faculty Senate serving in at least his or her second year.

2. Duties include presiding at all meetings of the Faculty Senate, calling special meetings, appointing ad-hoc committees. In addition, the President shall serve on the President's Cabinet and attend ICC Board of Trustees' meetings.
3. The President shall be responsible for conducting the election of officers.
4. The President shall provide yearly report evaluating the effectiveness of the Senate to the President of ICC.

Section C. Vice-President

1. The Vice-President shall be a member of the Faculty Senate.
2. Duties include presiding at meetings in the absence of the President, representing the Faculty Senate at the Board of Trustees' meeting in the absence of the President and performing other duties as the President may direct.

Section D. Secretary

1. The Secretary shall be a member of the Faculty Senate.
2. Duties include recording and maintaining minutes of all meetings.
3. The secretary shall coordinate and edit all communications that are distributed under the banner of the Faculty Senate.
4. The Secretary shall distribute minutes of all meetings to the Faculty Senate members and post to the information distribution system.

Section E. Parliamentarian

1. The Parliamentarian, through Roberts' Rules, will assist the Senate President in rules of order and the proper procedures for the conduct of meetings.

Section F. Election of Officers

1. Officers shall be elected for one-year terms by the Faculty Senate at the last meeting in the Spring Semester. Special elections to fill unexpired terms may be held as needed. All newly elected members shall be eligible candidates for the office of Secretary or Vice-President. Only members serving in at least their second year are eligible for the office of President.
2. Members shall not hold more than one office concurrently.

ARTICLE V. MEETINGS

Section A. Regular Meetings

1. The regular meetings of the Faculty Senate shall occur during the Fall and Spring Semesters on the third Monday of each month. [If the meeting cannot be held because of Semester break, holiday, or other conflict, the Faculty Senate may choose not to meet or determine another meeting date.]
2. The President of the Faculty Senate shall invite the President of Independence Community College or designee to all meetings during the Fall and Spring Semesters.

3. The President of the Faculty Senate shall invite the Chair of Independence Community College Board of Trustees or designee to all meetings during the Fall and Spring Semesters.
4. The President of the Faculty Senate shall invite the Vice President of Academic Affairs or designee to all meetings during the Fall and Spring Semesters.
5. Faculty Senate meetings shall be open to employees, students and the public.

Section B. Special Meetings

1. Special meetings may be called as needed by the President of the Senate.
2. The President must call a special meeting within five (5) working days after receiving a written petition signed by at least four members of the Faculty Senate.

Section C. Quorum

A majority of the members of the Faculty Senate shall constitute a quorum.

Section D. Parliamentary Procedure

Basic Roberts Rules of Order (Revised) shall govern the conduct of all Faculty Senate meetings.

ARTICLE VI. THE FIRST YEAR

1. The faculty will nominate and vote for all at-large senators and Divisions will nominate and vote for their senators immediately upon adoption of these by-laws.
2. If the Faculty Senate starts in the Spring Semester of 2018, senators who, according to the by-laws, would have been elected in an Odd Year, will serve a one year term and there will be an election in the Spring Semester of 2019 for those who will then serve as stated in the by-laws. Senators who would normally be elected in even years will serve until they are replaced by the next senators elected at the even year interval as required by the by-laws. Refer to Article II for additional information.
3. The second year of service or more requirements for the President of the Faculty Senate is waived until elections of officers at the first Faculty Senate meeting held in the Fall Semester of 2019.

ARTICLE VII. ADOPTION AND AMENDMENTS

Section A. Adoption

These by-laws shall become effective when adopted by a majority vote of the Faculty and approval by the Independence Community College Board of Trustees.

Section B. Amendments

Amendments to these by-laws shall become effective when adopted by a majority of the members of the Faculty Senate, a majority vote of the faculty, and by following the process of changing standing committees before final approval by the ICC Board of Trustees.

ARTICLE VIII. DISSOLUTION

The Faculty Senate may be dissolved with a majority vote of the ICC Faculty or a majority vote of the ICC Board of Trustees at any time.

Appendix 98

May 2018 Board of Trustees Minutes

BOARD OF TRUSTEES REGULAR MEETING
Cessna Learning Center CLC 104 West Classroom/6:00 p.m.
May 14, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Cynthia Sherwood
Norman Chambers
Terry Clark
Jana Shaver

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Keli Tuschman. Vice-President of Operations
Beverly Harris, Executive Assistant/Board Clerk
Eric Montgomery, Chief Information Officer
Wendy Isle, Chief Business Officer
Brad Henderson, Marketing/Communications Director
Jessica Morgan-Tate, Compliance/Title IX Officer
Melissa Ashford, Computer Technology Instructor
Kris Kippenberger, Director of Maintenance
Dan Fossoy, Director of ABE/GED
Mallory Byrd, Allied Health Director
Cody Westerhold, Director of Student Activities
Laura Schaid, Program Developer
Janelle Null, Professor of Art
Tim Haynes, Assistant Fab Lab Manager
Jim Correll, Fab Lab Manager

Guests
Jeff Chubb, College Legal Counsel

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Jana Shaver requested removal of "F. Purchasing Procedure/Purchase Card/Travel Revisions to Reflect Current Processes" from the Consent Agenda, as it required two readings prior to Board approval. Wendy Isle explained that item "F" is not the actual Board policy that requires two readings and time for public comment. Wendy informed the group that what the Board was being asked to approve in the Consent Agenda was only the College procedure associated with the Board policy. Dr. Barwick added that historically the Board of Trustees had a Policy Manual which identified "what" the Board wished to accomplish, and the College had a Faculty/Staff Handbook of procedures on "how" the College would adhere to Board policies. A few years ago, the two documents were combined; the Board policies (policies which apply to the Board itself) still require two readings and allotment of time for public comment prior to approval, and the College procedures section (policies or procedures which apply to employees) merely requires one reading prior to inclusion in the Board of Trustees Policy and Procedures Manual. Jana Shaver subsequently withdrew her request. Norman Chambers moved to approve the agenda. Cynthia Sherwood seconded the motion and the motion carried 6-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Mike Wood led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Jana Shaver read the College Mission Statement.
   F. Vision Statement – Norman Chambers read the College Vision Statement.
   G. Approval of April 26, 2018 Minutes – Terry Clark moved to approve the April 26, 2018 meetings. Mike Wood seconded the motion and the motion carried 6-0.

II. INSTITUTIONAL OPERATIONS

A. PTK International Convention/Kansas City – Melissa Ashford noted that Phi Theta Kappa students were not available for the presentation, as the Board meeting date changed and students were no longer on campus. Ms. Ashford shared that three students and one advisor attended the International Convention and publicly acknowledged the Independence Community College Foundation for assistance in funding the trip.

B. Fab Force Certificate Program – Melissa Ashford provided highlights of the new certificate Program which will provide sought-after soft skills, as well as technical training. Terry Clark noted that input on development of the Program was sought from area industries. Ms. Ashford also shared that contact has been made with her connection at K-State Polytechnics for establishment of a 2 + 2 Program. Robotics classes will be offered in the Fall. Students will have multiple opportunities to achieve industry-recognized certifications in addition to the Fab Force/Small Business Management Certificate and Associate of Applied Science degrees.

C. Accept Comprehensive Program Review Recommendation – A request was made for identification of the individual conducting the review at the beginning of each respective document; it was also noted that the position title should be utilized instead of using "I" references.

- Mallory Byrd provided an overview of the Associate of Science in Pre-Nursing Program Review and answered questions. Terry Clark moved to accept the Associate of Science in Pre-Nursing Comprehensive Program Review recommendation. Norman Chambers seconded the motion and the motion carried 6-0.
- Kara Wheeler provided an overview of the Associate of Arts/Associate of Science in Liberal Studies Program Review and answered questions. Mike Wood moved to accept the Associate of Arts/Associate of Science in Liberal Studies Comprehensive Program Review recommendation. Terry Clark seconded the motion and the motion carried 6-0.
- Janelle Null answered questions associated with the Associate of Arts in Art Program Review. Val DeFever recognized Professor Null for her many years of dedicated service. Jana Shaver moved to accept the Associate of Arts in Art Comprehensive Program Review recommendation. Cynthia Sherwood seconded the motion and the motion carried 6-0.

D. Approve Annual Program Reviews/Dev. Math and AA English - Kara Wheeler provided highlights of the Annual Program Reviews for Developmental Math and AA English and answered questions. Terry Clark moved to approve the Developmental Math and Associate of Arts in English Annual Program Reviews. Norman Chambers seconded the motion and the motion carried 6-0.

E. Faculty Senate – Dr. Barwick reminded the Board that the Faculty Senate was created as a result of a recommendation by the Higher Learning Commission that the general faculty have a voice and formal structure outside of the Faculty Association; he also noted that the Faculty Senate will be a permanent College Standing Committee and included in the Board Policy and Procedures Manual in the Standing Committee section. Faculty members developing the Faculty Senate structure and by-laws included: LaTonya Pinkard, John Eubanks, Brian Southworth, Mallory Byrd, Isaias McCaffery, Shufang Liu, and Brett Gilcrist. Administrative members providing input on the Faculty Senate structure and by-laws included: Dan Barwick, Kara Wheeler, Tammie Geldenhuys, Keli Tuschman, and Jessica Morgan-Tate. Dr. Barwick noted that although the Faculty Association historically addressed issues outside of its purview, it was important to maintain a distinctive division between the Faculty Senate and the Faculty Association. Dr. Barwick noted that in Article II. Powers of the Senate, the Academic Council serves as a subcommittee of the Faculty Senate; which is one standing committee under the auspices of another. It was noted that the statement "Shall make recommendations to the Board of Trustees on the selection of a new President and performance of a continuing President" is a typical function of a Faculty Senate. Another notation made was under Article IV. Officers; in which it states "the President (of the Senate) shall serve on the President's Cabinet and attend ICC Board of Trustees' meetings". As the President's Cabinet By-Laws currently state that "the President's Cabinet includes those personnel appointed by the President to the Cabinet", a revision to President's Cabinet By-Laws will follow the process for College policy and procedure revisions and be submitted for consideration to the: Council of Chairs; President; President's Cabinet; and, the final step to the Board of Trustees for consideration of revision during the next Board meeting and subsequent inclusion in the Board Policy and Procedure Manual. Mike Wood questioned "6. Under Article II. Powers of the Senate: Shall have the right to express itself in writing on any matter concerning the academic welfare of the College and its various components and transmit its recommendations to the appropriate College administrators or Board of Trustees." Trustee Wood referenced media publications the past December and wondered if similar issues would be encountered. It was noted that no reference was made to media publication of written expressions in the Faculty Senate By-laws. Dr. Barwick added that he was comfortable recommending the creation of this very deliberative body in the form of the Faculty Senate By-laws. Mike Wood moved to approve the Independence Community College Faculty Senate By-Laws. Jana Shaver seconded the motion and the motion carried 6-0.

F. Allow Payables – Cynthia Sherwood moved to allow payables. Terry Clark seconded the motion and the motion carried 6-0.

G. 2018-2019 Tuition and Fees/Room and Board – Following discussion of the increase in vocational fees by $22 per credit hour and the $30 Graduation fee that will be assessed all students when they are awarded a degree or certificate, Norman Chambers moved to approve the 2018-2019 Tuition and Fees/Room and Board proposal. Mike Wood seconded the motion and the motion carried 6-0.

H. President's Update – Dan Barwick opened his update by sharing that the William Inge Theatre Festival enjoyed two-to-three times the number of participants at various events than experienced in previous years. Inge volunteers were recognized for their dedication to providing exceptional assistance up-to-and-including during the Festival; Dr. Barwick acknowledged Tim Valentine for volunteering his airplane and personal time transporting various Inge participants to and from the Festival. The Board was informed of the newly appointed Higher Learning Commission liaison, Dr. John Marr. Dr. Barwick shared that during the Strategic Plan Review, the Board will see a document similar to the Accreditation Progress Spreadsheets they are accustomed to seeing. The Strategic Plan Review spreadsheet will incorporate: Board Strategic Goals, the Higher Learning Commission (HLC) Core Criterion, budget implications, and individual Operational Plan objectives and strategies; the end result will identify processes and procedures taken throughout the campus and surrounding community to address directives from the Board of Trustees and HLC. Dr. Barwick also shared that the Vet Tech Program was elevated from probationary status to being fully accredited. A timeline for the fully integrated Strategic and Budget Planning cycles was provided: the Strategic Plan Review (looking back over the past year) takes place during early June; the Strategic Plan Revisions (looking forward over the next year) takes place in late June to early July; and, Budget Development (based on the Strategic Plan changes and recommendations) takes place in the July/August timeframe. Dr. Barwick shared that budget planning occurs in two stages: the first stage is at the campus level which is not related to Board processes and involves fixed cost increases, carry forward amounts, enrollment, tuition and fees, open positions, and other revenue assumptions; and, the second stage is at the Board level and ties to the Strategic Plan Review, Strategic Plan revisions, Budget workshops, publication of the proposed budget; budget hearing for public comment; and certification to the County Clerk of the 2018-2019 budget. During the first stage of the budget planning cycle, employees review respective current budgets and each area holds two open sessions for campus-wide review of current and proposed area budgets. Dr. Barwick noted the outcome of the Open Forum/Budget Update held May 3rd, was creation of three Task Forces: Revenue; Cost-savings; and, Enrollment. Dr. Barwick shared that the biggest budget challenge this year is how to convey net position as part of the budget process; he added that to fully address decreases in revenue and enrollment, the College must double reductions by considering losses the previous year plus an additional amount for projected reductions next year. Terry Clark noted that it appeared as if: the rules were being changed; the College had been calculating the budget for years; and questioned what other institutions are doing. Dr. Barwick reminded the group of the cash flow issue highlighted during the 2017-2018 Audit and noted that adjustment of the rollover amount seemed the simplest, most honest, and openly transparent method of addressing the cash flow issue.

- Progress on HLC Requirements – Dr. Barwick provided an overview of progress made since the last report to the Board of Trustees; he noted that in the next few months, all areas would reach 100% of stated goals. A request was made to identify the starting percentage point for each area; however, it was noted that the majority of the initiatives were new and subsequently started at zero percent.
- KACCT Quarterly Meeting/Kansas City Kansas Community College/Fri. - Sat., June 1-2, 2018. Dr. Barwick asked the Board to contact Board Clerk regarding attendance at the quarterly meeting. Norman Chambers and Jana Shaver responded that they plan to attend.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda. The Consent Agenda included acknowledgement of receipt of the Financial, Personnel, and Grant Progress Reports. Included in the Personnel Report were employment separations of: Valon Jones from the Upward Bound Director position; Archana Lal from the position of Biology Professor; Kelsey Overacker from the position of Head Softball Coach; and, Fernando Patin Betancourt from the position of Accounts Payable Specialist. Also included in the Consent Agenda was approval to enter a Lease Agreement with FleetPool, USA for the replacement of three vans in the amount of $725/month for 36 months; the new lease includes Kansas tags and registration (approximately $815) which were not included in the current lease. Inclusion in the Board of Trustees Policy and Procedure Manual of the Judicial Standing Committee By-Laws, and the Purchasing Procedure/Purchase Card/Travel revisions to reflect current processes were additional portions of the Consent Agenda. Terry Clark seconded the motion and the motion carried 6-0.

Val DeFever thanked Kris Kippenberger for her availability and hard work during Inge Festival activities. Cynthia Sherwood noted that Graduation was a wonderful and well-planned experience. Terry Clark congratulated Dr. Barwick for acquiring Governor Colyer to address ICC Graduates during Commencement Exercises.

It was noted that no action would be taken following any of the Executive Sessions. The Executive Session associated with Attorney/Client Privilege was moved forward, behind the Employer-Employee Negotiations Executive Session, for inclusion of Jeff Chubb, College Legal Counsel, in the first two Executive Sessions.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. Norman Chambers moved the Board recess for an Executive Session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:25 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, Kara Wheeler, and Jeff Chubb were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:10 p.m. The Board returned to Open Session at 8:25 p.m. Norman Chambers moved the Board recess an additional 15 minutes for Executive Session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:40 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, Kara Wheeler, and Jeff Chubb were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:25 p.m. The Board returned to Open Session at 8:40 p.m.

V. EXECUTIVE SESSION – Attorney/Client Privilege. Terry Clark moved that the Board recess for an Executive Session for consultation with the College attorney regarding litigation and contractual matters, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 8:55 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Jeff Chubb, Keli Tuschman, and Kara Wheeler. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:40 p.m. Kara Wheeler left Executive Session at 8:47 p.m. The Board returned to Open Session at 8:55 p.m. Terry Clark moved that the Board recess for an Executive Session for an additional five minutes for consultation with the College attorney regarding litigation and contractual matters, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 9:00 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Jeff Chubb, and Keli Tuschman. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:55 p.m. The Board returned to Open Session at 9:00 p.m.

VI. EXECUTIVE SESSION – Non-elected Personnel. Jana Shaver moved that the Board recess for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:15 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, and Kara Wheeler were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 9:00 p.m. The Board returned to Open Session at 9:15 p.m.

VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 6-0. The meeting adjourned at 9:15 p.m.

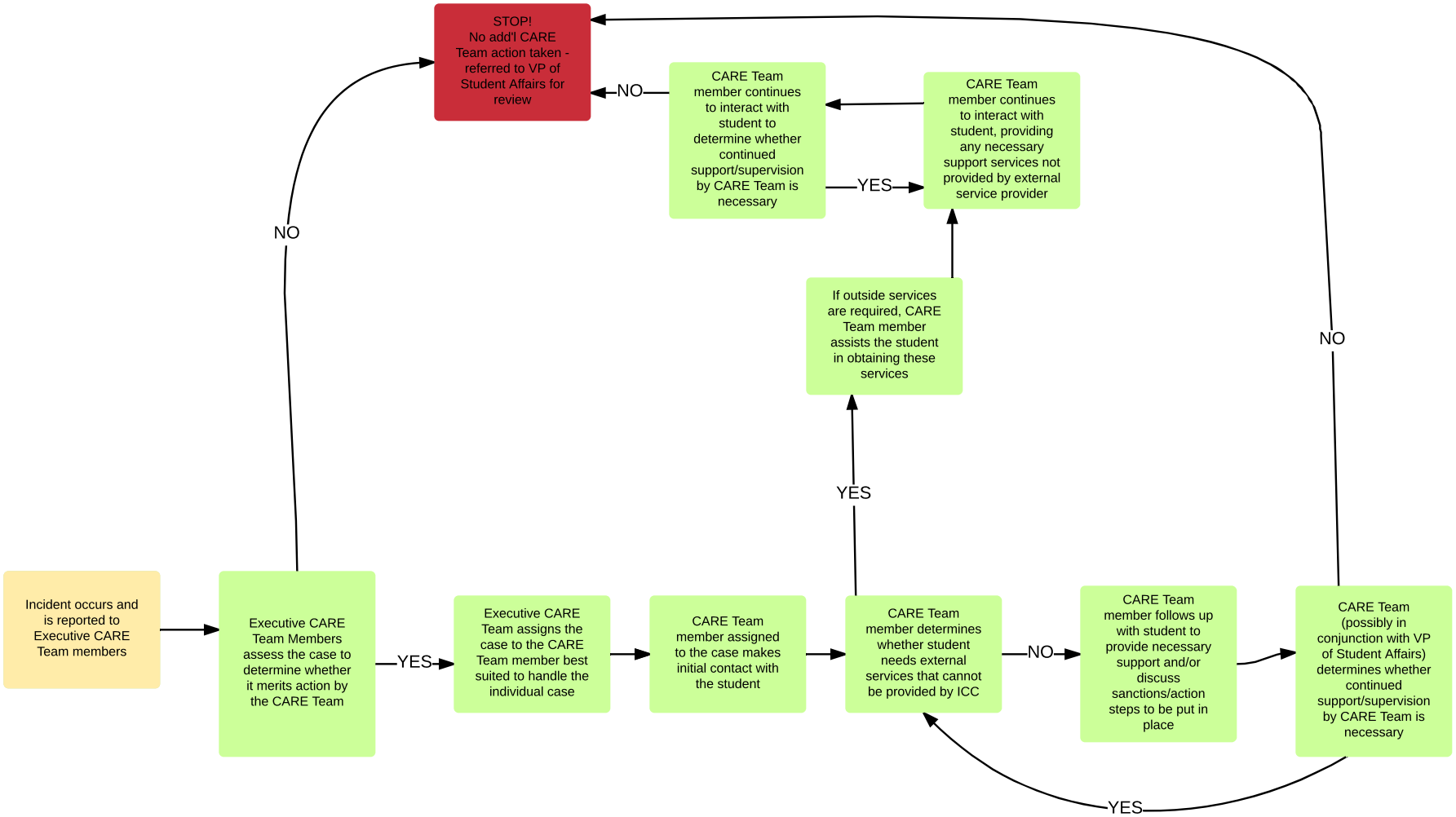
_____

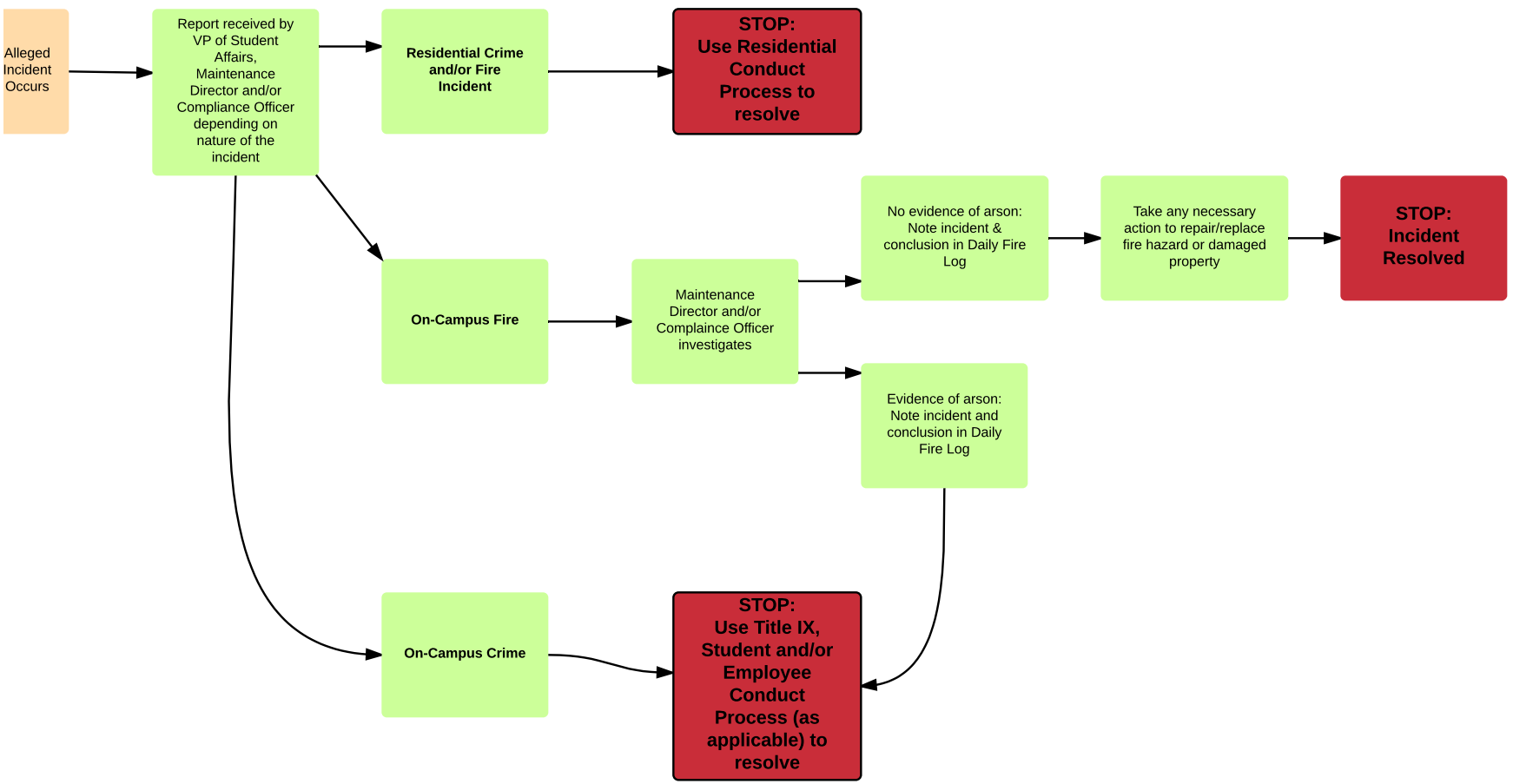
Beverly Harris
Board Clerk

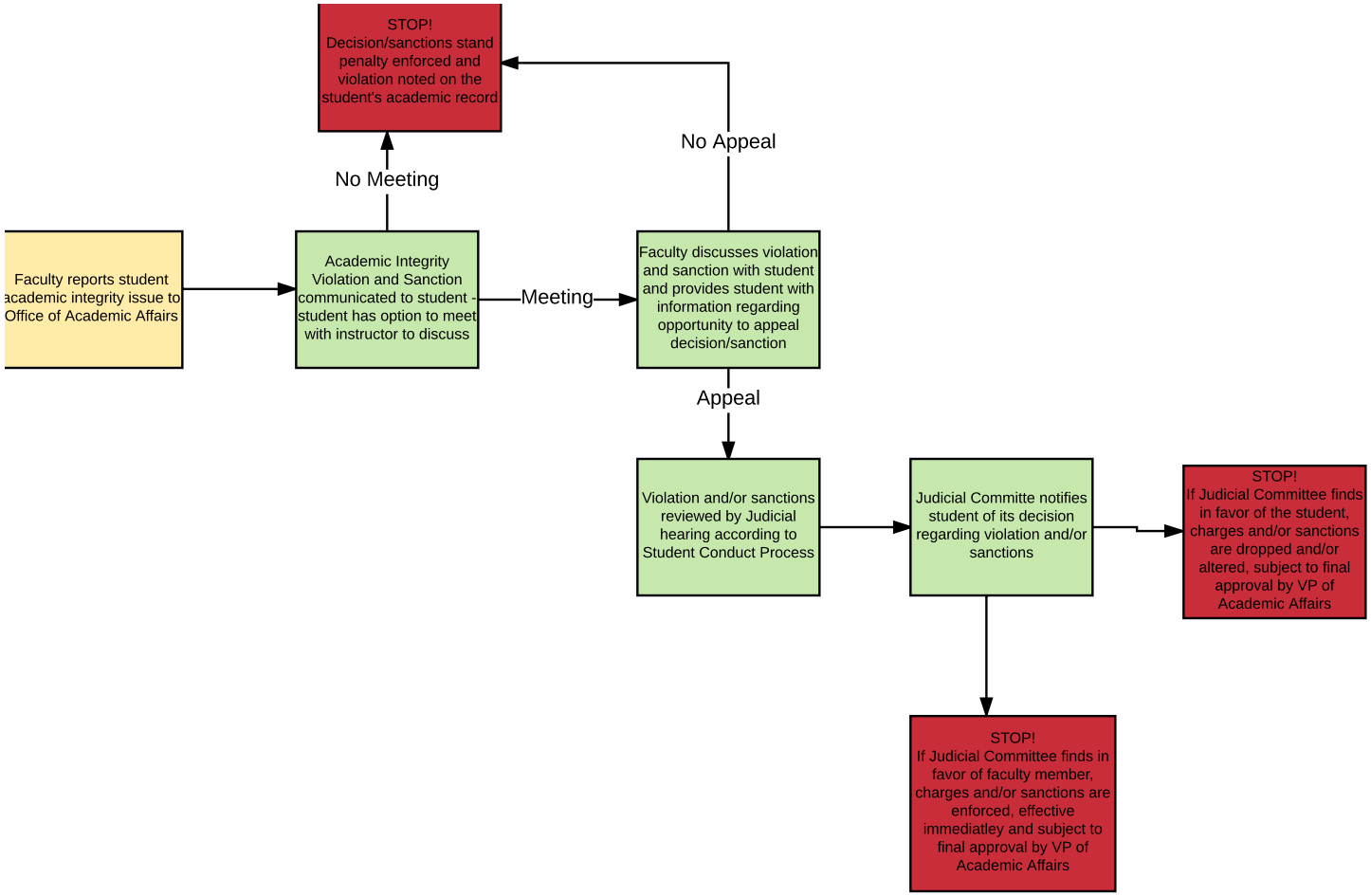
Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and handicap in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights Act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

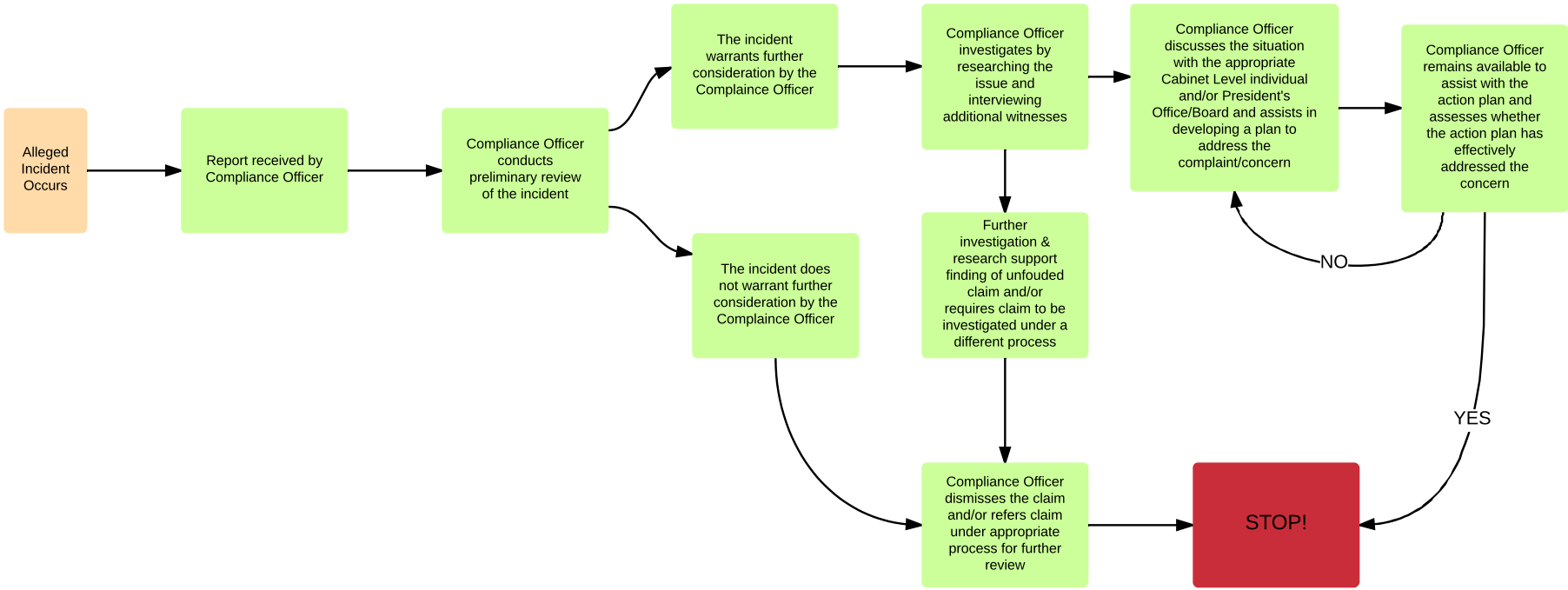
Appendix 99

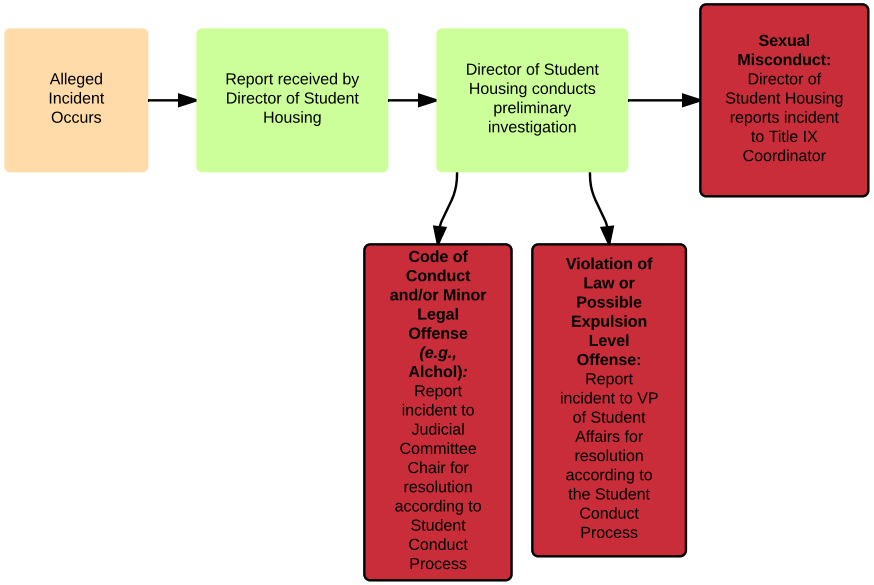
Process Flow Charts

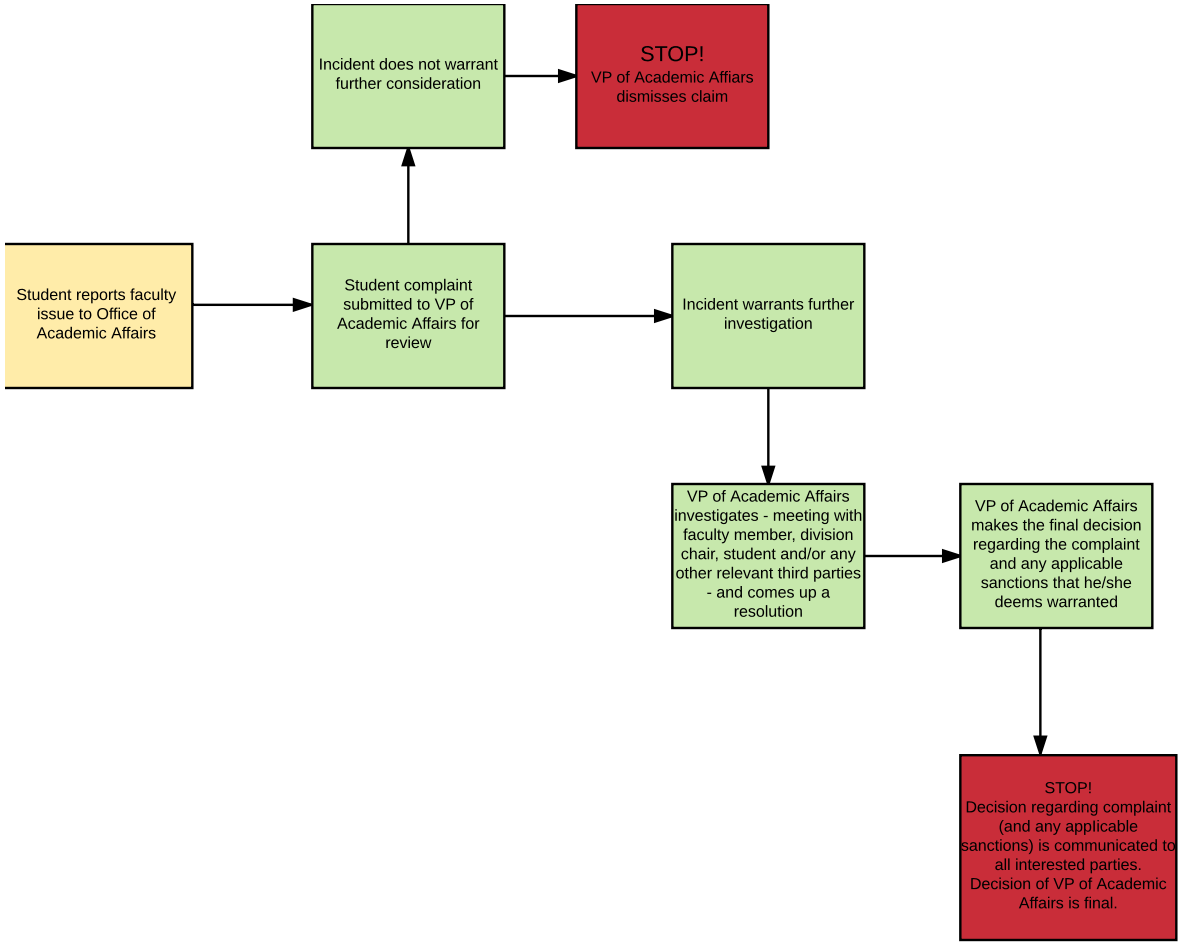

STOP!
No add'l CARE Team action taken - referred to VP of Student Affairs for review
NO
CARE Team member continues to interact with student to determine whether continued support/supervision by CARE Team is necessary
YES
CARE Team member continues to interact with student, providing any necessary support services not provided by external service provider
NO
If outside services are required, CARE Team member assists the student in obtaining these services
YES
NO
Incident occurs and is reported to Executive CARE Team members
Executive CARE Team Members assess the case to determine whether it merits action by the CARE Team
YES
Executive CARE Team assigns the case to the CARE Team member best suited to handle the individual case
CARE Team member assigned to the case makes initial contact with the student
CARE Team member determines whether student needs external services that cannot be provided by ICC
NO
CARE Team member follows up with student to provide necessary support and/or discuss sanctions/action steps to be put in place
CARE Team (possibly in conjunction with VP of Student Affairs) determines whether continued support/supervision by CARE Team is necessary
YES

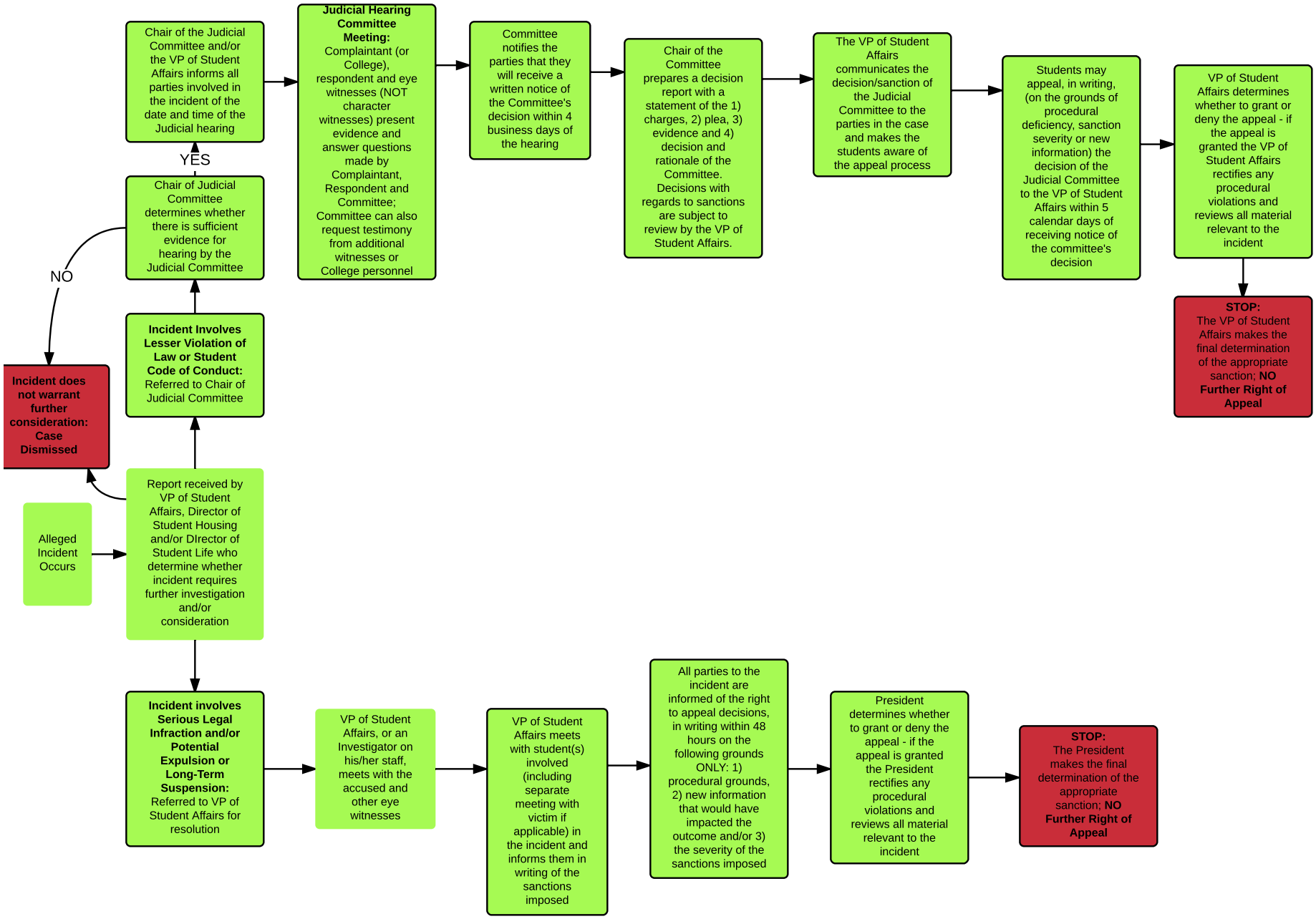

Alleged Incident Occurs
Report received by VP of Student Affairs, Maintenance Director and/or Compliance Officer depending on nature of the incident
Residential Crime and/or Fire Incident
STOP: Use Residential Conduct Process to resolve
On-Campus Fire
Maintenance Director and/or Complaince Officer investigates
No evidence of arson: Note incident & conclusion in Daily Fire Log
Take any necessary action to repair/replace fire hazard or damaged property
STOP: Incident Resolved
Evidence of arson: Note incident and conclusion in Daily Fire Log
On-Campus Crime
STOP: Use Title IX, Student and/or Employee Conduct Process (as applicable) to resolve

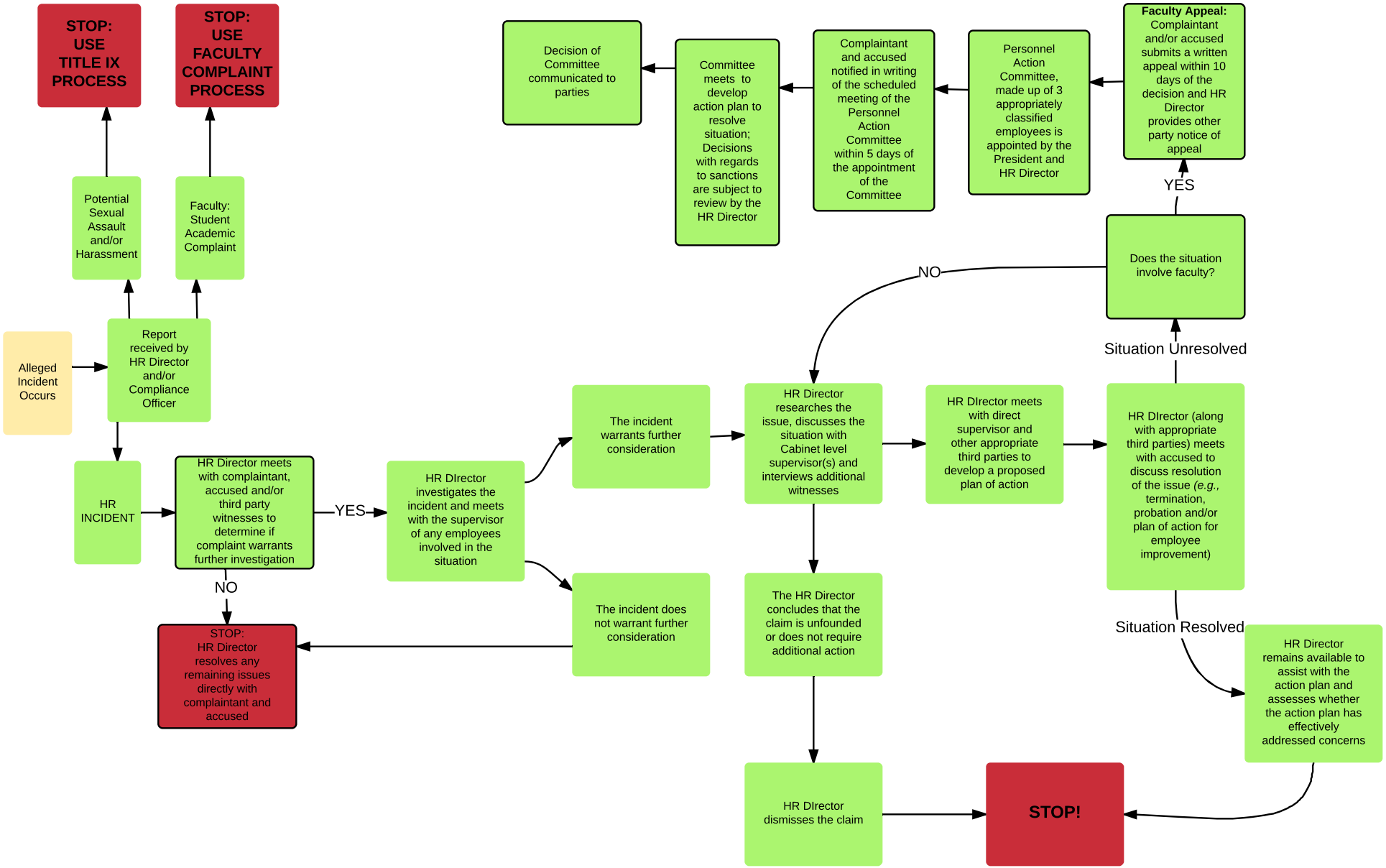

STOP!
Decision/sanctions stand penalty enforced and violation noted on the student's academic record
No Appeal
No Meeting
Faculty reports student academic integrity issue to Office of Academic Affairs
Academic Integrity Violation and Sanction communicated to student - student has option to meet with instructor to discuss
Meeting
Faculty discusses violation and sanction with student and provides student with information regarding opportunity to appeal decision/sanction
Appeal
Violation and/or sanctions reviewed by Judicial hearing according to Student Conduct Process
Judicial Committe notifies student of its decision regarding violation and/or sanctions
STOP!
If Judicial Committee finds in favor of the student, charges and/or sanctions are dropped and/or altered, subject to final approval by VP of Academic Affairs
STOP!
If Judicial Committee finds in favor of faculty member, charges and/or sanctions are enforced, effective immediatley and subject to final approval by VP of Academic Affairs


Alleged Incident Occurs
Report received by Compliance Officer
Compliance Officer conducts preliminary review of the incident
The incident warrants further consideration by the Complaince Officer
The incident does not warrant further consideration by the Complaince Officer
Compliance Officer investigates by researching the issue and interviewing additional witnesses
Further investigation & research support finding of unfouded claim and/or requires claim to be investigated under a different process
Compliance Officer discusses the situation with the appropriate Cabinet Level individual and/or President's Office/Board and assists in developing a plan to address the complaint/concern
Compliance Officer remains available to assist with the action plan and assesses whether the action plan has effectively addressed the concern
NO
YES
Compliance Officer dismisses the claim and/or refers claim under appropriate process for further review
STOP!

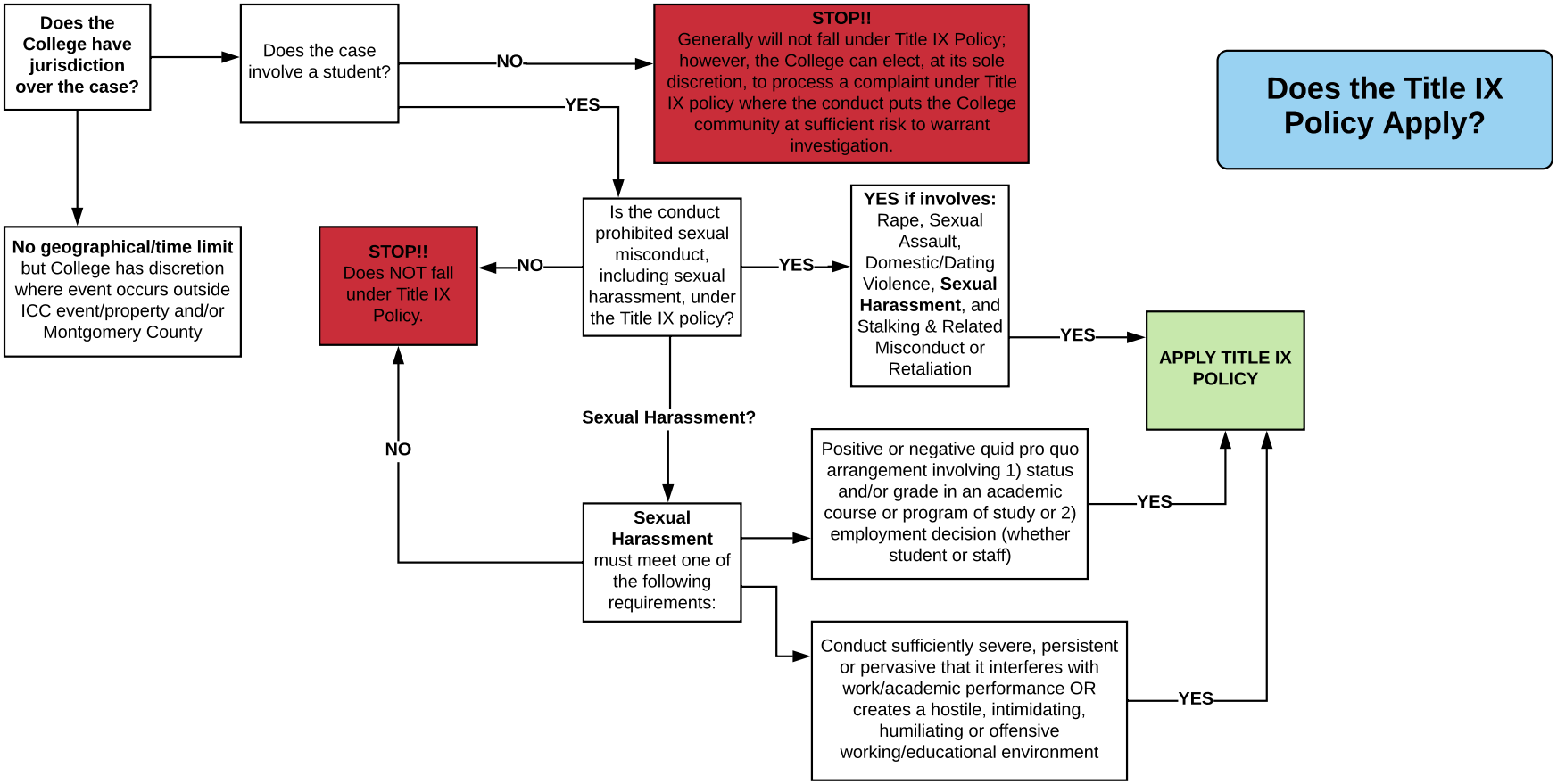

Alleged Incident Occurs
Report received by Director of Student Housing
Director of Student Housing conducts preliminary investigation
Sexual Misconduct: Director of Student Housing reports incident to Title IX Coordinator
Code of Conduct and/or Minor Legal Offense (e.g., Alchol): Report incident to Judicial Committee Chair for resolution according to Student Conduct Process
Violation of Law or Possible Expulsion Level Offense: Report incident to VP of Student Affairs for resolution according to the Student Conduct Process


Incident does not warrant further consideration
STOP!
VP of Academic Affiars dismisses claim
Student reports faculty issue to Office of Academic Affairs
Student complaint submitted to VP of Academic Affairs for review
Incident warrants further investigation
VP of Academic Affairs investigates - meeting with faculty member, division chair, student and/or any other relevant third parties - and comes up a resolution
VP of Academic Affairs makes the final decision regarding the complaint and any applicable sanctions that he/she deems warranted
STOP!
Decision regarding complaint (and any applicable sanctions) is communicated to all interested parties.
Decision of VP of Academic Affairs is final.

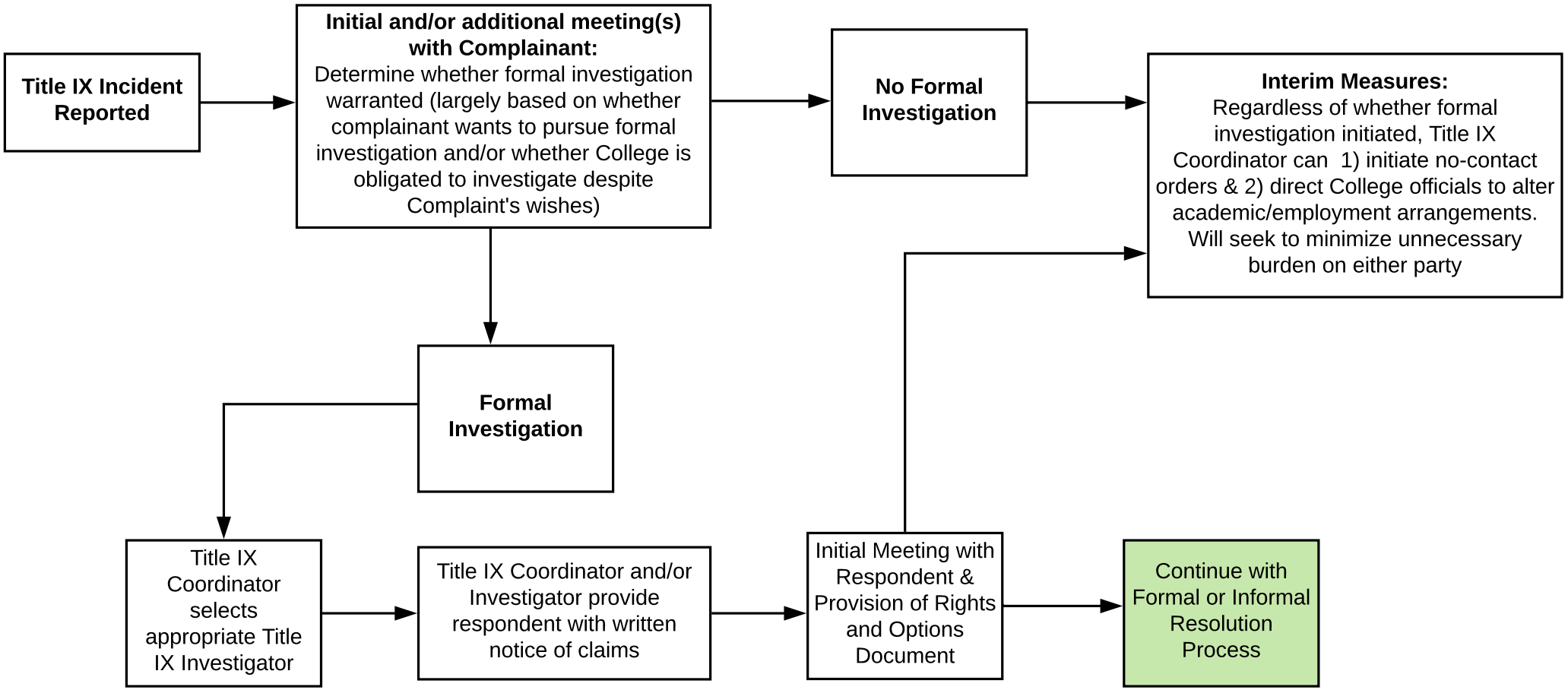

Alleged Incident Occurs
Report received by VP of Student Affairs, Director of Student Housing and/or DIrector of Student Life who determine whether incident requires further investigation and/or consideration
Incident does not warrant further consideration: Case Dismissed
NO
Incident Involves Lesser Violation of Law or Student Code of Conduct: Referred to Chair of Judicial Committee
Chair of Judicial Committee determines whether there is sufficient evidence for hearing by the Judicial Committee
YES
Chair of the Judicial Committee and/or the VP of Student Affairs informs all parties involved in the incident of the date and time of the Judicial hearing
Judicial Hearing Committee Meeting: Complaintant (or College), respondent and eye witnesses (NOT character witnesses) present evidence and answer questions made by Complaintant, Respondent and Committee; Committee can also request testimony from additional witnesses or College personnel
Committee notifies the parties that they will receive a written notice of the Committee's decision within 4 business days of the hearing
Chair of the Committee prepares a decision report with a statement of the 1) charges, 2) plea, 3) evidence and 4) decision and rationale of the Committee. Decisions with regards to sanctions are subject to review by the VP of Student Affairs.
The VP of Student Affairs communicates the decision/sanction of the Judicial Committee to the parties in the case and makes the students aware of the appeal process
Students may appeal, in writing, (on the grounds of procedural deficiency, sanction severity or new information) the decision of the Judicial Committee to the VP of Student Affairs within 5 calendar days of receiving notice of the committee's decision
VP of Student Affairs determines whether to grant or deny the appeal - if the appeal is granted the VP of Student Affairs rectifies any procedural violations and reviews all material relevant to the incident
STOP: The VP of Student Affairs makes the final determination of the appropriate sanction; NO Further Right of Appeal
Incident involves Serious Legal Infraction and/or Potential Expulsion or Long-Term Suspension: Referred to VP of Student Affairs for resolution
VP of Student Affairs, or an Investigator on his/her staff, meets with the accused and other eye witnesses
VP of Student Affairs meets with student(s) involved (including separate meeting with victim if applicable) in the incident and informs them in writing of the sanctions imposed
All parties to the incident are informed of the right to appeal decisions, in writing within 48 hours on the following grounds ONLY: 1) procedural grounds, 2) new information that would have impacted the outcome and/or 3) the severity of the sanctions imposed
President determines whether to grant or deny the appeal - if the appeal is granted the President rectifies any procedural violations and reviews all material relevant to the incident
STOP: The President makes the final determination of the appropriate sanction; NO Further Right of Appeal


STOP: USE TITLE IX PROCESS
STOP: USE FACULTY COMPLAINT PROCESS
Potential Sexual Assault and/or Harassment
Faculty: Student Academic Complaint
Alleged Incident Occurs
Report received by HR Director and/or Compliance Officer
HR INCIDENT
HR Director meets with complaintant, accused and/or third party witnesses to determine if complaint warrants further investigation
YES
NO
STOP: HR Director resolves any remaining issues directly with complaintant and accused
HR DIrector investigates the incident and meets with the supervisor of any employees involved in the situation
The incident warrants further consideration
The incident does not warrant further consideration
HR Director researches the issue, discusses the situation with Cabinet level supervisor(s) and interviews additional witnesses
HR DIrector meets with direct supervisor and other appropriate third parties to develop a proposed plan of action
HR DIrector (along with appropriate third parties) meets with accused to discuss resolution of the issue (e.g., termination, probation and/or plan of action for employee improvement)
Situation Unresolved
Does the situation involve faculty?
NO
YES
Situation Resolved
The HR Director concludes that the claim is unfounded or does not require additional action
HR DIrector dismisses the claim
HR Director remains available to assist with the action plan and assesses whether the action plan has effectively addressed concerns
STOP!
Decision of Committee communicated to parties
Committee meets to develop action plan to resolve situation; Decisions with regards to sanctions are subject to review by the HR Director
Complaintant and accused notified in writing of the scheduled meeting of the Personnel Action Committee within 5 days of the appointment of the Committee
Personnel Action Committee, made up of 3 appropriately classified employees is appointed by the President and HR Director
Faculty Appeal: Complaintant and/or accused submits a written appeal within 10 days of the decision and HR Director provides other party notice of appeal

Does the Title IX Policy Apply?



PRE-INVESTIGATION PROCESS



FORMAL RESOLUTION PROCESS

Investigation Process

Investigator assigned to case to perform neutral fact-finding investigation into claims presented by complainant, respondent and witnesses (generally completed in 60 days)

Parties provide list of witnesses, documents, evidence for investigation

Investigator provides all parties with a list of witnesses to be interviewed

Investigator conducts investigation and prepares Title IX Investigative Report and submits it to the Title IX Coordinator

Title IX Coordinator submits Investigative Report to all parties for review

Parties have 5 business days to submit written response to the Investigative Report

Title IX Coordinator with input from Investigator will decide whether written statements warrant change to Investigative Report

Written statements are included as appendix to Investigative Report and submitted to members of Title IX Hearing Committee

Title IX Hearing: Generally complainant(s) and their witnesses testify followed by respondent(s) and their witnesses (order may be changed based on schedules etc). Parties are not present at same time although each party has the right to ask and receive an answer (through the Title IX hearing committee) to questions relating to the allegations before the Commitee

Hearing Committee submits its Final Outcome Letter to the Title IX Coordinator

Title IX Coordinator issues the Final Outcome Letter to all parties concurrently

Sanctions: Generally sanctions are not enforced until after the resolution of timely appeals

Timely Appeal: Parties have 5 business days to appeal decision of Title IX Hearing Committee

Exceptions: To protect the welfare of parties/College, Title IX Coordinator (or the President where an employee is involved) can impose sanctions prior to exhaustion of appeals at sole discretion of Title IX Coordinator (this intermediate decision not subject to appeal

Formal Resolution Process: Rights and Responsibilities

Electing Informal Process After Review of Investigative Report

Respondent may elect to acknowledged responsibility for sexual misconduct after reviewing Investigative Report

Complainant can elect informal process at any time prior to the final determination

Use Informal Resolution Process

Submitting Written Materials:

All parties have right to submit written statements prior to issuance of final outcome letter

Confidentiality: Docs prepared and/or submitted while investigation pending are confidential and cannot be distributed outside the investigation process

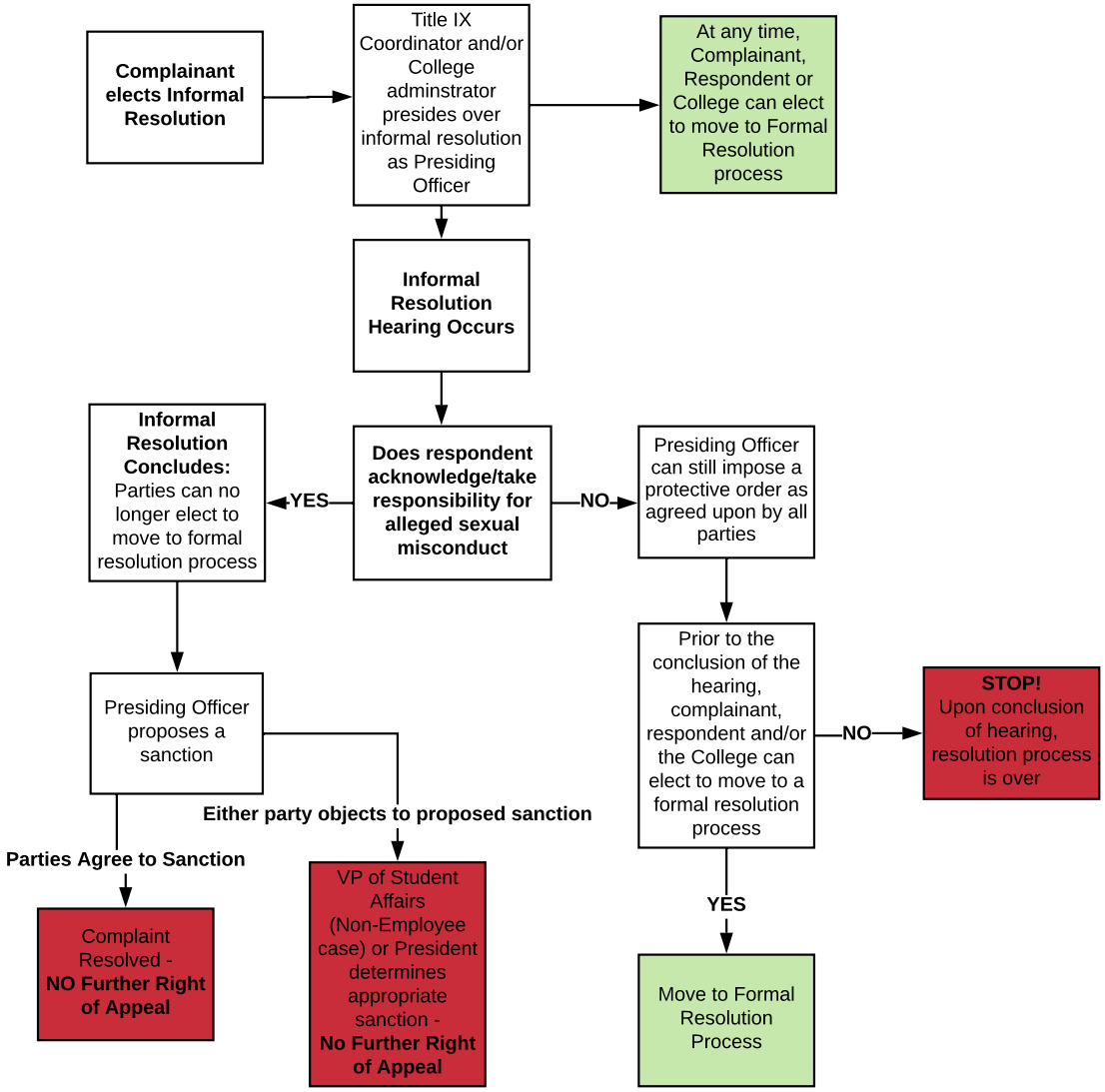
Once Final Outcome letter is issued, all parties are allowed to distribute outcome information at their discretion

Third Party Assistance: All parties have right to assistance by a third party during the investigative process although third parties cannot participate verbally in any interview or hearing

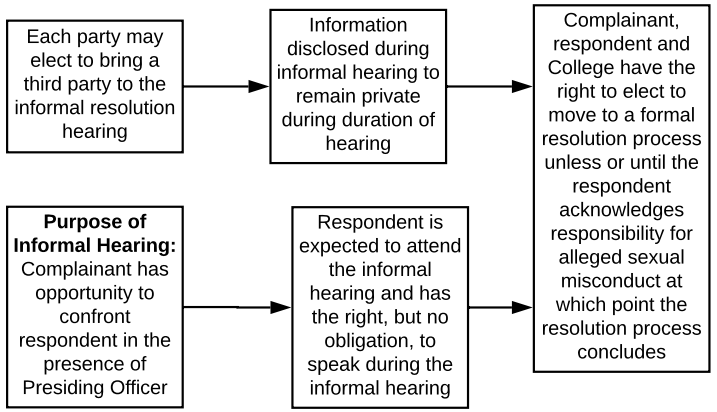
Title IX process uses preponderance of the evidence standard

College has the right to seek advice of Counsel during Title IX process

INFORMAL RESOLUTION

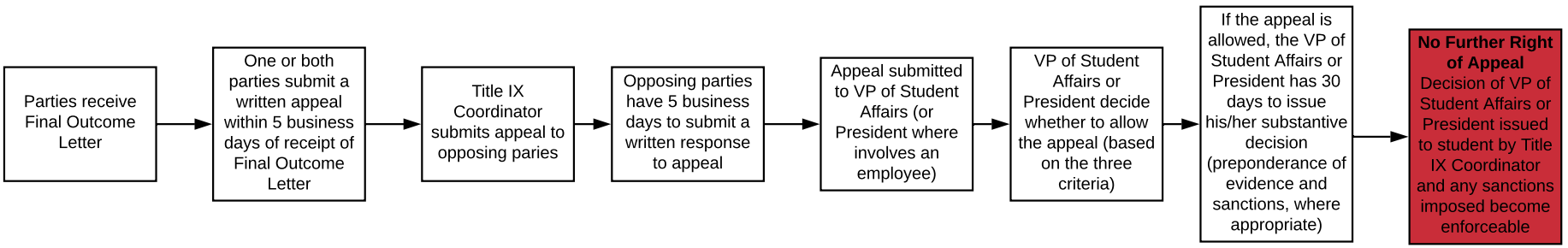


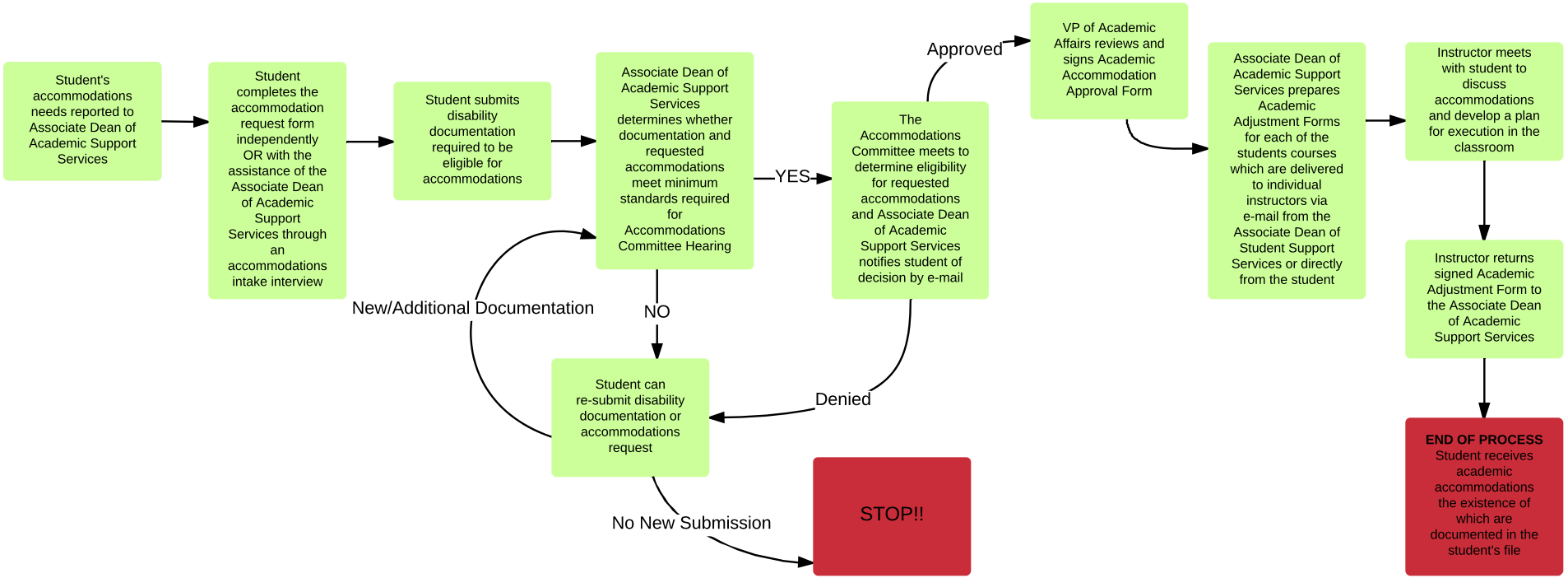
Informal Resolution Process: Rights and Responsibilities

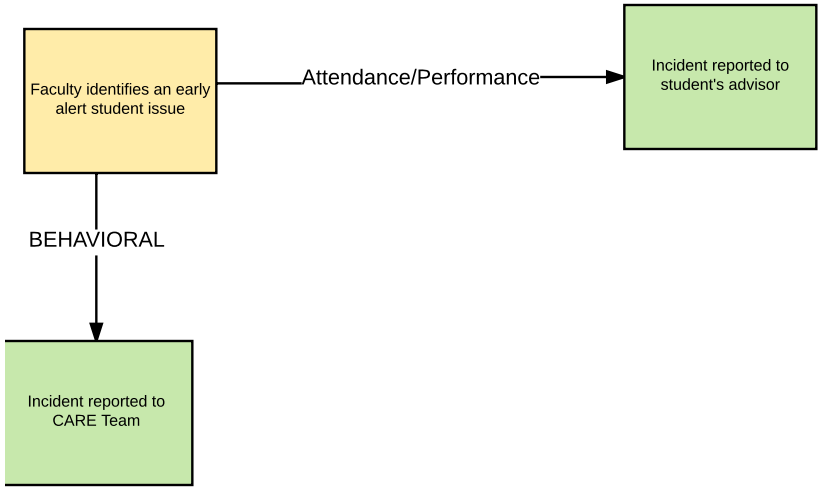


Appeals

Timely Appeals:
All parties have 5 business days to appeal decision of Title IX Hearing Committee in writing to the Title IX Coordinator and must be based on one of the following: 1) failure to follow ICC policy during adjudication process; 2) discovery of new information that would materially alter decision; or 3) severity of the punishment imposed




Student's accommodations needs reported to Associate Dean of Academic Support Services
Student completes the accommodation request form independently OR with the assistance of the Associate Dean of Academic Support Services through an accommodations intake interview
Student submits disability documentation required to be eligible for accommodations
Associate Dean of Academic Support Services determines whether documentation and requested accommodations meet minimum standards required for Accommodations Committee Hearing
YES
The Accommodations Committee meets to determine eligibility for requested accommodations and Associate Dean of Academic Support Services notifies student of decision by e-mail
Approved
VP of Academic Affairs reviews and signs Academic Accommodation Approval Form
Associate Dean of Academic Support Services prepares Academic Adjustment Forms for each of the students courses which are delivered to individual instructors via e-mail from the Associate Dean of Student Support Services or directly from the student
Instructor meets with student to discuss accommodations and develop a plan for execution in the classroom
Instructor returns signed Academic Adjustment Form to the Associate Dean of Academic Support Services
END OF PROCESS
Student receives academic accommodations the existence of which are documented in the student's file
NO
New/Additional Documentation
Student can re-submit disability documentation or accommodations request
Denied
No New Submission
STOP!!


Faculty identifies an early alert student issue
Attendance/Performance
Incident reported to student's advisor
BEHAVIORAL
Incident reported to CARE Team

Appendix 100

Fourth-Quarter Operational Plans for 2018

Independence Community College
Operational Plan
Quarterly Review
June 14, 2018

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Operational Plan for President's Office

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

Strategies:

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

Measurement:

Measure 1:	Checks and balances are implemented and 98% accuracy of financial forecasting reports is achieved.
Measure 1 Results:	Q2: The Business Office has undergone new structuring and subsequent training. Additional outside assistance has been provided by a certified accountant to assure accuracy of financial reports. New financial reports are now available to Business Officer to increase accuracy in forecasting cash deposits and expenses for projecting the monthly Cash Flow Report to the Board of Trustees. Q3: The new Cash Receipt report allows the Chief Business Officer to drill down into the amount of cash receipts received from various sources (Student Cash Receipts, Credit Card Student Receipts, County Distributions, State Grant payments, etc.). Currently the Monthly Bank Statement is compared to the Cash Receipt report to gauge accuracy. Q4: To accurately reflect cash flow numbers, the Purchasing Policy is being enforced; goods and services are encumbered prior to purchase.
Measure 2:	Inge Center activities are aligned with College Mission and Vision. • Sections of the Noel Levitz Student Satisfaction Inventory show improvement in areas associated with student benefits. • Financial predictability of Inge Center achieves stability.
Measure 2 Results:	Q2: Inge Center activities align with College Mission and Vision. • The Noel Levitz Student Satisfaction Inventory has not been administered. • Following collaboration with the Artistic Director of the Inge Center, the Inge Foundation Director, and the Inge General Manager toward fundraising efforts, potential donors were identified. Letters were crafted with personal information and follow-up phone conversations and solicitations were conducted. As a result, several donations have been received to assist in achieving Inge Center financial stability and predictability. Q3: Inge Center activities align with College Mission and Vision. • The Noel Levitz Student Satisfaction Inventory has not been administered.

	• Following collaboration with the Artistic Director of the Inge Center and the Inge General Manager, solicitation letters were crafted to recipients of *New Voices in the American Theater Award.* Follow-up phone conversations were held in an effort to assist the Inge Center in achievement of financial stability and predictability. The President has hosted multiple meeting of the Inge Artistic Advisory Committee. Q4: Noel Levitz Student Satisfaction Inventory results dropped slightly in several areas associated with student benefits. • A different process was utilized by the Interim Artistic Director for the Inge Theater Festival. Positive comments on the "atmosphere" and improved level of public service have been received from community members. Student participation in Festival activities has increased. Academic Excellence, Cultural Enrichment, and Economic Development are addressed through the Festival and High School Choir Workshop.
Measure 3:	Independence Community College and Independence Community College Foundation objectives are aligned for cohesiveness between the entities. • Private support for scholarships increases 25% over 2016-2017 levels. • Processes are established for supplementing decreasing level of public funds with additional private unrestricted funds.
Measure 3 Results:	Q2: In progress. Trustee Terry Clark, liaison for the Board, has been working with the President of the ICC Foundation Board toward open communication, transparency, and cohesiveness. • In progress. • A request was made to the ICC Foundation for financial assistance sending the football athletic students to the Midwest Classic Bowl game. In support of this once-in-a-lifetime opportunity for our students, unrestricted funds were provided through the Foundation and no College budgetary funds were utilized. Q3: Progress continues. The President and Terry Clark attend all Foundation Executive Board meetings. The ICC Foundation hosted the Dancing With the Indy Stars event which raised approximately $8,000 for establishment of a Pirate Pantry. Q4: The ICC Foundation established the ICC Foundation Part-Time Student Scholarship; twenty-five $200 scholarships will be awarded each semester, as well as for the summer session. The ICC Foundation provided funding for participation in the PTK Annual Convention.
Measure 4:	The Board of Trustees are provided quarterly long-and-short-term Facilities Plan reports. • Benchmarks are set for monitoring purposes. • Facility Planning is incorporated in the budget-planning process.
Measure 4 Results:	Q2: An update on the long-and-short-term Facilities Plan will be given during the December Board of Trustees meeting. • The process has not developed enough for setting benchmarks. • The budget planning process has not commenced. Q3: An update on the long-and-short-term Facilities Plan will be given during the March Board of Trustees meeting.

	• The process has not developed enough for setting benchmarks for monitoring purposes. • The Technology Plan, Maintenance Plan, and Facilities Plan are separate areas and will be addressed accordingly. The Technology Committee is: being restructured to a Technology Steering Committee; will align with the Strategic Plan and Board goals; and, drive the budget. The President, Executive Assistant to the President, and Director of Maintenance will update the 5-year Maintenance Plan which incorporates renovation and repair priorities; the Chief Business Officer is also a resource for the update. The President will revisit the Facilities Plan for identification of deferred maintenance projects. The updated 5-year Maintenance Plan will drive the budget and align with Strategic Plan and Board goals. Q4: An update on the long-and-short-term Facilities Plan was given during the March Board of Trustees meeting. • Benchmarks have not been developed for monitoring purposes.
Measure 5:	Poll Trustees for level of satisfaction with: involvement in the budgeting process, and degree of oversight. • Processes utilized by sister institutions are identified.
Measure 5 Results:	Q2: A poll has not been taken at this time; however, the Trustees have been informed of across-the-board campus-wide budget cuts made in order to maintain adequate cash flows instead of transference of funds from the reserve account. • In progress; results will be presented prior to the 2018-2019 budget cycle. Q3: The Trustees were informed of personnel cuts and additional discretionary budget cuts made in order to adjust for revenue reductions and maintain adequate cash flows. • Identification of the process utilized by sister institutions is being identified. Q4: Complete. The Board will hold two meetings during the months of April, May, June, and July to facilitate Academic Program Review presentation/approvals, and participation in the budget planning cycle, as well as review and continued development of the Strategic Plan.

Responsibilities:

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

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

Strategies:

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

Measurement:

Measure 1:	Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "People on this campus respect and are supportive of each other" reflects an improved level of satisfaction from 4.73 to 4.80.
Measure 1 Results:	Q2: The Noel Levitz Student Satisfaction Inventory has not been administered. • The President hosts social gatherings of faculty members in his home. Q3: The Noel Levitz Student Satisfaction Inventory has not been administered; however, the Campus Culture Survey will administer soon and should reflect levels of satisfaction with "campus respect and support of each other". • The President continues the practice of hosting social gatherings of faculty and staff members in his home. Q4: Noel Levitz Student Satisfaction Inventory results show a slight drop in this area: 4.73 to 4.67
Measure 2:	Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "This institution has a good reputation within the community" reflects an improved level of satisfaction from 5.05 to 5.25.
Measure 2 Results:	Q2: The Noel Levitz Student Satisfaction Inventory has not been administered. • The President attends many College functions and athletic events in support of ICC students. • Conflicts in scheduling prevented the first two meetings planned with the President's Advisory Council. Two new community members have been solicited to join the group; however scheduling a meeting when the majority is available has proven difficult and may be postponed until after the holidays. Q3: The Noel Levitz Student Satisfaction Inventory has not been administered. • The President's Office supported staff members' and the Trustees' participation in the Annual Independence Chamber of Commerce Annual Meeting and Banquet. An ICC table for the Main Street Annual Fundraiser has been reserved in conjunction with the Fab Lab. The

	President attends many community functions, and College employees are active participants in various community organizations. • The President' Advisory Council met and the President will provide an update during the February Board of Trustees meeting. Q4: Satisfaction level dropped from 5.05 to 4.73

Responsibilities:

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

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

Strategies:

1. Incorporate Specific Requirements in Development of Operational Plans
   - In response to the Higher Learning Commission Comprehensive Quality Review Final Report, Cabinet meetings will focus around strategies for resolution of deficiencies noted.
   - Identify funding requirements where appropriate to facilitate inclusion for consideration during the budget-planning cycle.
   - Improve service through adoption of specific CSSE measures, or measures that each area's activities influence, to increase student satisfaction.
   - Identify responsible parties for achieving each strategic goal, and set timelines for completion. This process creates the groundwork necessary for development of various Operational Plans, and meets the Board of Trustees goal of responding aggressively and appropriately to the findings of the HLC visitation team.
2. Cabinet members will provide electronic copies of Operational Plans for compilation and distribution through the President's office and presentation to the Board of Trustees.
3. The President's office will present progress reports on Departmental Operational Plans to the Board of Trustees
   - Bound copies of the Independence Community College Operational Plan will be shared following the July 13, 2017 Board of Trustees meeting, and the President will present an overview of the Operational Plan during the Institutional Operations section of the August 10, 2017 meeting agenda. Thereafter, quarterly progress reports will be included in the December, 2017 plus the March and June 2018 Board Agenda packets; the President will present overviews during each respective month. To complete the second year of the Strategic Plan and Operational Plan report cycle, the July 2018 Board Agenda packet will contain an annual progress review, as well as a timeline for the next yearly report structure.
4. Operational Plans will be documented in Tk20
   - Following each quarterly and annual progress report to the Board of Trustees, Cabinet members will document Operational Plan activity and progress toward achievement of stated Plan goals in Tk20.
   - The President's office will monitor Tk20 for timely input of area documentation and provide Cabinet members one-on-one guidance where necessary.

Measurement:

Measure 1:	Specific requirements are included in Departmental Operational Plans; data is gathered for setting targets and establishing benchmarks. • Deficiencies noted in the HLC Comprehensive Quality Review Final Report are resolved. • Link is established between Strategic Plan, Operational Plan, and budget process; funding is earmarked where appropriate. • Student satisfaction measures identified in the CSSE, or other measures utilized in respective areas, reflect improvement. • Responsible parties for achieving each strategic goal are identified and timelines for completion are set.
Measure 1 Results:	Q2: Specific requirements were included and respective departmental areas are gathering data for setting targets and establishing benchmarks. • A process for resolving deficiencies was developed: weekly Cabinet agendas will include an individual accreditation Criteria finding; employees from campus areas related to correction of the findings will attend the meeting and participate in discussions; action plans will be created; and, outcomes will be reported in the meeting minutes for transparency and campus-wide inclusion. • Resolution of various accreditation deficiencies will be considered during the budget-planning process where appropriate funding is earmarked. Operational Plans are developed through Strategic Plan directives and Board Goals. • Student satisfaction surveys have not been administered. A kiosk has been purchased for collecting students' level of satisfaction in various areas across campus; data results will identify areas for improvement. • During weekly Cabinet meetings which are open to the public, accreditation deficiencies will be addressed with responsible parties for achieving resolution identified and timelines set for completion. Q3: Departmental areas have set targets and continue gathering data for establishing benchmarks. • Weekly Cabinet discussions of individual accreditation findings continue with employees from campus areas related to correction of the findings in attendance and actively participating in discussion and resolution. Meeting outcomes are reflected in the Cabinet meeting minutes and distributed to "All Staff", "All Students", and the Board of Trustees for transparency and campus-wide inclusion. • Program Reviews were structured in alignment with the Strategic Plan and are reflected in the Departmental Operational Plans. Program Review outcomes will drive the budget planning process. • Although student satisfaction surveys have not been administered, the survey kiosk has been collecting data regarding students' levels of satisfaction in various area across campus; associated reports will identify areas for improvement. The kiosk has been utilized to a significant degree in the dining hall; reports have identified areas for improvement, and the first 90 days of kiosk data will be used to establish the benchmark for evaluating future data.

	Q4: Benchmarks are being established for evaluation of future data.
Measure 2:	Individual Departmental Operational Plans are received in the President's office.
Measure 2 Results:	Q2: Individual Departmental Operational Plans were received by the stated deadline for inclusion in the December 14, 2017 Board Agenda packets. Q3: Individual Departmental Operational Plans were received by the stated deadline for inclusion in the March 8, 2018 Board Agenda packets. Q4: The process is established and continues to work well.
Measure 3:	The President provides Quarterly Reviews during the Institutional Operations section of the Board of Trustees meeting.
Measure 3 Results:	Q2: The President will present the December Quarterly Review during the regular Board of Trustees meeting for December. Q3: The President will present the March Quarterly Review during the regular Board of Trustees meeting for March. Q4: The process is established and continues to work well.
Measure 4:	Activity and progress made toward achievement of goals for each Departmental Operational Plan is documented in Tk20 on a quarterly and annual basis.
Measure 4 Results:	Q2: Tk20 is no longer being utilized for documentation. Activity and progress reports provide the substance of the Quarterly Reviews and will be posted on the College website. Q3: Posting of the Quarterly Operational Plan on the College website continues. Q4: The process is established and continues to work well.

Responsibilities:

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

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

Strategies:

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

Measurement:

Measure 1:	Specific requirements are included in Departmental Operational Plans; data is gathered for setting targets and establishing benchmarks.
Measure 1 Results:	Q2: Operational Plans were revised and include specific strategies and the HLC liaison confirmed that strategies identified are appropriate. • A process for resolving deficiencies was developed: weekly Cabinet agendas will include an individual accreditation Criteria finding; employees from campus areas related to correction of the findings will attend the meeting and participate in discussions; action plans will be created; and, outcomes will be reported in the meeting minutes for transparency and campus-wide inclusion. The processes and subsequent resolutions will be incorporated in Departmental Operational Plans and considered during the budget planning cycle when financial resources are required for satisfaction of deficiencies. Q3: Weekly Cabinet discussion of individual accreditation Criteria findings continues; meeting minutes are distributed to "All Staff", "All Students", and the Board of Trustees for campus-wide inclusion and transparency. Operational Plans reflect the Strategic Plan and Board of Trustees Goals; targets were set for goal achievement, and outcomes drive the budget-planning process. Q4: Budget-planning cycle begins soon; outcomes will drive the process. Three Task Forces were established to respond aggressively and appropriately to institutional needs: Cost-savings; Enrollment; and, Revenue.

Responsibilities:

1. President works with Division heads to assure that all areas understand their role in satisfying deficiencies and that all initiatives are properly resourced.

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

Strategies:

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

Measurement:

Measure 1:	For 2017-2018 fiscal year, year should conclude with an appeal plan and allocation in place for the 2018-2019 fiscal year.

Measure 1 Results:	Q2: In progress for presentation by the end of the second quarter of the 2017-2018 fiscal year. Q3: In progress. Q4: In progress.
Measure 2:	By the end of the second quarter of the 2017-2018 fiscal year, the President will have submitted a report to the Board that contains at least two options for structures or mechanisms that would provide an increased unrestricted fund supply. The Board will choose from among these options for implementation through the remainder of the 2017-2018 fiscal year.
Measure 2 Results:	Q2: In progress for presentation by the end of the second quarter of the 2017-2018 fiscal year. Q3: In progress. Q4: In progress

Responsibilities:

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

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

Operational Plan for Academic Affairs

Objective 1: *Academic Affairs will increase the percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Program. (Board Goal or Strategic Plan Area: Academic Excellence, Support Excellence)*

Strategies:

1. The Division Chair of Technical Education and the Associate Dean of Online and Outreach will work with Technical Faculty to determine how to increase this percentage per department.
2. CTE Faculty will work with IR and with the Registrar's office to track students after they have left ICC to ensure we have accurate reporting to the Kansas Board of Regents (KBOR).

Measurement:

Measure 1:	This goal is one of our Key Performance Indicators for KBOR. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education. 2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (11/169) Baseline: 51% (347/678) We have set a target of 55% for the upcoming year based on collection data from 2016-17.
Measure 1 Results:	Q2: IR has completed our Follow-up report for the Fall of 2017. Our data to report on this measure will be provided by KBOR in the spring in preparation for our KPI report for the entire year. Q3: We have not received our data on this yet for the spring semester from KBOR, but our faculty did follow-up with last year graduates to find out if they were working in their related field, and/or had continued their education. Q4: Still at the same level as in Q3.

Objective 2: *Academic Affairs will increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course. (Board Goal or Strategic Plan Area: Academic Excellence)*

Strategies:

1. English faculty will continue to work as a team to ensure grading/expectations are equal across all courses taught at the developmental and English Comp I level through rubrics.
2. English faculty will identify what areas need to be improved based on data received from common assessments in both developmental and English Comp I courses.

Measurement:

Measure 1:	This goal is one of our Key Performance Indicators for KBOR. Our data set for this measure is: 2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)

Measure 1 Results:	Q2: The English Faculty went to a developmental conference this past year at Butler CC, in which they brought back data showing that students who were in a blended model (completing English Comp I with supplemental help) did better than those who completed the courses separately. We decided to run a pilot this year to see how our student body did compared to our base group. We will have results after the end of the fall semester to start analyzing the data. Q3: We are gathering the data from the fall semester to see how students did moving from Developmental perhaps in the summer to English Comp I in the fall, but we will have to wait and report fully in June when the academic year is almost complete to review those who took English Comp I in the spring. Q4: Spring semester has ended, so IR can now start pulling data to see if we made our goal.

This data is comprised by using the following table:

	A	B	C	D	E	F	G
Fall of	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# Enroll in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column A)
2010	77	53	31%	44	57%	37	48%
2011	75	46	39%	36	52%	30	40%
2012	69	34	51%	29	58%	22	32%
2013	75	57	24%	42	44%	33	44%
2014	40	17	57%	12	70%	9	23%

The numerator is column "F", which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column "D" which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project.
Our goal for 2017-18 is to have 80% of students meet this target.

Objective 3: ***Instructors will notify students early in the term if they are doing poorly in a class.*** **(Board Goal or Strategic Plan Area: Academic Excellence, Support Excellence, 3)**

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

Measurement:

Measure 1:	Our target is to have 30% of students who had a D, F, FN, or PC at the 5-week progress grade mark to finish the course with an A, B, or C for both the fall and spring semester on 16-week courses only.
Measure 1 Results:	Q2: The Academic Leadership discussed ways in which to complete this task without putting undue burden on the faculty member. A final form will be approved and used in the spring semester for a subset of full-time faculty to

	see how it goes before we push out to campus-wide. It was too aggressive to expect this to happen in the fall semester with a brand new goal. Q3: Because of the implementation of the Navigators in January 2018, they took on the responsibility of getting in touch with students who received a grade of D or below at the 5-week mark last week, and trying to set them up with tutoring or to find out what was going on. Q4: Same as Q3.
Measure 2:	Our target for the Noel Levitz data is to reduce the gap between importance and satisfaction from 1.10 to .9 on the following statement, "Students are notified early in the term if they are doing poorly in a class."
Measure 2 Results:	Q2: At this time the Noel Levitz has not been completed. It will be administered in Spring 2018. Q3: Still waiting for the Noel Levitz to be implemented this spring. Q4: The performance gap between importance and satisfaction for Spring 2018 was 0.65. This is a bigger reduction than our target was set at, which means we made significant progress towards this goal.

Operational Plan for Technical Education

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

Strategies:

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

Measurement:

Measure 1:	The number of recognition forms submitted through the academic year will be counted.
Measure 1 Results:	Q2: The number of recognition forms conferred at the December division meeting was 12. Each individual received at least one certificate. Q3: Eight more recognition forms have been conferred. Faculty and staff have recommended each other for awards. Three bookstore gift certificates have been distributed. Q4: Eighteen more recognition certificates were conferred for a total of 38 certificates. Instructors worked together and recognized each other's accomplishments.
Measure 2:	Raising the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey.
Measure 2 Results:	Q2: The Campus Culture Survey has not been administered. Q3: The Campus Culture Survey has still not been administered. Q4: Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement.
Measure 3:	Identifying improvements in retention and success of students in technical programs.
Measure 3 Results:	Q2: This information is not yet available. Q3: Retention from Fall to Spring was steady in all technical programs. Perkins funding increased by almost $2,000 due to more completers in 2017. Q4: Vet Tech: Fall17- 19 (8 returns) Spring18- 20 (8 returns) Cosmetology Cert: Fall17-5 (4 returns) (3 Grads) Spring18- 3 (2 returns) Cosmetology AAS: Fall 17- 11 (5 returns) (1 Grad) Spring18- 12 (7 returns) Culinary Cert: Fall17- 7 (1 return) Spring18- 8 (1 return) Cert EMS: Fall17-0 Spring18-3 Cert Advanced EMS: Fall17- Spring18-0 Web Design & Development AAS: Fall17- 2(1 return) Spring18-2(2 returns) Woodworking Cert: Fall17- 0 Spring18-0 Long Term Care Cert: Fall17- 6 Spring18- 8 (4 returns) Early Childhood AAS: Fall17-4 (3 returns) Spring18- 4 (2 returns) Computer Programming Cert: Fall17- 1 (1 return) Spring18- 1 (1 return) Computer Programming AAS: Fall17-1 Spring18- 1 (1 return) Computer Information Technology Cert: Fall17- 1 Spring18- 1 (1return) Computer Information Technology AAS: Fall17- 0 Spring18-2 Automotive Tech Cert: Fall17-0, Spring18- 0 Administrative Office Management AAS: Fall17- 0 Spring18-0

	Accounting AAS: Fall17- 1 (1 return), Spring18- 2 (1 return) We are making gains in most of these programs, but we also have a lot of work to do. Jaicey Gillum, our high school liaison has been working very hard to get students enrolled in CTE courses through SB155. Enrollment for Fall 2018 in these courses is looking good.

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

Strategies:

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

Measurement:

Measure 1:	The Associate Dean will meet with each department in March to discuss outcomes and complete report to KBOR by April 30th.
Measure 1 Results:	Q2: The December report was submitted on December 1, 2017. Q3: The March report is completed and ready to submit to Sarah Robb at NCCC. Q4: The final report is due by June 22nd. We will not receive Perkins funding next year due to not having a consortium to join or enough to participate alone.
Measure 2:	The Board of Trustees will approve, deny, or ask for changes to adding the Barbering program.
Measure 2 Results:	Q2: Cosmetology has met with the President and the VPAA to discuss the Barbering program. Q3: Due to budget issues the barbering program is on hold and research on Massage Therapy has begun. Q4: Due to a budget freeze new programs are on hold.
Measure 3:	The accreditation report for Vet tech will be read and any issues will be reported to the appropriate parties.
Measure 3 Results:	Q2: Vet Tech has been put on probation. The VPAA, President, Advisory Board for Vet Tech, and The Board of Trustees are working to solve the issues addressed. Q3: Issues are being assessed and fixed. Q4: Issues in Vet Tech have been addressed and the Vet Tech program has been accredited!
Measure 4:	The floors in Cosmetology will be repaired.
Measure 4 Results:	Q2: The money for the floors has been budgeted and plans have been made to repair the floors. Q3: The company hired to fix the floors was here on February 20th to assess the situation.

	Q4: There is a plan to repair the floors in Cosmetology over the summer.

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

Strategies:

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

Measurement:

Measure 1:	Each program will increase their industry partner list by at least 2 each semester.
Measure 1 Results:	Q2: Advisory Board members have increased for each department. Directors will work to get these industries submitted to KBOR. Q3: KBOR list will be updated by April 1, 2018. Q4: There was an increase in advisory board members, but no new employer initiatives were submitted to KBOR.
Measure 2:	Technical programs offered to high students will increase the number of high school students by at least 2 for the year.
Measure 2 Results:	Q2: We had 30 high school students in courses marked 'vocational' last Spring, 32 last fall, and 23 this fall. So, total for last year (Spring & Fall) was 62, and this year we're at 23 (not counting Spring yet). Q3: We will have spring numbers in May. Q4: This year we had 23 in the fall and 49 in the spring for a total of 72 up from 62 last year for an increase of 10.
Measure 3:	Each technical program will increase the number of articulation agreements with four year universities by at least 1 per semester.
Measure 3 Results:	Q2: No articulation agreements are final yet. Early Childhood Education is in the final stages of articulation agreements with Pitt State and K-State Global. Q3: Education Tech is ready. Waiting on final approval from Pitt State and meeting with K-State Global on March 2nd. Q4: K-State Global does not want to complete any articulation agreements until their new software program is running and Pitt State has everything, but has not completed their end. No new articulation agreements have been made this year.

Operational Plan for ICC Online Programs

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

Strategies:

1. The Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual.
2. The Online Advisory Committee will reevaluate the outcomes and goals for annual data collection.

Measurement:

Measure 1:	Online Advisory Committee meeting minutes will be recorded and kept by a rotating member of the Online Advisory Committee, who will post the minutes on sharepoint. Due Date: Input into sharepoint by the last Friday of each month during the Academic School year.
Measure 1 Results:	Q2: The Online Advisory Committee has been formed. The committee is set to meet December 11, 2017. Q3: The Online Committee has met 3 times and has made changes to the online handbook. Q4: The Online Committee completed the 2017-2018 Online Handbook and it has been uploaded to Sharepoint.
Measure 2:	Tk20 will be used annually to record progress of goals and objectives. The Associate Dean of Online will be responsible for entering information into Tk20 by June 30, 2018.
Measure 2 Results:	Q2: I have attended training on Tk20, but am unsure what information to enter for online. Q3: I am working on finding, evaluating, and entering the information into TK20. Q4: The institution has decided to discontinue use of Tk20 and to use the Master Gradebook part of Canvas for assessment.

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

Strategies:

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

Measurement:

Measure 1:	The Online Advisory Committee will complete an updated review of processes for evaluating online instruction by May 30, 2018 to be pushed out to entire campus by June 30, 2018.
Measure 1 Results:	Q2: The new Online Advisory Committee will work on this in the spring. Q3: The Online Committee has met 3 times and has decided to meet twice a month to update the Online Handbook as well as Online Instructor Evaluations. Q4: The Online Committee completed the handbook. No changes were made to instructor evaluations.

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

Strategies:

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

Measurement:

Measure 1:	The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester.
Measure 1 Results:	Q2: The Associate Dean is working with all involved, including the ICC Now, Coordinator to keep this spreadsheet updated. Q3: The Associate Dean of Online is working on a 2 year plan for online courses and is working with divisions to add complete programs to the online schedule. Q4: Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added.
Measure 2:	Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018.
Measure 2 Results:	Q2: The Associate Dean is adding information to the website. An appointment has been set to discuss other marketing strategies with advising and marketing. Q3: The Associate Dean has met with advising and marketing and is continuing to update the website and marketing is continuing to update social media. Marketing ran a campaign for the Rise Up scholarship. We will check the results of this campaign in May. Q4: The Associate Dean of Online sent out 90 emails to area businesses detailing the Rise Up Scholarship. One business replied. Rebekah Peitz has the numbers for enrollment from this campaign.
Measure 3:	At least 1 new fully online program will be approved and added by May, 2018.
Measure 3 Results:	Q2: A group that includes ICC Now, recruiting and advising, the Associate Dean for Online, and the VPAA is working on merging SB155 Programs and Online Programs. Q3: Five new adjuncts have been hired and 2 new courses and 3 new sections have been added to the schedule. One new course is being developed for the 2nd 8 week session (Intro to Education) and 2 new courses (Online CNA and Med term) are being created for the Fall. The Associate Dean is working with the advising staff and ICC Now Coordinator to determine what other courses need developed. Q4: As stated above, adjuncts, courses, and programs have been added. It has been determined that Business, Accounting, Math, and Science courses are needed.

Operational Plan for Tutoring Services

Objective 1: ***Tutoring services increases program quality through the creation of clearly defined policies, procedures, learning outcomes and mission/vision statements (Board Goal or Strategic Plan Area: Innovation and Service Excellence, HLC Criterion 5.A 3)***

Strategy:
The Tutoring Center maintains a policy and procedures manual that is updated annually. Peer tutors meet learning outcomes set forth in College Reading and Learning Association tutor training program criteria. The current mission statement reads as follows, "The Independence Community College Tutoring Center serves all ICC students by supporting and enhancing classroom learning".

Measurement:

Measure 1:	Maintaining CRLA Certification for Tutor Training Program – logging all tutor contacts weekly, distributing tutor contact sheets to faculty daily, updating tutor training program in July/August.
Measure 1 Results:	Q2: Tutor contacts have been logged and tutor contact sheets have been distributed to faculty. Progress on this metric will be communicated Q3. Q3: Tutor contacts for ICC were not logged during the fall semester. These are still in the process of being entered. Contact sheets are distributed to faculty on a daily basis. Spring contact sheets are once again being logged in Excel. Q4: Tutor contact sheets continued to be logged and distributed to faculty members.

Responsibility:
Associate Dean for Academic Support Services; Annually

Objective 2: ***Tutoring services supports student learning in the classroom through student participation in tutoring services (Board Goal or Strategic Plan Area: Support Excellence, Retention Goals)***

Strategy:
Invite College Success classes to tutoring center and visit developmental education courses. Provide information and communicate with coaching staff regarding study hall and tutoring sessions. Provide copy of Tutoring Center Contact sheets to appropriate faculty members for review, highlight availability of online peer tutoring through Canvas.

Measurement:

Measure 1:	Decrease Gap score for 2014 Noel Levitz Item 50, "Tutoring Services are readily available,'" from -0.09 to -0.03.
Measure 1 Results:	Q2: This cannot be measured yet since the Noel Levitz will be administered in the spring semester. Q3: Coaching staff has been informed of study hall and tutor availability. Tutor schedule by subject has been posted in main hallway and in Tutoring Center, as well as, sent to division chairs and coaching staff. Tutoring Center has begun hosting "Living Room Conversations" as an outreach tool. The Tutoring Center will also be piloting "Late Night Tutoring" – once a month the Tutoring Center will be open until midnight. Noel- Levitz results are not yet available.

	Q4: The result for the 2018 Noel-Levitz data is a performance gap score of .32 indicating a decrease in the number of students indicating they are using/tutoring services are readily available. With an increase in hours and a full peer tutoring staff, this difference will currently be treated as an anomaly.
Measure 2:	Decrease Mean Difference score from 2014 Noel Levitz Item 55, "Academic support services adequately meet the needs of students," from -0.12 to -0.10.
Measure 2 Results:	Q2: This cannot be measured yet since the Noel Levitz will be administered in the spring semester. Q3: Initial evaluation of online tutoring system (NetTutor) has occurred with the Associate Dean for Online. Noel-Levitz results are not yet available. Q4: Noel-Levitz results indicate a performance gap decrease from .56 to .52.

Responsibility:
Associate Dean for Academic Support Services
Board Goal or Strategic Plan Area: Support Excellence

Objective 3: *Tutoring services increases effective program quality through effective tutor training (Board Goal or Strategic Plan Area: Support Excellence, HLC Criterion 5.A 4)*

Strategy:
The ICC Tutoring Center has been granted certification of its Level I and Level II Tutor Training Program from The College Reading and Learning Association (CRLA.) Recertification occurs every 5 years and recertification information for Level I and Level II will be submitted in 2019 by the Associate Dean for Academic Support Services.

Measurement:

Measure 1:	CRLA Certification Process; Peer tutors will score 60/80 or better on supervisor evaluation.
Measure 1 Results:	Q2: Peer Tutors have not been evaluated yet for the fall semester. Q3: All tutors scored 60/80 or better on supervisor evaluation at the end of the fall semester. Q4: All tutors scored 60 or better on supervisor evaluation for the spring semester.

Responsibility:
Level I and Level II peer tutor training is conducted by the Associate Dean for Academic Support Services in collaboration with any other departments (library.) Supervisor evaluations for peer tutors are also conducted by the Associate Dean for Academic Support Services in October and April.

Objective 4: *Tutoring Services practices effective management of departmental resources (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:
The Tutoring Center will maintain an Excel budgeting sheet for tutor salaries and utilize practices and approaches that are fiscally responsible, including tying expenses to operational plan.

Measurement:

Measure 1:	Remaining within budget.
Measure 1 Results:	Q2: Currently the program is within budget.

	Q3: Program is within budget. Q4: Program has remained in budget.

Responsibility:
Associate Dean for Academic Support Services; Annually

Objective 5: ***Tutoring Services increases institutional effectiveness through annual departmental review (Board Goal or Strategic Plan Area: Service Excellence)***

Strategy: Complete Departmental Review by April of 2018

Measurement:

Measure 1:	Departmental Review is completed on an annual basis and utilized to collect and present data; implement new technology to improve AY 17-18 Departmental review score.
Measure 1 Results:	Q2: Progress on this metric will be communicated Q3. Q3: Departmental review occurs in April and will thus be reported at a later date. Q4: Departmental Review has been completed.

Responsibility: Associate Dean for Academic Support Services

Objective 6: ***Tutoring services increases institutional efficiency through employee performance review processes (Board Goal or Strategic Plan Area: Service Excellence, HLC Criterion 5.A 4)***

Strategy:
Peer tutors must meet certain criteria to be eligible for hire: A or B in subject desired to tutor, interview with Associate Dean for Academic Support Services and Director of Student Support Services and two teacher recommendations. Peer tutor performance is evaluated each semester through a self-evaluation and supervisor evaluation at mid-semester and a self-evaluation and supervisor evaluation at the end of each semester. The Associate Dean for Academic Support Services will participate in annual employee review and professional development planning.

Measurement:

Measure 1:	College Reading and Learning Association requires evaluation of peer tutors to be performed each semester – All peer tutors will score 60/80 on supervisor evaluation.
Measure 1 Results:	Q2: Evaluations will occur next week (final week of semester). Q3: All peer tutors scored 60/80 at the end of fall semester. Q4: All peer tutors scored 70 or better on supervisor evaluation. The Associate Dean for Tutoring and Accessibility has not received a performance evaluation as of 5/23/18.

Responsibility:
The Associate Dean is responsible for evaluation of peer tutors. The department of Human Resources and ICC President is responsible for the evaluation of the Associate Dean for Academic Support Services

Operational Plan for Academic Advising

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

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

Measurement:

Measure 1:	45% of eligible (no holds preventing enrollment) returning students will be enrolled for the spring semester by December 15th.
Measure 1 Results:	Q2: Progress on this metric will be communicated Q3. Q3: The Navigators contacted every student on their advising list with a D, F, or PC. We will be looking at this goal for the summer and fall semester. Q4: This goal was exceeded. We have enrolled 57% of eligible students that will be returning for the fall by May 30th, 2018.

Responsibility:
Navigators

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

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

Measurement:

Measure 1	Decrease of Performance Gap score for Noel Levitz Item 40, "My academic advisor is knowledgeable about the transfer requirements of other schools," from .56 to 0.5. 70% of students who attend transfer information work sessions will rate workshop as "satisfactory". 70% of students who attend Transfer Application Help Days will rate workshops as "satisfactory".
Measure 1 Results:	Q2: Noel Levitz will be administered in the spring semester. Q3: Noel Levitz will be administered this semester. Q4: We did not meet this goal. The gap widened to .63. I believe that the new navigator program will help decrease this gap in the future. The student will get to know and work with their advisor from the very beginning to work on transfer options. We will look at this measure as a team and set a new goal and brainstorm ideas to improve.

Responsibility:
Navigators

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

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

Measurement:

Measure 1:	70% of students who attend career planning work sessions will rate workshops as "satisfactory".
Measure 1 Results:	Q2: Progress on this metric will be communicated Q3. Q3: Restructuring resulted in new areas of focus for Navigators. Q4: Restructuring resulted in new areas of focus for Navigators.

Responsibility:
Navigators

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

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

Measurement:

Measure 1:	Development of Annual Professional Development plans for academic advisors. Complete Annual Departmental Review documents in April.
Measure 1 Results:	Q2: In process – due April 2018. Q3: Performance reviews for all Navigators are in process. Professional development conversations will be happening during these reviews. Q4: Navigators will continue to attend NACADA. We will be taking trips to D1 schools that we are building relationships with to get professional development for our navigators that work with our student athletes. We will be meeting with their eligibility departments. We are also looking into growing our partnerships with current transfer schools and setting up tour dates for navigators.

Responsibility:
Director of Enrollment and Retention Management

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

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

Measurement:

Measure 1:	The department of Advising will remain within the allotted budget.
Measure 1 Results:	Q2: The department budget is currently on target. Q3: After the transition to the Navigator program, the department budget was reviewed with the Chief Business Officer and is on target. Q4: The department came in under budget for this year.

Responsibility:

Director of Enrollment and Retention Management

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

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

Measurement:

Measure 1:	70% of students who attend degree plan information sessions will rate workshop as satisfactory, Noel-Levitz Item 66 "Program requirements are clear and reasonable" performance gap will decrease from .54 to .5.
Measure 1 Results:	Q2: Progress on this metric will be communicated Q3. Q3: Noel-Levitz will be administered this spring. Q4: We were able to exceed this goal. We decreased the gap to .47

Responsibility: Navigators

Operational Plan for Library Resources

Objective 1: *Provide a service-oriented center library that centers on learning and creativity in a secure and welcoming environment. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

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

Measurement:

Measure 1:	Reference Interview and database training and demonstration; staff will present 1 research database presentation by staff for students with 80% satisfactory or above results.
Measure 1 Results:	Q2: We have been without staff position for the fall semester so training and presentation will commence when position is filled. Q3: Staff position will not be filled so this measure will not be completed. Q4: Staff position will not be filled so this measure will not be completed.
Measure 2:	Noel-Levitz/CCSSE • Noel-Levitz- Decrease the performance gap for question #26 by .05. (Strategic Goal 3)
Measure 2 Results:	Q2: Noel-Levitz measurement has not been done for this school year. Q3: Noel-Levitz measurement has not been done for this school year. Q4: Decreased the performance gap on question 26 (regarding the friendliness and knowledge of staff) by .18.
Measure 3:	Collect baseline data on student usage through door counter statistics.
Measure 3 Results:	Q2: Data is being collected weekly and we are averaging around 800 counts per week with a steady increase as the semester has progressed. Q3: We collect stats weekly and saw average of 800-900 until we cut hours; now we are averaging around 600 door counts per week. This may pick up as the high numbers not only corresponded with the longer hours but a busier time of the school year. We may see an increase when we reach mid-term and after, even with shorter hours. Q4: Usage remained high in the last part of the semester. We maintained an average of 600 door counts per week. Which increased to closer to 700 per week near the end of April.
Measure 4:	Have 10 staff meetings to implement new technology updates, discuss needs and fix problems.
Measure 4 Results:	Q2: I have had orientation meetings with new student workers and training meetings with temporary workers but are without professional, permanent staff to move forward on new initiatives at this time. Q3: Orientation has been done with the two new student workers and refreshers with returning staff. As staff position will not be filled, we are not doing staffing and job training. Q4: We hired no new staff nor student workers during this time. We did lose one student worker who frequently missed work and was let go after

	several warnings. The library has no workers this summer so training will resume when new student workers are hired in the fall.

Responsibilities:

1. Director of Library Services (training and implementation)
2. Other library staff (Implementation of services)

Objective 2: Encourage lifelong learning and information literacy through quality instruction, reference consultation, and patron service to both on and off-campus students. ***(Board Goal or Strategic Plan Area: Academic Excellence)***

Strategies:

1. Provide formal library/information instruction to classes brought to the library by professors. The College Success classes are the core classes for library instruction.
2. Provide informal information literacy to individuals when library staff become aware that a library user needs, or might need, assistance learning how to use any aspect of the library and the research processes it supports.
3. Increase online resources for instructors and students through website and canvas.

Measurement:

Measure 1:	Analysis of post instruction activities in College Success with student success rate of 70% or better for each semester.
Measure 1 Results:	Q3: I have not received feedback from CS instructors. Q4: I have not received feedback from CS instructors.
Measure 2:	Noel-Levitz/CCSSE • Noel-Levitz- decrease the performance gap by .05 for question #14. (Strategic Goal 3)
Measure 2 Results:	Q2: Noel-Levitz measurement has not been done for this school year. Q3: Noel-Levitz measurement has not been done for this school year. Q4: Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07
Measure 3:	Monthly theme in information literacy to be emphasized in library.
Measure 3 Results:	Q2: We have signage explaining information literacy but have focused on database training this semester. I am currently working with a new resource (allsides.com) to develop resources regarding information literacy and evaluation tools for students. We will focus more on this during second semester with the greater number of Comp II courses. Q3: We are currently focusing on "Fake News" in the library with passive programing in the form of displays. We are also doing a weekly display created by student workers focusing on common knowledge in the form of "this week in history" information. In conjunction with the tutoring center, we are working on hosting weekly "Living Room" conversations that cover current events, historical events, or other topics but focus on communication skills and sharing knowledge, listening to others, and expressing opinions. It is open to faculty, staff, and students and meets weekly. Q4: We continued weekly "this week in history displays" as well as Fake News displays through the end of the semester.
Measure 4:	Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2017-2018 academic year.

Measure 4 Results:	Q2: I have met with all of the college success classes as well as 11 sections of English/Literature courses have visited the library for database training. Q3: I have met with the one section of college success this spring and have hosted research training for one Comp II course and one literature course. Q4: The library continued to offer research courses to Comp classes and speech classes. Interacting with Comp I and II from Pinkard, Mydosh and Peralta. We also did some sessions with Speech (Wheeler).
Measure 5:	All students will be enrolled in library resources class by the end of first semester.
Measure 5 Results:	Q2: This is still in development. Q3: Still in development with online. Q4: Still in development.
Measure 6:	Statistical analysis of use of online tutorials and library skills course on Canvas. • Frequency statistics • Faculty use in Canvas courses
Measure 6 Results:	Q2: Still in development. Q3: In development, and possible redevelopment, with new ADA requirements. Working with online to determine if we are compliant. However, I am pushing out custom made tutorials for faculty upon request, for example I did a tutorial on website development sites and desktop recording for the parenting course. Q4: The tutorials are being updated to reflect updates in materials. We have also started discussion on OER work groups and reorganizing our resources on our webpage so that we can drop the yearly subscription to libguides.

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 3: ***Establish and support relationships with other groups; on or off-campus; professional and community-based, to support the educational and cultural growth or our library and community. (Board Goal or Strategic Plan Area: Improve the college's relationship with the community)***

Strategies:

1. Take an active role in College affairs
2. Strengthen cooperative relationships with other regional libraries and cultural organizations
3. Support educational, civic, and cultural activities within the region
4. Write and support grant proposals that support larger educational initiatives (Strategic Goal 3)

Measurement:

Measure 1:	The Director of Library Services will attend at least two professional conferences per year to become aware of regional initiatives.
Measure 1 Results:	Q2: I attended Kansas Library Association State conference in October during fall break. Q3: Attended SEKALC meetings in November and February. Will likely not attend the second state conference (CULS) in April due to budget and staff concerns.

	Q4: Did not attend the CULS conference in April due to budget. Continue to attend local professional development activities through SEKLS.
Measure 2:	The Director of Library Services will seek opportunities to cooperate with other institutions in areas such as consortia purchasing, grant writing, and regional project development. • Director will apply for at least 1 grant each year to enrich library resources or programming (Strategic Goal 3).
Measure 2 Results:	Q2: ICC library remains active in SEKLS with consortia purchasing of KOHA library management system. We negotiate database subscriptions with the Two Year Library Director Council and contribute to the State purchase of databases. We have received 3 grants this year- Kansas Notable Books Grant, SEKLS Academic Library Extended Service Grant, and the SEKLS Collection Development Grant for the creation of a board game collection. Q3: Currently working on a NEH grant for Jan 2019 to increase storage and resources for the archives. This is contingent on NEH being funded in the national budget. Q4: We remain active in SEKLS. Received a grant to help pay for courier services in 2018-2019.
Measure 3:	Staff will host at least 2 cultural and 2 educational programs per semester for the public and college community.
Measure 3 Results:	Q2: This has been postponed until staffing is filled to due to time demands. Q3: We have hosted two game nights this fall with 10-12 attendees each session, we have also co-hosted 3 Living Room Conversations during lunch with about 10 attendees each session. There are 3 more game nights scheduled and the Living Room conversations are weekly events. Q4: We hosted two more game nights including one that was co-sponsored by the SSS which was a mentoring event. We also hosted 2 more Living Room Conversations.

Responsibilities:

1. Director of Library Services
2. Other library staff

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

Strategies:

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

Measurement:

Measure 1:	The Library will meet or exceed the national staffing averages at peer institutions (e.g. see NCES).

Measure 1 Results:	Q2: We are currently below the national staffing average for our institution and well below other academic libraries in SEK which employ 3-6 library assistants when looking at comparable hours. Q3: We remain below national and regional staffing levels and hours for this year. This does not look to change in the near future, but plans need to be made to work back up to full services over the next few years. Q4: We remain below national and regional staffing levels and hours for this year. Working on possible solutions with the Academic office and financial aid to ensure coverage with student workers or a split position.
Measure 2:	All full-time employees will participate in at least one work related conference or workshop every year.
Measure 2 Results:	Q2: I have attended KLA, SEKLS user group (required as part of our user agreement), and the Southeast Academic Library Council Meeting in November where I serve as President. Q3: I have attended the February SEKALC meeting and will be attending the April 6 SEKLS user group meeting and April 20 SEKALC meeting at Butler Community College. Q4: Continue to attend SEKLS meetings. Attended the annual Academics conference on May 23 at Fall River which focused on OERs and will be attending the annual meeting on June 1.
Measure 3:	All staff will participate in at least 8 out of the 10 staff meetings.
Measure 3 Results:	Q2: None have been held as we have no staffing. Q3: None have been held as there is no professional staff. I meet with student workers weekly or as needed. Q4: None have been held as there is no professional staff. I meet with student workers weekly or as needed.
Measure 4:	All student workers will receive a review during the first semester and at the end of the school year and score at least 80% satisfactory.
Measure 4 Results:	Q2: Reviews will take place during the week prior to finals. We are losing at least 1 possible 3 work study students at semester. Q3: I reviewed expectations with the 3 returning student workers when they returned from break as well as held training for the 2 new student workers. Q4: Two new student workers were reviewed. One was put on probation which he failed to follow and was terminated. We will have one returning work study in the fall and need to hire 3-4 more to provided coverage to the library.
Measure 5:	All professional staff will set goals at the beginning of the fiscal year and be reviewed at least once during the year and complete at least 80% of the goal by the end of the year.
Measure 5 Results:	Q2: No professional staff at this time. Q3: No professional staff at this time. Q4: No Professional staff at this time.
Measure 6:	The Director of Library Services will survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher.
Measure 6 Results:	Q2: Survey will be done in April. Q3: Survey will be done in April.

	Q4: Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%.

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 5: ***Maintain a special collections research area that allows patrons to have access to special regional or rare materials, often one-of-a-kind items, for primary source research. The William Inge Collection represents the primary special collection at ICC. (Board Goal or Strategic Plan Area: Academic Excellence)***

Strategies:

1. Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2017
2. Obtain proper education for all staff and volunteers who are working with the collection.
3. Remain vigilant that the materials are handled, processes, and stored following standard archival procedures
4. Create an Inge Collection Volunteer Committee who will assist with the scanning, recording, and organizing of the collection by December 2017

Measurement:

Measure 1:	Proper legal documents completed by December 2017 that would cover: • Usage of the collection by others • Copyright and performance clearance
Measure 1 Results:	Q2: Drafts are finished and ready for use. Final decisions on research and material fees are being researched. Q3: We have implemented the paperwork for new requests and are now working to streamline requests so that they come through the library rather than the Inge website. Q4: In sue and working on transferring all to the single website.
Measure 2:	Working with the Inge Director and staff create a file of signed releases for our digital archives and for historical purposes and beginning obtaining releases for items in the back log to be completed by May 2018.
Measure 2 Results:	Q2: Drafts are finished and ready for use. Final decisions on research and material fees are being researched. Q3: Final drafts of usage papers are done and in place. Q4: Releases cannot be located in the theatre offices (last known to exist when Peter was here). Due to the instability in this area we will be starting to determine what releases we want to replace for production purposes and those not needed.
Measure 3:	The Director of Library Services will work with Inge community to seek out resources to maintain the collections (ongoing). • Volunteers are tracking time spent via a sign in/out sheet in the Inge Room. (Strategic Goal 2)
Measure 3 Results:	Q2: Volunteers met in August and were trained in documenting the archive material. There have been a few volunteers who have come to work but only 1-2 times.

	Q3: Volunteers have failed to show up in the second half of the first semester and the first part of the spring. Q4: Volunteers have failed to assist in this project although work study students have done a fair job at keeping up.
Measure 4:	Director of Library services will enroll in at least one course or attend at least one conference to increase knowledge and resources for the Inge collection.
Measure 4 Results:	Q2: Due to time constraints and budget DOL did not enroll in or attend a conference this semester. Q3: Due to time constraints and budget, DOL did not enroll in a course but may be able to attend some online webinars this semester or in the summer. Q4: Due to time constraints and budget, DOL did not enroll in a course but may be able to attend some online webinars this semester or in the summer.
Measure 5:	Inge Collection Committee will meet at least 2 times per semester to assess the progress of projects.
Measure 5 Results:	Q2: Inge committee met in August for training on documenting the archive correspondence. Q3: Inge Collection Committee has not met yet this semester and I have not been informed of any Inge activities through the Inge Center. Q4: Communication with the Inge steering committee is terrible and I have asked to be included but have yet to be informed of meetings, plans, progress, etc.

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 6: ***Offer a varied and up-to-date collection of materials, resources, and equipment which is adequate to support the educational and recreational needs of the library users. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve the overall student experience)***

Strategies:

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

Measurement:

Measure 1:	NOEL-Levitz/CCSSE evaluation. • Noel-Levitz- decrease the performance gap by .05 for question #14 (Strategic Goal 3) • CCSSE increase number of non-assigned reading reported by 5% by creating and maintaining a fiction collection relevant to students (Strategic Goal 1)
Measure 1 Results:	Q2: Noel-Levitz/CCSSE measurement has not been done for this school year.

	Q3: Noel-Levitz/CCSSE measurement has not been done for this school year. Q4: Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07
Measure 2:	Student/Faculty surveys. • Score at least 80% satisfactory on faculty/staff survey regarding library resources
Measure 2 Results:	Q2: Given in April. Q3: Given in April. Q4: Received no faculty feedback
Measure 3:	Promote the new request feature available in the online catalog and receive at least 1 suggestion in the first 3 months of use.
Measure 3 Results:	Q2: No requests were made, however, our catalog screen was recently changed so we will need to retrain students to find and use the feature. Q3: No requests were made via catalog, but some were received via email and in person. Those are on hold due to budget. Q4: No requests were made via catalog, but some were received via email and in person. Those are on hold due to budget.
Measure 4:	Publication of removed and added items during each program review within 90 days of the completed program review.
Measure 4 Results:	Q2: Lists of collection items and potential new material purchase items have been created for 2/8 of the programs up for comprehensive review this year. They will be distributed in January for purchase suggestions to be made in February. The collection has been weeded so current collection has an up to date inventory for faculty to assess. Q3: Lists of new material purchase items have been given to some of the Program reviews; the rest will be given as comprehensive programs reviews are complete. Due to budget constraints these purchases may be made during next fiscal year, so timeline has been adjusted. Q4: Lists of new material purchase items have been given to some of the Program reviews; the rest will be given as comprehensive programs reviews are complete. Due to budget constraints these purchases may be made during next fiscal year, so timeline has been adjusted.

Responsibilities:

1. Director of Library Services
2. Other library staff

Operational Plan for the Registrar's Office

Objective 1: *The Registrar's office will maintain a positive community relationship by continuing to increase stakeholder knowledge of official transcript access. (Board Goal or Strategic Plan Area: Service Excellence, Strategic Goal 2)*

Strategy:
Review concern tickets and their resolutions, and track transcript requests and their fulfillment.

Measurement:

Measure 1:	Will fulfill 85% of transcript requests within two business days.
Measure 1 Results:	Q2: Of the 257 transcript requests received in Q2, 99% were fulfilled within two business days. Q3: In Q3, 547 transcript requests were received. 97% of those requests were filled within two business days. Q4: In Q4, 281 transcript requests were received. Of those, 93% were filled within two business days.

Responsibilities: Records Specialist will provide quarterly reports.

Objective 2: *The Registrar's office will maintain and continuously update policies and procedures as changing student and alumni needs evolve. (Board Goal or Strategic Plan Area: Service Excellence; HLC Criterion 4.A.2)*

Strategy:
The Registrar's office maintains a policy manual and a procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office. The manuals are to be reviewed each semester and made available in the office and on the website. This assures continuous improvement for processes and student access.

Measurement:

Measure 1:	Semester review of manual.
Measure 1 Results:	Q2: Review of manual has now evolved to include production of Process Manual. Processes are still being formulated to conform to new PowerCampus functions. Q3: Review of policy and procedures manuals remains ongoing. Q4: Review of policy and procedures manuals remains ongoing.

Responsibility:
Registrar is responsible for review and editing, and communication with web master.

Objective 3: *The Registrar's office will practice effective management of financial resources. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:
Expenditures will be tied to operational plan

Measurement:

Measure 1:	Line numbers will stay within the given constraints.
Measure 1 Results:	Q2: Expenditures for AY 2017-18 thus far are within given budget line amounts. Data collection will continue through AY. Q3: Expenditures for AY 2017-18 are within given budget line amounts. Q4: Expenditures for AY 2017-18 are within given budget line amounts.

Responsibilities:
Registrar

Objective 4: *The Registrar's office will help improve long term educational outcomes such as graduation by maintaining graduation and transcript records, which includes insuring graduation applications are correct before issuing a degree. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:
Advisors will complete a degree check for each graduation application. The Registrar reviews these degree checks for correctness before a student is placed on the graduation list.

Measurement:

Measure 1:	Degrees awarded correctly.
Measure 1 Results:	Q2: Of 42 graduation applications reviewed, 38 degrees/certificates will be awarded in December. Q3: At this time, 61 applications have been received for Graduation Spring 2018. Q4: Of the 188 graduation applications received, 77 participated in Commencement exercises on Saturday, May 5th.

Responsibilities:
Registrar

Objective 5: *The Registrar's office will mirror industry standards by annually reviewing CAS Standards, AACRAO standards, VA policies and directives, and monitoring KACRAO trends. (Board Goal or Strategic Plan Area: Service Excellence, Strategic Goal 2; HLC Criterion 3.C.6)*

Strategy:
The Registrar will subscribe to industry listserves, newsletters, and purchase necessary publications; maintain VA liaison contact, provide for VA compliance audits, and participate in VA webinar trainings; will attend the annual KACRAO Conference, utilize the KACRAO listserve, and maintain state registrar relationships.

Measurement:

Measure 1:	Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits.
Measure 1 Results:	Q2: Continued review with no adjustments; no VA compliance audit due. Registrar attended annual KACRAO conference in September, submitted catalog updates for VA approval in August. Q3: Continued review with no adjustments; no VA compliance audit due. VA representative toured ICC West on January 30th and approved catalog updates. Q4: Continued review with no adjustments; no VA compliance audit due.

Responsibilities:
Registrar

Objective 6: *Registrar's office will help improve program delivery and long term educational outcomes, such as graduation, for students and the institution as a whole (Board Goal or Strategic Plan Area: Service Excellence, Strategic Goal 1)*

Strategy:
Registrar's office will provide insights regarding the structure of academic programs, such as course sequencing, registration processes, and student progress toward graduation; all of which can strategically affect the outcomes of an academic program.

Measurement:

Measure 1:	100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course inventory, program inventory, and course matrix will be maintained.
Measure 1 Results:	Q2: Registrar has attended 100% of Academic Council meetings. Numerous updates have been entered in KBOR system and training of new Registrar has begun. Q3: Registrar has attended 100% of Academic Council meetings. Updates are being entered in KBOR. Q4: Registrar has attended 100% of Academic Council meetings. Work on the KBOR course and program inventory is ongoing.

Responsibilities:
Registrar

Operational Plan for Student Support Services

Objective 1: Increase the number of disadvantaged low-income, first generation college students and students with disabilities who complete a program of study at the postsecondary level (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

The SSS Program will achieve these objectives by a series of carefully planned interventions, including:

1. Identify, select, and retain 225 participants with academic need each program year.
    - Collaborate with various departments on campus to gain access to potential participants; facilitate students' application for enrollment into our program; provide services listed below in order to build strong working relationships that lead to positive academic outcomes
2. Assess participants' needs for specific services and develop an individualized graduation plan with each program participant.
    - Review students' applications, financial aid records, placement test scores and academic transcripts
    - Assess student study skills, learning strategies, and career interests through the Learning Assessment and Study Skills Inventory and the My Next Move inventories
3. Academic coaching
    - Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding)
4. Academic tutoring
    - Tutoring provided by trained educational specialists and by peer tutors
5. Advice and assistance in course selection
    - Specialists work with students to increase their knowledge about the advising process and help students make informed choices regarding course selection and other academic decisions
6. Financial aid resources and application assistance
    - Students are required to complete selected educational modules regarding financial aid in CashCourse as part of their intake into SSS.
    - Specialists work with students individually and in group settings to offer information and education about financial aid resources, completion of the FAFSA, and scholarship opportunities.
    - SSS staff partner with the Office of Financial Aid to educate students about financial aid and to assist them in completing FAFSAs.
7. Personal, career and academic counseling
    - Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate.
8. Mentoring
    - Another funded Competitive Preference Priority during the 2010 grant competition included a "difference education" component associated with panel discussions about

adjustment to college followed by mentoring opportunities for students. The 2016-17 grant year (Year 1 of the grant cycle) was the first year of the project, and students enrolled in College Success courses attended the panel discussions led by second-year students. A mentoring program was then developed, and group mentoring activities were held. In the 2017-18 grant year, panel discussions will again be offered in the Spring semester, and both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer.

9. Recognition events at end of semester and program year
    - At the end of the fall and spring semesters, student success is acknowledged and celebrated at a Recognition Ceremony (end of the fall semester) and a Recognition Banquet (end of the spring semester)

Measurement:

Measure 1:	61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
Measure 1 Results:	Q2: 83%. Q3: 83% (Annual measurement). Q4: 83% (Annual measurement).
Measure 2:	73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
Measure 2 Results:	Q2: 87%. Q3: Data has been requested from IR for Q3 but has not been received. Q4: 85% (does not include participants not enrolled in Spring 2018)
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q2: 42%. Q3: 42% (Annual measurement). Q4: 42% (Annual measurement).
Measure 4:	31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.
Measure 4 Results:	Q2: 87%. Q3: 30% (New method of calculation as per ED). Q4: 30% (New method of calculation as per ED).

Responsibilities

SSS Program Director and Key Staff.

The SSS program will accomplish its goals through direct service of a core group of SSS staff as well as collaboration and partnership with several key departments on campus: Academic Advising; Academic Affairs; Admissions; Athletics; Business Office; Financial Aid Office; Marketing; and Student Life., in addition to participation in ICC committees and support for student organizations.

Objective 2: Increase the retention and graduation rates and facilitate transfer from two-year to four-year colleges and universities (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. Academic coaching- Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding).
2. Academic tutoring- Tutoring provided by trained educational specialists and by peer tutors
3. Specialists work with students individually and in group settings to offer information and education about transferring to four year schools, completion of online applications, management of transcripts, and fee waiver applications
4. Personal, career and academic counseling- Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate
5. Career exploration- Specialists work with students individually or in group settings to help them explore their career interests, current market demand for identified careers, schools that offer specific programs, and related information
6. Cultural events and academic programming activities- Groups of students attend cultural events including music or dance performances, fine arts exhibitions, lectures related to human rights and relations or social issues, or other activities offering experience of different cultures
7. Mentoring- In the 2017-18 grant year, panel discussions will again be offered in the Spring semester, and both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer

Measurement:

Measure 1:	61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
Measure 1 Results:	Q2: 83%. Q3: 83% (Annual measurement). Q4: 83% (Annual measurement).
Measure 2:	73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
Measure 2 Results:	Q2: 87%. Q3: Data has been requested from IR for Q3 but has not been received. Q4: 85% (does not include participants not enrolled in Spring 2018)
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q2: 42%. Q3: 42% (Annual measurement). Q4: 42% (Annual measurement).
Measure 4:	31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.
Measure 4 Results:	Q2: 87%. Q3: 30% (New method of calculation as per ED). Q4: 30% (New method of calculation as per ED).

Responsibilities:
SSS Program Director and key staff.

Objective 3: Foster an institutional climate supportive of the success of students (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. Academic coaching- Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding)
2. Academic tutoring- Tutoring provided by trained educational specialists and by peer tutors
3. Specialists work with students individually and in group settings to offer information and education about transferring to four year schools, completion of online applications, management of transcripts, and fee waiver applications
4. Personal, career and academic counseling- Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate
5. Mentoring- In the 2017-18 grant year, panel discussions will again be offered in the Spring semester, and both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer
6. Recognition events at end of semester and program year- At the end of the fall and spring semesters, student success is acknowledged and celebrated at a Recognition Ceremony (end of the fall semester) and a Recognition Banquet (end of the spring semester)

Measurement:

Measure 1:	61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
Measure 1 Results:	Q2: 83%. Q3: 83% (Annual measurement). Q4: 83% (Annual measurement).
Measure 2:	73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
Measure 2 Results:	Q2: 87%. Q3: Data has been requested from IR for Q3 but has not been received. Q4: 85% (does not include participants not enrolled in Spring 2018)
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q2: 42%. Q3: 42% (Annual measurement). Q4: 42% (Annual measurement).
Measure 4:	31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.
Measure 4 Results:	Q2: 87%.

	Q3: 30% (New method of calculation as per ED). Q4: 30% (New method of calculation as per ED).

Responsibilities:
SSS Program Director and key staff.

Objective 4: Improve financial and economic literacy of students (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. Students are required to complete selected educational modules regarding budgeting, student debt and establishing healthy credit in CashCourse as part of their intake into SSS.
2. Specialists work with students individually and in group settings to offer information and education about student loan debt and personal finance
3. SSS staff partner with the Office of Financial Aid to educate students about financial and economic literacy.

Measurement:

Measure 1:	80% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment.
Measure 1 Results:	Q2: 22% Note: Participants have until Feb. 28, 2018 to complete. Q3: 20% of active participants have completed CashCourse modules and scored higher on post-test than on pre-test. Q4: 34% of participants received counseling/education to improve their financial/economic literacy. CashCourse data is unavailable for months prior to March, 2018 at this time.
Measure 2:	60% of SSS participants surveyed will report that their financial and economic literacy was improved by participation in targeted SSS activities.
Measure 2 Results:	Q2: N/A- Participants have not been surveyed on this yet. Q3: Students will be surveyed in April 2018. Q4: Spring survey did not include this question. Data will be reported in August, 2018.

Responsibilities:
SSS Program Director and key staff.

Process Improvement Objectives

Note: The following objectives are not part of services contracted with the U.S. Dept. of Education; they are included as internal initiatives intended to enhance the effectiveness of contracted services and provide the highest quality services possible to stakeholders.

Objective 5: Improve staff knowledge and skills related to serving students with disabilities (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. The Program Director will collaborate with the Associate Dean for Academic Support Services to assess resources and needs related to serving students with disabilities.
2. The Program Director will perform an audit of program participants having disabilities and their unique needs, including accommodations and assistive technology.
3. Any identified assistive technology that would benefit current students with identified disabilities will be included in the planned budget.
4. SSS staff will receive twelve hours of training annually specific to serving student with disabilities.

Measurement:

Measure 1:	80% of SSS participants designated in admissions criteria as having a disability will report on annual survey that they received high or excellent quality services related to their disability-related access or accommodations.
Measure 1 Results:	Q2: Students will be surveyed in April 2018. Q3: Students will be surveyed in April 2018. Q4: April survey did not include this question. Data will be collected in August, 2018.

Responsibilities:
SSS Program Director and key staff

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

Strategies:

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

Measurement:

Measure 1:	60% of identified stakeholders will report that SSS social media interactions are somewhat or very helpful to them.
Measure 1 Results:	Q2: Students will be surveyed in April 2018. Q3: Students will be surveyed in April 2018. Q4: April survey did not include this question. Data will be collected in August, 2018.

Responsibilities:
SSS Program Director and key staff.

Operational Plan for Admissions

Objective 1: ***Reach out and connect with high schools and potential students locally, regionally, nationally and internationally to increase enrollment. (Board Goal or Strategic Plan Area: Support Excellence)***

Strategies:

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

Measurement:

Measure1:	Enrollments Increase • Concurrent enrollment increased by 5% annually • Culinary enrollment increased by 5% annually after initial year benchmark • Vet Tech enrollment increase of 3 students by spring 2018 raising program total to 18 • Meet EMT enrollment capacity of 15 students • Meet Cosmetology enrollment capacity of 15 students
Measure 1 Results:	Q2: • Changes were made to vet tech for fall of 2018 cohort. Students will be completing the pre-requisites course in the fall semester and will take their core vet tech classes beginning the semester after completing pre-requisites. We are on track to have 30 students on track for vet tech in the fall. • We currently have 7 students enrolled for the EMT spring semester. We have 5 more students in the pipeline. We are on track for 12 students enrolled for EMT this spring. • Cosmetology has 5 returning students for spring and we have 5 in the pipeline to get enrolled. We are looking at 10 students in total for the spring. Q3: ICC West is collaborating with the recruiting team to offer an "ICC West Tech Days" event this semester. Area high schools have all been contacted and we have received a great response. We have 3 large group tours that have been scheduled for ICC West. Cosmetology is also offering an Open House this semester for a recruiting event. We have 157 students in the pipeline for ICC West programs. Q4: ICC West Tech days were successfully completed during the Spring semester. We had over 200 students visit the ICC West campus. This will

	be an ongoing event each semester to ensure awareness is spread regarding the programs at our West campus and what we have to offer.
Measure 2:	International enrollment increased by 10 students to raise international student population to 30 students by fall of 2018.
Measure 2 Results:	Q2: We have approximately 10 new international students coming in for the Spring. This will put us at roughly 30 international students for the spring. Q3: We currently have 17 international students. Approximately five students transferred to other institutions at semester. We are still working on creating an MOA with ESU regarding a 2+2 Program for international students. This program should be active Fall 2018. We have 34 international student recruits in the pipeline for Fall 2018. Q4: We are still working on creating an MOA with ESU regarding a 2+2 program for international students. This program should be active Fall 2018. We are in the process of creating mutual marketing material to promote this agreement.
Measure 3:	Ellucian enrollment reports are run and future recruiting software package is included for consideration during the budget-planning process
Measure 3 Results:	Q2: We had a scoping meeting for Ellucian Recruit to add a CRM system to our recruiting plan. After the meeting we decided that this system was not going to be worth the money. We had a working meeting with IT. We will now be using the inquiry part of Power Campus and will be working with Eric to customize reports for tracking recruits. Q3: After researching many different recruiting systems, we have decided to go with a CRM called Fireworks by Fire Engine RED. We are on track to go live at the beginning of May. This system will help us track recruits more efficiently. We will be able to streamline our communication flow and increase touch points with these recruits. Every department on campus will have access to this system. We believe this system will help overall enrollment for every department. Q4: We are currently in user testing acceptance for the new Fireworks CRM and hoping to go live by June 13th, 2018.

Responsibilities:

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

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

Strategy:

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

Measurement:

Measure 1:	Increase satisfaction rating for Noel Levitz item number 5 "The personnel involved in registration are helpful" from 0.08 – 0.10.
Measure 1 Results:	Q2: We will be looking at results after Noel Levitz is administered in the spring. Q3: Noel Levitz will be administered this semester. Q4: This gap widened to .54. The new navigator program will be looking at this as a team. I believe the new navigator program will help by having registration in one department instead of multiple departments. Students will have the same advisor from admissions to graduation.
Measure 2:	Decrease Gap score for Noel Levitz item number 41 "Admissions staff is knowledgeable" from 0.55 to 0.50 Using Power Campus to run enrollment reports.
Measure 2 Results:	Q2: We will be looking at results after Noel Levitz is administered in the spring. Q3: Noel Levitz will be administered this semester. Q4: This gap widened to .63. We will be looking at this as a team to set new goals and look at improvements.
Measure 3:	Use Ellucian to measure the percentage of students that complete setup in Pirate Portal.
Measure 3 Results:	Q2: We are working with IT to set up a new process where students will automatically get sent a username and log on once their application is processed. Q3: The new Fireworks system will fix this process. The IT department has been on all calls for implementation and is working with us towards this goal. Q4: Starting on June 11th, students will automatically get their username and log on emailed to them. The navigators will also have a copy of username and password in a navigator shared folder that IT will automatically update.

Responsibilities:
Admissions staff

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

Strategy:

1. Engage our students with the public through our Community Pirate Partnership Program (CP^2) and events in the community
   - Dancing With the Indy Stars – Spring
   - Wichita Thunder College Fair - Spring
   - Love Independence Day – Spring
   - Neewollah – Clean up, Parade, Band Day
   - Implement student and community surveys to view student involvement

Measurement:

Measure 1:	Use CP2 to increase student satisfaction to support institutional retention rates.

Measure 1 Results:	Q2: We have completed our first full semester with CP2! We will be looking at Noel Levitz results in the spring. We are also working on an in-house survey to give to students participating in the CP2 program after they leave ICC. Q3: Noel Levitz will be administered this spring. The in-house survey is currently being developed. We plan to administer the survey after spring break. Q4: Due to time constraints, we were not able to administer an in house survey. We will be looking at a navigator taking on this project for next year.
Measure 2:	Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers.
Measure 2 Results:	Q2: We will be looking at these numbers in the Spring of 2018. Q3: This research will be looked at this semester by the new Navigator program. Q4: We are still needing to review this data. We will also be reaching out to other programs with similar programs to see how they are tracking this data. One navigator will be assigned to this for next year.

Responsibilities:

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

Operational Plan for the Marketing Department

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

Strategy:

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

Measurement:

Measure 1:	The ICC Marketing Department will use qualitative and quantitative data gathered from the Board to make informed decisions and strategies in marketing the College.
Measure 1 Results:	Q2: In progress. Q3: The marketing/presidential Advisory Committee met in January, 2018. The feedback was all qualitative and focused primarily on the College's perception in the public with regards to the faculty vote of no confidence in the President. The group had specific questions about the vote and the media coverage. Dr. Barwick and the Director of Marketing provided answers to all questions. Q4: The marketing/presidential Advisory Committee did not meet this quarter. A summer meeting will be scheduled in June, 2018.

Responsibilities:

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

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

Strategy:

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

Measurement:

Measure 1:	The plan will focus on three primary areas: Enrollment, Retention, and Strategic Communications. The ICC Marketing Department will develop rich social media content across the platforms relevant to the college's students. This will include, but not be limited to, Facebook, Instagram, Twitter, and

	YouTube. The marketing department estimates that 50% of the content will originate on the College's websites.
Measure 1 Results:	Q2: Reports on social media and website analytics are available at http://www.indycc.edu/about-us/marketing/reports Q3: Reports on social media and website analytics are available at http://www.indycc.edu/about-us/marketing/reports Q4: Reports on social media and website analytics are available at http://www.indycc.edu/about-us/marketing/reports

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

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

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

Measurement:

Measure 1:	The ICC Marketing Department will co-host a focus group consisting of both traditional and nontraditional ICC students to determine strengths, weaknesses, opportunities, and challenges/threats to the existing digital marketing efforts used by the College's websites, including ongoing assessment of: ease of navigation, content relevancy, and aesthetics.
Measure 1 Results:	Q2: In progress. Q3: Content marketing continued with social media posts with video and blogs. All content-based social marketing continues to yield better results (views) and engagements (clicks) than non-content based materials. An issue of accessibility has been introduced and is currently being examined to determine if any additional changes in content marketing should occur. Q4: The marketing department has continued to work with accessibility and compliance officer to address issues with accessibility. The department met on Dec 14, 2017 to identify areas of concern. The accessibility team met on Feb 26, 2018 and worked through a spreadsheet, and attended an accessibility conference online on April 19, 2018.

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

Operational Plan for Athletics

Objective 1: *Be innovative and resourceful in our approach to provide a quality student athlete experience. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Increase student athlete satisfaction by providing safe and exceptional Athletic Practice and Game Facilities by 2% based on ICC Student Athletic Experience Survey.
2. First year to establish a baseline for user hits on Live Streaming Games and Webpage/Social Media interaction with our athletic programs.
3. Increase student athlete satisfaction by providing a safe and exceptional student athlete travel experience by 5% based on ICC Student Athlete Experience Survey.
4. Maintaining the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey.

Measurement:

Measure 1:	We will use the Noel Levitz, ICC Student Athletic Experience Survey and web page online tracking.
Measure 1 Results:	Q2: Online tracking shows the following views for Football: Webpage – June 2224, July 3030, August 6797, September 6941, October 6392, November 6596, as of December 6 7015 views Live Stream – Football Hype Video 5,835, Iowa Western 2,309, Garden City 1,889, Dodge City 1,358, Highland 1,717, Hutchinson 233, Butler 534, Coffeyville 257 Q3: Live Stream – Football Hype Video 7,900, NetFlix LCU Midwest Bowl Game 30,000, Rakeem Boyd NetFlix ICC 8,400, NetFlix LCU Season 3 6,600. You Tube Basketball Games – (W)Colby 293, (M)Dodge City 349, (M)Pratt 459, (W)Neosho 267. Waiting for data on Webpage hits. Q4: <u>Strategy 2</u> -FB views: Hype Video – 9.2 K, Midwest Bowl Highlights – 40K, Athletic Webpage Monthly Visits: Aug – 52,175, Sept – 61,480, Oct – 60,376, Nov – 63,929, Dec – 53,972, Jan – 32,421. Twitter followers for Dream U – 4,717 <u>Strategy 3</u> -There was an increase by 34% in satisfaction with regards to satisfaction in transportation to and from games. <u>Strategy 1</u> – There was an increase by 34% in satisfaction with regards to game/practice facilities. 78% of our SA were satisfied with the practice facilities and 93% of our SA were satisfied with their Game Facilities. You can see the 15% gap between practice and game facilities. This number was highly influenced by the football dissatisfaction of their practice facilities. <u>Strategy 4</u> – 98% of our SA felt splaying sports at ICC developed leadership qualities in themselves and their teammates (compared to 96% in 2016-17).

Responsibilities:

All Athletic staff

Objective 2: *Maintain a coaching staff who recruits highly skilled full time student athletes who are committed to obtaining an education while furthering their athletic careers. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. First year establishing a baseline to increase student athlete retention rates based on NJCAA Athletic Department Review Report.
2. Increasing women's salaries by 2% as a step in meeting gender equity guidelines based on Equity in Athletics Report.
1. Evaluate salaries based on the Equity in Athletics Report and KAACRO salary reports that are in the median range of our competing schools and bonus pay structure for coaches who are meeting ICC bench marks.
2. First year establishing a baseline to enhance and increase the level of faculty understanding of student athletes with unique and diverse life experiences.
3. Maintain the percentage of student athletes at 80% who are committed to continuing their educations at the for year level based on the ICC Student Athlete Experience Survey.

Measurement:

Measure 1:	We will use the Noel Levitz Survey, NJCAA annual reports, Equity in Athletics report, KAACRO report, Coaches Bonus Pay Bench Mark Report and ICC Student Athlete Experience Survey.
Measure 1 Results:	Q2: Compiling information from other KJCCC schools and their bonus/salary structures for their fall sports. Q3: Compiling data each quarter on sport by sport retention. Faculty and student athletes from each sport have been meeting monthly for open discussions on issues facing student athletes as well as creating activities for faculty and student athletes to interact in. Dodge Ball Tournament was the group's first activity. Q4: Strategy 1a – Overall Athletic Retention Rate – 75%. By sport: Football – 82%, Men's Basketball – 96%, Women's Basketball – 100%, Baseball – 83%, Softball – 78%, Stunt 78%, Golf – 40%, Athletic Training – 43%. Strategy 2a,1b – Won't have data until Equity Report is completed in August Strategy 2b – 78% (29% strongly agree & 54% agree) of our SA's feel that the ICC Faculty understand their unique/diverse life experiences. The remaining 22% (which is 57 student athletes) do not feel that the ICC Faculty understand their unique/diverse life experiences. Strategy 3b – 96% of our SA's are committed to continuing their educations at the four year level (81% strongly agree and 15% agree).

Responsibilities:
Athletic Director and Coaches

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

Strategy:

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

Measurement:

Measure 1:	We will use and In house surveys/feedback and Community Service Report – by sport.
Measure 1 Results:	Q2: Increased the donor gifts by $17,000.00. Q3: Increased donor gifts over the prior year by $15,000.00. Compiling and tracking community service hours for all athletic programs. Created a Fan Experience Package for the Bowl Game in which 20+ people paid for a package that included hotel, bus transportation, meals, Bowl Party, and football tickets with tailgate. Q4: Strategy 1 – Athletics as a whole performed 1465 hours of Community Service this year which is an average of 5.63 hours per student athlete. Strategy 3 – Fundraised dollars per program: +Athletic Training - $100 -Stunt - $900 +Men's Basketball - $3000 +Women's basketball - $4749 +Softball - $5095 +Football - $11,281(not including gifts in kind) +Baseball - $16,000

Responsibilities:

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

Operational Plan for Student Life

Objective 1: *Encourage students to participate in Student Organizations and activities that enhance the student experience (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Scanner/rewards program
   - Set up a mobile scanner that can be placed at games, theater performances, and events around campus. Each time a student attends one of these events they receive an entry to an end of the semester drawing for prizes.
2. Monthly Calendars
   - Print large calendars and hang them in strategic locations around campus. Students will then be able to see what events are taking place during the month.
   - Engage all campus organizations for input on calendars to provide students with more activities.
3. Increased Social Media presence
   - Utilizing text messaging, email and existing campus media outlets (tv's and computers).

4 Create monthly student Newsletter

   - Each month send out an email newsletter to faculty and students about what took place during the month and highlight some of the upcoming events for the next month.

5. Organization Fair
   - Set up an event during Welcome Back Week to introduce new students to our campus organizations and local vendors.

Measurement:

Measure 1:	We will use the Noel Levitz/CCSE surveys and in house student feedback.
Measure 1 Results:	Q2: N/A Surveys have not been issued yet. Q3: Updating surveys for 2018 will issue this Quarter. Q4: Using Noel Levitz data; Students are made to feel welcome on this campus. Data showed that there was no change from 2016 to 2018.
Measure 2:	Utilize data from scanners to identify student participation. After the first quarter benchmark is set the goal will be to increase student participation at games and events by 10%.
Measure 2 Results:	Q2: Still in the process of collecting data. Q3: Data collected was insufficient benchmark difficult to set. Q4: Creating new program to collect data.
Measure 3:	Using the in house Student Survey have 85% of students say "Yes" to the question "The college shows concern and makes an effort to provide activities for students."
Measure 3 Results:	Q2: N/A Survey has not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: From the in house survey 80% of students marked "Yes" to the question.

Responsibilities:

1. Every group on campus is responsible for communication of events in a timely manner for inclusion on calendars
2. Director of student life - Ensure timely production of calendars and quality control of material
3. RA's- Set up and run Scanners at events. Utilize them to create a student social media presence on campus. "Tweet Team"

4. Work study - Put together calendars, hang material, and help out with social media

Objective 2: *Create innovative spaces in the student union that will engage students and create a better student experience. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Create a media suite to enhance innovation and creative experiences.
   - Create a suite where students can record music and create videos.
2. Maintenance/upgrade furniture, equipment and games.
   - Make rooms/spaces appealing and comfortable by creating an atmosphere that resemble a student's space from home.
   - Increase the variety of table games - The ping pong table and pop a shot baskets are very popular with the students and get lots of use during the semester.
3. Enhance and be innovative in the Electronic Gaming Area.
   - Purchase more games for students.
   - Allow students to play games online with Xbox Live competition.

Measurement:

Measure 1:	We will use the Noel Levitz/CCSE surveys and in house student feedback.
Measure 1 Results:	Q2: N/A Surveys have not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: Budget constraints have limited the amount of innovation we were able to do in this space. New furniture was added to each of the game rooms which increased overall satisfaction when using game room. There remains a need to update the space with games attractions to keep the area up to date and useful for students. It was observed students began to use their own XBOX accounts on the systems and added their own games and Xbox Live playability.
Measure 2:	Using the Noel Levitz survey question "The student center is a comfortable place for students to spend their leisure time." Lower the "Gap" from .42 in 2016 to .35 in 2018.
Measure 2 Results:	Q2: N/A Surveys have not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: The "Gap" went up from 0.42 to 0.47
Measure 3:	From the in house Student Survey question "The Student union is a comfortable place for me to spend my free time." Raise the number of students who responded "yes" in 2017 from 80.5% to 85% in 2018.
Measure 3 Results:	Q2: N/A Surveys have not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: Data showed that actual response for 2018 was 86% of students felt student union was a comfortable place.

Responsibilities

Director of student life- In charge of maintaining and ensuring proper use of Equipment
RA's- in charge of checking out equipment to students

Objective 3: *Create a safe campus environment and educate students how to prevent, reduce, report, and prevent crimes. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Campus Clarity
    - Have students participate in online training during college success classes
    - Before each movie show a short clip about campus safety, sexual awareness, bystander intervention, etc.
2. Programing training and ongoing prevention for sexual misconduct
    - Guest Speakers and Webinars
    - Bystander Intervention
    - Awareness campaigns and special events
    - Partner with local legal and civic organizations to provide seminars and information for our students
3. Resident Assistant Orientation
    - Include programming on how, where, when to report incidents that happen on campus
    - CARE Team
    - Concern log

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

Measure 1:	Using the in house Student Survey have 95% of students respond "yes" to the question "Did you learn about Bystander Intervention while at ICC?."
Measure 1 Results:	Q2: Student Activities Director has given presentations to all athletic teams and College Success Classes on Consent and Bystander Intervention. On campus programming has included a Title IX gameshow to help educate students further on Sexual Assault Issues. Q3: Student Activities Director has given presentations at January In-service to staff and faculty on Title IX and has given presentations to all students living in the dorms on the same topic. Q4: From the data 47.1% of students said yes and 25.5% of students said they learned about it but cannot remember what it was. Overall 72.6% of students reported they did learn about bystander intervention.
Measure 2:	From the in house Student Survey question "Do you feel safe on Campus?" Raise the number of students who responded "yes" in 2017 from 78.8% to 85% in 2018.
Measure 2 Results:	Q2: N/A Surveys have not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: From the data 94.1% of students feel safe on campus.

Responsibilities:

1. Director of Student life- provide programming materials and issue materials to campus groups
2. RA's- Help create awareness within the dorms about program materials
3. Dorm Supervisors- Direct students how to handle issues

Operational Plan for Institutional Research

Objective 1: *Institutional Research will administer the Noel Levitz Student Satisfaction Inventory survey and use the data received back to identify strengths and areas for improvement for the college. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

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

Measurements:

Measure 1:	The objective will be met if the Noel Levitz survey is properly administered and returned to the Noel Levitz office for scoring before April 30, 2018 and results are available for interested parties as soon as scoring is complete.
Measure 1 Results:	Q2: I have contacted Ruffalo Noel Levitz to gain access to the school's account and still plan to administer the survey in the Spring. Q3: I had a phone meeting with an RNL representative and learned more about our options for this survey. I also located, hidden among other things in my office, over 100 unused Student Satisfaction Inventory surveys that RNL says can be used this year to greatly reduce the purchasing cost for the survey. Q4: I randomly selected classes and administered the SSI survey to those classes in late March. I now have the results from RNL and am working on putting together a report summarizing this year's results. I've also sent the results to other departments so they can see some of the measurements they have used to assess their departments.

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

Strategy:

1. IR will produce reports appropriate to audience need within thirty (30) business days of receipt of information. Reports to include NCCBP, NCCPP, IPEDS Data Feedback Report, Student Reaction to Instruction, Transfer Survey, Graduate Exit Survey
2. IR will work with the Outcomes Assessment Committee to create appropriate reports, report-out formats and processes for disseminating student learning outcomes assessment information to internal and external stakeholders.
3. IR will collaborate with the Marketing Department in order to utilize the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework guidelines in order to better disseminate assessment information to external stakeholders.

Measurement:

Measure 1:	The objective will be met if 100% of reports are disseminated within thirty (30) business days of receipt or by the deadline specified by the federal government (Student Right to Know).
Measure 1 Results:	Q2: I'm working with the Assessment Committee to ensure that their data/reporting needs met. I also have worked with the Compliance Officer on the Student Athlete Outcomes report.

	Q3: I recently completed the IPEDS Winter collection and submitted it on time. I also continue to work with the Assessment Committee and this semester administered an assessment survey to employees to help close out the last assessment cycle and to look for possible areas of improvement for the next assessment plan. Q4: I've worked with Athletics and Fab Lab to create surveys needed by their department. I also helped with the surveying for Annual staff/faculty awards.

Objective 3: ***Institutional Research facilitates institutional compliance with external accountability, regulation, and control. (Board Goal or Strategic Plan Area: Support Excellence)***

Strategies:

1. IR will learn and become more familiar with the external reporting requirements and data collection needs
2. IR will collect and/or report data for all external accountability needs including state (KBOR), federal (IPEDS), and accreditation-related (HLC)

Measurement:

Measure 1:	The objective will be met if the deadline is met for every released report The objective will be met if 100% of data collections are completed and reported by the deadline specified if IR is the reporter and three weeks prior if another department is the reporter.
Measure 1 Results:	Q2: My knowledge and experience with KBOR and IPEDS data collections has grown immeasurably these last few months. I successfully submitted KBOR's AY collection, KHEER, Faculty & Staff Survey, Fall Census, and User Validation. I also submitted to IPEDS the 12-Month Enrollment Survey, Institutional Characteristics Survey, and Completions Survey. Q3: This Quarter, I've completed and submitted the KHEDS User Validation, KSPSD Follow Up report, IPEDS Grad rates survey, Outcomes Measures, and 200% Grad rates survey. In gathering the data to complete these reports, I had to learn how to use the NSC StudentTracker. Now that I'm more comfortable using this tool, I look forward to incorporating the data that can be gathered from it into future reports and projects. Q4: I've continued to meet monthly deadlines for NSC Enrollment reports. I've also submitted the KHEER Spring report, IPEDS Spring Collection, KSPSD Special Collection.

Operational Plan for Financial Affairs

Objective 1. *Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

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

Measurement:

Measure 1:	Spend 90% of the tentatively awarded $59,586. The 90% goal allows for the 10% Carry-Over permitted by the Department of Education.
Measure 1 Results:	Q2: The OSFA is currently exceeding the amount of FWS monies spent at the same time last year. Year-to-date, OSFA has expended $17,601 while at the same time last year OSFA had expended $16,805; an increase of 4.7%. However, the number of student employees has decreased. At the same time last year, OSFA was employing 34 work-study students while this year it employs 30. In order to continue increasing the number of students positively impacted by the FWS program, the OSFA will target spring students athletes who participate in the football program because these students have a less rigorous schedule in the spring and more availability to earn FWS monies. Q3: The OSFA has increased efforts to hire FWS employees by sending targeted emails to students and identifying eligible students. As a result, the OSFA has increased the total number of FWS recipients to 47 since the last report. At the same time last year, the OSFA had 43 FWS recipients. The OSFA has also converted three RA positions to FWS positions, which will increase the number of employees to 50. Q4: The OSFA is on track to meet our spending goal of 90% of the awarded amount. We have currently spent 89.9% of the total awarded FWS funds and have one pay period remaining in the award year. The OSFA has also processed less loan funds during the current award year than at the same time last year; $18,097 less loan funds have been disbursed this year. Additionally, OSFA has increased the total number of FWS recipients to 59 compared to 45 recipients at the same time last year.

Responsibility:
Financial Aid Director and Financial Aid Specialists

Objective 2: *Educate students about personal financial wellness. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
Provide educational support, materials and references for staff educating students about financial responsibility. Provide students with resources for managing their personal finances and educating themselves about financial wellness.

Measurement:

Measure 1:	Increase number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services.
Measure 1 Results:	Q2: The OSFA presented at 7 college success classes; compared with 5 last year. OSFA also held a financial literacy workshop in the SSS lab, which OSFA did not do last fall semester. OSFA also hosted a "Price Is Right" financial literacy gameshow with 9 SSS-registered students attending and 36 students overall in attendance. The OSFA is also collaborating with Admissions, Upward Bound, and Independence High School to hold another "Price Is Right" financial literacy gameshow tailored to high school students. Q3: The OSFA has scheduled a Price Is Right financial literacy event for Independence High School for March. The Admissions/Recruiting office plans to also invite Cherryvale High School. The OSFA is also conducting a Lunch & Learn in conjunction with Student Support Services to provide students information on budgeting financial aid refunds. Q4: Our office held the Price is Right financial literacy event for approximately 100 Independence High School students. We received positive feedback from the students and IHS staff. OFAS also held a budget workshop with 10 student in collaboration with SSS. We addressed budgeting for college students.

Responsibility:
Financial Aid Director

Objective 3: *Increase the number of students completing their FAFSA earlier to allow students the opportunity to view financial awards from multiple institutions and make an informed decision about their choice(s) of school(s). (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist. Open up software capability to import and process student FAFSAs earlier.

Measurement:

Measure 1:	Increase the number of early FAFSAs completed by 10% by February 1, 2018. ICC had received 190 FAFSA submissions from admitted students by February 1, 2017.
Measure 1 Results:	Q2: OSFA held FAFSA completion events at local high schools (Cherryvale, IHS, and Altoona-Midway) to assist students and parents in completing the 2018-19 FAFSA. The OSFA has already received 247 early FAFSAs, an increase of 30% over last year, and OSFA has received those 3 months earlier than last year. Q3: OSFA has continued to process FAFSAs for 2018-19 and has streamlined the process to require fewer documents for students not selected for verification by the Department of Education. Based on this decision, OSFA has been able to package and award students much earlier than previous years. Once our new verification partner, Inceptia, goes live

	on March 7th, OSFA will package and send award notices to 225 students who are ready to be packaged and awarded. Q4: OSFA has packaged and awarded 305 students for the 2018-19 award year and the Inceptia Verification Gateway has been in place since March 7th. There have been 166 students who have signed up for Inceptia's Verification Gateway. However, only 15 students have completed the verification process. Our Q4 goal will be to compare enrolled students with pending verification and encourage them to complete the process.

Responsibility:
Financial Aid Director and Financial Aid Specialists

Objective 4: ***Reduce the rate of students entering loan default after transferring, graduating, or leaving ICC. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)***

Strategy:
Utilize default management provider, W.I.S.S. to contact and counsel students about repayment options. Also use borrower data provided by the National Student Loan Database System (NSLDS) and Mohela to contact and counsel students about default consequences and repayment options.

Measurement:

Measure 1:	Reduce the annual 3-Year Cohort Default Rate (CDR) calculated by the Department of Education.
Measure 1 Results:	Q2: Year-to-date W.I.S.S. has removed 51 students from delinquency, compared with 47 students at the same time last year. An increase of 8.5% in the number of students no longer being reported as delinquent. Q3: To-date, W.I.S.S. has removed 64 students from delinquency. At the same time last year, only 59 students had been removed. An increase of 8.47% in the number of students no longer being reported as delinquent. However, this year, W.I.S.S. had to contact more students who entered into delinquency. To-date ICC has had 49 students enter delinquency, compared to 35 at the same time last year. So, we are removing students from the delinquency status more quickly, but that is likely attributed to the high number of students entering into delinquency. To address this, our office will focus on loan exit counseling for students in the spring; especially for those students we know are graduating or transferring. Q4: OFAS contacted students both electronically and by mail to complete exit counseling prior to the end of the spring term to apprise students of their loan obligations when leaving ICC. To-Date, W.I.S.S. has removed 97 students from delinquency, compared to 112 at the same time last year. W.I.S.S. has had 92 students enter into delinquency compared with 88 at the same time last year. Overall this is a smaller increase than initially expected based on the last quarter YTD data, but overall more students are entering into delinquency.

Responsibility:
Financial Aid Director

Objective 5: ***Improve the student's experience with the Office of Student Financial Aid (Board Goal or Strategic Plan Area: Innovation and Service Excellence)***

Strategy:
Collect customized survey data about students' experiences with the OSFA and tailor processes and modes of contact based on student responses. Use student feedback from the Graduate Exit Survey and CESSE to improve students' experience with ICC and the OSFA.

Measurement:

Measure 1:	Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA.
Measure 1 Results:	Q2: The OSFA has formulated survey questions for students regarding their experience and satisfaction, but no survey has yet been conducted. Q3: OSFA has not yet conducted the student survey. OSFA intends to conduct the survey after the first disbursement of Spring financial aid. Q4: The OSFA reviewed the Noel Levitz survey and recognizes that student satisfaction has decreased across-the-board in all facets of student services. In order to reveal more information, the OSFA and Business Office will be conducting the additional surveys during the College Success courses during the summer session to target first-time freshman experience with financial affairs areas. Paper surveys will be distributed to students during College Success courses rather than online to garner higher participation amongst students.

Responsibility:
Financial Aid Director and Financial Aid Specialists

Objective 6: ***Improve employee performance and customer service through continuing education (Board Goal or Strategic Plan Area: Innovation and Service Excellence)***

Strategy:
Attend professional webinars, conferences and workshops hosted by Kansas Association of Financial Aid Administrators (KASFAA), Rocky Mountain Association of Financial Aid Administrators (RMASFAA), and the Department of Education.

Measurement:

Measure 1:	Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations.
Measure 1 Results:	Q2: OSFA members are scheduled to attend the KASFAA 2-Year Institution Roundtable, state-wide KASFAA annual conference, the regional RMASFAA Summer Institute, as well as the PowerFAIDS User Training and Conference in the spring. OSFA Director has also already attended the Kansas National Guard Education Workshop as well as four online webinars hosted by PowerFAIDS and the National Student Clearinghouse without any cost to ICC. Q3: Due to budget constraints, only the Financial Aid Director was able to attend the KASFAA 2-Year Institution Roundtable. Both financial aid staff members will attend the KASFAA annual conference in April and intend to also attend the RMASFAA Summer Institute in June. Q4: Financial aid staff members attended KASFAA's annual conference & training in April. Each financial aid staff member attended multiple workshops conducted by KASFAA members and U.S. Department of Education trainer. The Financial Aid Director also received training by

	NASFAA (national financial aid association) and received NASFAA U Credential Training in Cash Management. Financial Aid staff will attend the RMASFAA (regional financial aid association) Summer Institute training the first week of June. The Financial Aid Director earned a scholarship from KASFAA of $750 to pay for the registration and cost of attendance at the Summer Institute.

Responsibilities:
Financial Aid Director and Financial Aid Specialists

Objective 7: ***Improve the college's relationship with the community by exploring bookstore retail opportunities at campus activities and events. (Board Goal or Strategic Plan Area: Improve college relationship with community)***

Strategy:
Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets.

Measurement:

Measure 1:	Surveys, Noel Levitz data, and Graduate Exit survey
Measure 1 Results:	Q2: The Bookstore was present at all home football games. The Bookstore collaborated with BullDog Station to provide merchandise in preparation of the football game. BullDog Station donated the space at no cost to ICC and ICC retained all sale proceeds. Q3: Spring 2018 plans for game sales are to attend at least 6 softball/Baseball games. Q4: No results to report.

Responsibility:
Director of Bookstore Operations

Objective 8: ***Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales. (Board Goal or Strategic Plan Area: Improve college relationship with community)***

Strategy:
Increase number of items offered on the webpage
Advertise the Bookstore webpage
Add new shipping options

Measurement:

Measure 1:	Surveys, Noel Levitz data, and Graduate Exit survey. Add 50% of new items to website.
Measure 1 Results:	Q2: Additional items have been added to the website, progress is being made towards the annual goal of 50% increase. Q3: Adding new items this Spring. Plan is to add at least 20 new items. We have had a 38% increase in web orders and a 73% increase in sales dollars. Q4: Added 18 news items. We have had a 57% increase in orders and a 108% increase in sales dollars on the website.

Responsibility:
Director of Bookstore Operations

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

Strategy:
Create survey for bookstore and solicit feedback once a year
Measurement:

Measure 1:	Surveys, Noel Levitz data, and Graduate Exit survey.
Measure 1 Results:	Q2: Survey document has been created. Q3: Will work with Institutional Research office to distribute the survey with a goal of students and staff taking before April 15th. Q4: Survey completed, results are being tabulated.

Responsibility:
Director of Bookstore Operations

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

Strategy:
Improve Communication with Students regarding billing and balances due.
Survey students about experiences and improvements with the Business Office
Provide ongoing feedback opportunities by placing survey links in emails, webpage, and other visible places
Measurement:

Measure 1:	Increase ratings on campus-wide and area specific surveys.
Measure 1 Results:	Q2: Survey has been created and will be provided at the end of Fall 2017, Spring 2018, and Summer 2018 semesters. Q3: Pending survey results. Q4: Pending survey results
Measure 2:	Surveys, Noel Levitz data, and Graduate Exit survey.
Measure 2 Results:	Q2: Pending survey results. Q3: Pending survey results. Q4: Survey results were down on the Noel Levitz. Department will provide a new survey to capture where the dissatisfaction areas are and address in new Operational Plan.

Responsibility:
Chief Business Officer

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

Strategy:
Continue improved communication of amount owed to students
Staff receive Professional Development on Collection Strategies
Utilize EBill via Nelnet to send statements by Email
Mail paper statements by end of 1st week of classes and continue mailing by the 5th of each month
Promote Online Payment options
Promote Online Payment Plans
Increase availability during peak times such as Move-In Days
Measurement:

Measure 1:	Reduction of A/R Aging by 2%.
Measure 1 Results:	Q2: Data not available until end of Fall 2017 term. Q3: Fall 2017 A/R aging was captured at 8.68% which is a reduction over Fall 2016 of 3.79%. Q4: Spring 2018 A/R term aging was captured at 11.79% which is a reduction over Spring 2017 at 12.47%; Staff have completed online trainings to enhance and capture opportunities "Payment Plan Success" offered by University Business"Tips, tricks, and Best Practices" for collections by Nelnet, "Payment Plan Marketing Kit" webinar by Nelnet (new marketing strategies). "How to use digital channels to improve communications" by CampusSuite (website provider).
Measure 2:	Baseline FY 2017 data for statements and A/R Aging.
Measure 2 Results:	Q2: A/R data for Fall 17 pending end of December numbers. Q3: Baseline data for Fall 2016, Spring 2017, Summer 2017, and Fall 2017 has been captured for term based A/R aging Fall 2016 (13.07%), Spring 2017 (12.47%), Summer 2017 (20.08%), Fall 2017 (8.68%). Q4: Completed. Baseline data was determined. Staff have created an "Accounts Receivable Summary" monthly report to track A/R aging data and currently are reviewing on a weekly basis.
Measure 3:	Surveys, Noel Levitz data, Graduate Exit survey.
Measure 3 Results:	Q2: Communications with students regarding balances is made via personal phone calls for outstanding balances, emails, collaborating with Coach's, statements are mailed on a regular basis and bills are available online to students 24/7 and charges are placed on student accounts at the time of enrollment. Q3: The processes in quarter 1 have continued into the Spring term. Statements have been mailed by the 5th of each month to students and are published online 24/7 for viewing by students. Online Payment instructions have been created and are constantly pushed to students by fliers, social media, and email. Q4: Continued mailing of statements by 5th of each month, constant communication with departments regarding student balances have continued.

Responsibility:
Chief Business Officer

Objective 12: *Improve Facilities. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
Respond to campus facility maintenance and needs in a timely fashion.

1. Respond to 95% of maintenance tickets within one business day
2. Resolve 80% of maintenance tickets within one week

Measurement:

Measure 1:	Data collected from maintenance ticket system.
Measure 1 Results:	Q2: Current metrics of software system does not allow tracking. Working with IT to transition to new software which will allow tracking of key performance indicators. Based on the data we can currently extrapolate, we

	had 221 maintenance tickets, 212 tickets have been resolved and 9 are open tickets for preventative maintenance reminders and projects that require additional resources. Q3: Current metrics software system does not allow for detailed tracking. Have requested IT to assist in upgrading maintenance ticket system. Based on the data we can currently extrapolate, we had 204 maintenance tickets submitted, 203 have been resolved and 1 is open (Cosmetology floors). Q4: Based on current data we can extrapolate, we had 295 maintenance tickets submitted, 294 were resolved and 1 is still open. The 1 open ticket is a way for maintenance staff to track Preventative Maintenance of HVAC systems.

Responsibilities:
Director of Maintenance

Objective 13: *Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping.

Measurement:

Measure 1:	Stay within budgeted dollars allotted for the Maintenance Department.
Measure 1 Results:	Q2: Expensed and encumbered 48.1% of published budget. Expensed and encumbered 48.47% of new operating budget with budget cuts. Q3: Expensed and encumbered 76.7% of published budget. Expensed and encumbered 77.2 % of new operating budget. Q4: Expensed and encumbered 92% of published budget. Expensed and encumbered 92.7% of new operating budget
Measure 2:	Maintenance will take on projects previously contracted (vehicle maintenance, large painting projects, landscaping, floor refinishing).
Measure 2 Results:	Q2: Fall painting projects completed in Academic Building by maintenance staff; fleet vehicle and equipment maintenance completed by maintenance staff; fall landscape projects for clock and fountain completed by maintenance staff; and, floor refinishing in Student Union cafeteria to be completed December 2017 by custodial staff. Q3: Monthly fire extinguisher inspections will be performed by maintenance staff beginning Mar. 1st, 2018 (Estimated annual savings of $12,000); Campus security and event security are now the responsibility of the Maintenance Department. Maintenance re-finished dining hall flooring Dec. 2017. Q4: Floor refinished and painting in Inge Lobby complete; Football practice field water wheel and viewing tower repaired and ready for use; Monthly campus pest control now being completed by custodial staff (estimated annual savings of $4,000).

Responsibilities:
Director of Maintenance

Objective 14: *Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

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

Measurement:

Measure 1:	Improve baseline campus satisfaction survey by 5 points.
Measure 1 Results:	Q2: Baseline campus survey to be conducted in January 2018; follow-up campus survey to be conducted in May 2018. Surveys will then be conducted on a semi-annual basis. Q3: Baseline campus survey not conducted in January, have set mid-March deadline. Collaborating with Business Office, Financial Aid, and Bookstore to issue one survey for all areas. Q4: Survey has been sent out, results will be included in Q4 Results.
Measure 2:	100% of staff will be trained in CPR and AED.
Measure 2 Results:	Q2: CPR and AED trainings will be held in February 2018. Q3: Due to staffing cuts and absentees due to seasonal sickness in February, training delayed until March 7, 2018. Q4: CPR Training provided to Maintenance Team 9, March 2018, certificates issues and on file.
Measure 3:	50% of staff will receive First Responder Training.
Measure 3 Results:	Q2: First Responder Training will be held by May 2018. Q3: Working on combining First Responder & AED training with March CPR training. Q4: Coordinating with Allied Health for the training.

Responsibilities:

Director of Maintenance

Operational Plan for Information Technology

Administrative Technology Systems focuses on campus wide systems that are mission critical to the success of the administration at Independence Community College. Portions of the administrative processes will change with the continued implementation of customized forms and reporting links within the Power Campus Portal.

Objective 1: *Information Technology supports academic excellence through administrative technology systems (Board Goal or Strategic Plan Area: Support and Academic Excellence)*

Strategies:

1. Continue integrating reporting structures that are consistent with the needs of Independence Community College
2. Provide the ability for all users to access data through customizable reporting
3. Restructure the employee entrance process

Measurements:

Measure 1:	Implement reusable and Administratively wide accessible reports for 100% of the KBOR and IPEDs collections.
Measure 1 Results:	Q2: The reporting foundation has been created for the staff and faculty portal. Currently the team is constructing the authentication system so users can have access to reports that are being created. Q3: Complete. Authentication system is complete and those who request access to the system will be given access to the reports that are needed to perform their job duties. Q4: Completed in Q3.
Measure 2:	Complete the integration of SQL Server Reporting Services with Ellucian and GP Dynamics to allow access to all 140 faculty and staff.
Measure 2 Results:	Q2: Currently the SSRS system has been integrated and we are working on linking the various reports within the Pirate Portal. Q3: Ongoing. We have received multiple report requests from the Billing Office, Admissions and Financial Aid. All reports have been implemented and uploaded to the SSRS server. Q4: The process of writing reports for the institution will be an ongoing process throughout the life of the product. We continue to have, and fulfill requests, for special reports that are not part of the Ellucian and Dynamics GP product.
Measure 3:	By restructuring the employee entrance process to allow for 75% of all new employees to be setup and ready prior to the first day of employment.
Measure 3 Results:	Q2: During the design of the Pirate Portal an HR form for new employees was created, with an automated workflow, to help streamline the process. We will continue to work with HR during the implementation phase of the automated workflows. Q3: Ongoing. Due to staffing constraints, we are not able to make strides in projects outside of daily ticket activities. Q4: Ongoing. Due to staffing constraints, we are not able to make the strides we had hoped for to date.

Education Technology Systems focuses on institutional educational systems including student information systems, Learning Management Systems (Canvas), while supporting faculty and student course related systems. Integrate parts of the Technology committee to help support and bridge the gap between the Department of Information Technology and the Faculty.

Objective 2: ***Information Technology increases institutional efficiency through new technology. (Board Goal or Strategic Plan Area: Support and Service Excellence)***

Strategies:

1. Setup focus groups, with the help of Marketing, to identify possible technological improvements.
2. Revamp the Technology Committee to allow for a more active approach of its member's in planning and directing the overall Technological direction of institution.
3. Redesign our current infrastructure to offer online account creation and password reset abilities.

Measurements:

Measure 1:	Allow for a minimum of two action projects resulting from the feedback of the focus groups.
Measure 1 Results:	Q2: On Hold. We will start looking at projects and setting up focus groups in the Spring of 2018. Q3: On Hold. Due to staffing constraints. Q4: We will implement the new Ellucian Mobile Application, approved by user acceptance groups, by the end of summer 2018. Even though two action projects were identified the feasibility of accomplishing another action project by Q4 is very low.
Measure 2:	Focus of at least one advancement in educational technology.
Measure 2 Results:	Q2: In process. We are implementing a virtualized desktop system for the Pre-Engineering curriculum to allow for the use of Solid Works, AutoCAD, and Adobe Creative Cloud. Using virtualized graphics acceleration technology. Q3: Complete. Desktop and graphics virtualization complete and being utilized by Fab Lab, Computer Science and eventually Fab Force. Q4: Completed in Q3.
Measure 3:	By implementing an automated account creation and password reset process we should be able to have the students logged in online within an hour and have the number of helpdesk account requests decline by 80%.
Measure 3 Results:	Q2: In process. We have completed the creation of the automated account creation process and are currently testing the software looking for anomalies. We are also vetting several software products, both "pay to use" and open source to allow students to reset their own passwords through the web. Q3: In Process. We have implemented a password reset site and still tuning the automated account creation system. Q4: With the on boarding of the Ellucian Helpdesk we will be ramping up our efforts to have this applied by our go live date of July 1, 2018.

Operations and Infrastructure is the foundation for all services offered to the Institution, including networking, email, Student Information System, Learning Management Systems and all secondary processes. The Information Technology is responsible for key areas including network operations;

server and system administration; distributed IT support of desktops and servers; desktop virtualization; security systems and services.

Objective 3: Information Technology increases institutional efficiency through technological infrastructure. (Board Goal or Strategic Plan Area: Service and Support Excellence)

Strategies:

1. Continue evolving the Infrastructure Roadmap to develop a optimal digital identity life-cycle
2. Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards
3. Implement technology based Security Systems

Measurements:

Measure 1:	Setup a series of checks to have less than a 10% active account overlap from semester to semester.
Measure 1 Results:	Q2: In process. We are looking into the possibility of tuning the identification patterns of Power Campus in order to have a more accurate accounting of current students who reapply through admissions. Q3: Ongoing we are still having duplicates and double entries during the application process. Q4: We have identified a few possible issues within the system that could have caused double entry issues and now we will be working with Admissions for testing the system.
Measure 2:	Improve the technology replacement schedule to allow no greater than 33% of all platforms due for replacement.
Measure 2 Results:	Q2: Complete. To date we have replaced 110 student computers and have identified all upcoming replacements and migrations for the next 5 years. Q3: Completed in Q2. Q4: Completed in Q2.
Measure 3:	Implement physical security, within 30% of the campus, in conjunction with a campus wide altering.
Measure 3 Results:	Q2: On Hold. Due to budgetary constraints, we are putting this project on hold until 2018. Q3: On Hold. Due to budgetary constraints, we are putting this project on hold for Academic Year 2017-2018 due to budget constraints. Q4: Canceled. This objective has been moved to the 5 year maintenance plan.

Administration includes Project, Process Management, and general administration. In support of the operational areas the CIO will help to develop standard work processes to improve consistency of project and service delivery. Monitoring and review of this area are reviewed regularly by the President's Cabinet and the President.

Objective 4: *Information Technology strives to improve departmental administration. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

Develop and implement a communications plan to keep institution aware any changes or enhancements that may impact their daily workflow.

Measurements:

Measure 1:	The CIO will implement a communication plan, working in conjunction with Marketing and Human Resources to allow for minimum downtime for all institution platforms.
Measure 1 Results:	Q2: In process. We have successfully rolled out the new Pirate Portal, with the help of Marketing, using email and social media. Q3: Complete. Pirate Portal is fully implemented and connected to Power Campus. Q4: Completed in Q3.

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

Strategy:

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

Measurement:

Measure 1:	Have a one hundred percent participation in at least one training or continuing education program.
Measure 1 Results:	Q2: Complete. The department Computer/Network Technician has attended several online webinars regarding maintaining our current infrastructure. The System Administrator has attended several online training sessions regarding Active Directory migrations and current and upcoming Microsoft Software. Q3: Completed in Q2. Q4: Completed in Q2.

Operational Plan for Human Resources

Objective 1: *Support ICC's Vision to be "Excellent" by hiring and developing the right resources who will create value for ICC and their students in the long term. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

1. Continue with the efforts of the Great Places to Work Committee. This initiative has contributed to the enjoyment of working at ICC for many employees.
2. Create opportunities for employees to come together for the purpose of coming up with innovative ideas. These opportunities will promote the idea of everyone learning to innovate in their areas.
3. Continue with the Leadership Development Program for supervisors and/or high potential employees. This initiative has yielded great results for ICC.
4. Personally coach individual employees on performance issues where needed. I usually have one or two employees that I am working with at any given time in attempt to improve their performance.
5. Host various employee development opportunities throughout the year that focus on specific developmental needs of the organization which is based off Performance Reviews.
6. Work with the college President and Cabinet members to think strategically about their people resources. Goal is to make sure that the college's limited resources are being utilized correctly.
7. Continue to look for and hire employees who have the capacity to be innovative and who have the right balance of character and competence.
8. Promote the idea of "Being in Service to Others" through ongoing review of this idea through the Performance Review Process with individuals and by promoting this idea at Cabinet Meetings. Plan is to make this an overall goal for ICC Faculty and Staff.
9. Develop two Discussion Forums. One will be a Student/Faculty Forum. The second one will be Academic/Athletic Forum. The purpose of these forums is to create communication and appreciation for others' point of view/perspective and to drive positive change for all parties.

Measurement:

Measure 1:	Quarterly review of turnover statistics reflect that ICC is retaining both "at" and "above expectation" employees.
Measure 1 Results:	Q2: Turnover for September through November is 4%. Of this turnover, none was turnover of employees who were "at" to "above" on their performance. Therefore, this turnover would be considered good turnover for ICC. Q3: Turnover for December through February is 3%. Of this turnover 2% was turnover of employees who were "at" to "above" on their performance. Therefore, 2% of the turnover would be considered bad for ICC and 1% would be considered good turnover for ICC. Q4: Turnover for March through May is 9.5%. Of this turnover, 4% was turnover of employees who were "at" to "above" on their performance, 4.5% was planned turnover due to consolidation of roles and/or Early Retirement. Therefore, 1% of the turnover would be considered good turnover for ICC.

Measure 2:	Organizational survey results will demonstrate a positive change in the ICC culture. Specifically we will strive to improve the ratings in the following areas. • Our campus focuses on the positive rather than the negative. 2016 rating is 45% • Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45% • Good performances from staff or management receive favorable public commendation. 2016 rating is 52%
Measure 2 Results:	Q2: New survey results will not be available until the Spring 2018. Q3: Campus Culture Survey will be administered in March and results will be available for April Board Meeting. Q4: Unfortunately, survey results did not show improvement in the areas identified and instead showed a decline. • Our campus focuses on the positive rather than the negative. 2017 rating is 24%. • Stakeholders are loyal because your organization consistently does what it says it will do. 2017 rating is 23% Good performances from staff or management receive favorable public commendation. 2017 rating is 41%
Measure 3:	Anecdotal stories from employees, community members, and students that describe "why they like ICC".
Measure 3 Results:	Q2: Supervisors conduct "Stay Interviews" with their newest employees and the feedback that we receive communicates the things that they enjoy about working at ICC. Employees cite that they enjoy the people that they work with and the work that they do. Q3: Have not had significant hiring so no new stay interviews have been conducted in this quarter. I will send a reminder to supervisors to please set down with their new employees hired this AY to make sure there are no major issues. Q4: We have conducted more "Stay Interviews" and our newest employees are positive about their work experiences and the people that they work with. The one theme that comes out is that generally they want more work or more challenging work.
Measure 4:	There will be a shift in ownership from just the senior leaders (Cabinet) to at least one level down in each of their respective areas. The next level down will be owning events and activities of the college such as Soirees, Holiday activities, Faculty/Staff nights at major athletic events, community events, etc.
Measure 4 Results:	Q2: Soirees are planned by a committee of employees who are mostly one level down from the Senior Leaders on Cabinet. We also had a committee focused on Tailgating events for football and they were again planned by a committee that was one level down in the organization. The process is working well and employees enjoy being involved. Q3: We continue to have a good group of employees active with events and activities at ICC. We hosted a Holiday Lighting Ceremony, a dessert bake-off contest in December, and employee night at a recent Basketball Game.

	Q4: The Great Places to Work Committee received several positive comments on the Campus Culture Survey. Employees have enjoyed the various events/activities that have been planned and they have enjoyed helping with the planning of all the events. We have hosted monthly Tasty Treats, held a Cupcake Wars Bake-off, and are currently working on an ICC Garden and an Employee Cook-book.
Measure 5:	Interview at least 1 candidate per month for the express purpose of looking at talent for future hiring needs.
Measure 5 Results:	Q2: We have continued to interview candidates each month for open positions. We would like to really be interviewing for future needs vs. current needs. This is still a goal. Q3: Due to lower enrollment, we have not had many applicants for jobs as we have very few open positions. Q4: This measure did not materialize as planned. While we interview many candidates for open positions, this is mostly reactive vs. proactive.

Responsibilities:

1. Continue with the Great Places to Work (GPW) Committee and assign sub-groups to assist with major employee events/opportunities.
2. Continue meeting with Leadership Group (made up of primarily the top leaders at ICC) and the Staff Development Group (nominated by their supervisors to attend) on a weekly basis throughout the Fall and Spring Semester. Both of these groups read through various leadership books, watch videos, and come up with projects.
3. Put together a calendar of Webinars and discussion sessions for all employees for the Fall and Spring Semesters and publish this through FB and Staff Announcements.
4. Establish the Student/Faculty Forum and the Athletics/Academics Forum for the Fall 2017 Semester.
5. Start a process of interviewing for future needs. When we receive interesting resumes, bring candidates in to meet with a group of possible hiring managers. This would specifically be efficient to the hiring of Adjuncts.

Objective 2. *Improve Communication Across the Entire Organization as relates to Human Resource Area. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

1. Create a list of items (policies, processes, developmental information, etc.) that need to be communicated and how they should be communicated to the organization on an ongoing basis. These would be items that are related to Human Resources. An example might be sending out a mass communication to the entire organization regarding the purpose of the Performance Development Process at ICC.
2. Establish ongoing discussion forums for specific groups. An example is the Student/Faculty Forum and the Academics/Athletics Forum. The purpose of these forums is to create a greater appreciation for all points of view and to encourage open communication.
3. Encourage positive communication across the entire campus. Employees have stated that it feels we focus too much on the negative vs. the positive. Strive to make sure that there are many more positive messages being delivered vs. negative messages.

Measurement:

Measure 1:	Campus Culture Survey will reflect improvement in the areas of communication. Specifically, we will strive to improve the ratings of the following three statements. • Our campus focuses on the positive rather than the negative. 2016 rating is 45% • Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45% • Good performances from staff or management receive favorable public commendation. 2016 rating is 52%
Measure 1 Results:	Q2: HR has submitted articles in Staff Announcements to promote positivity. However, the new Campus Culture Survey will not be available until the Spring. Q3: We will be instituting a new award with a small award for employees who are nominated for "Going the Extra Mile." Employees can be nominated by their supervisors or colleagues and will receive a token of our appreciation and public recognition through Facebook. Q4: Unfortunately, survey results did not show improvement in the areas identified and instead showed a decline. • Our campus focuses on the positive rather than the negative. 2017 rating is 24%. • Stakeholders are loyal because your organization consistently does what it says it will do. 2017 rating is 23% • Good performances from staff or management receive favorable public commendation. 2017 rating is 41%
Measure 2:	Notes will be kept of the two forums for the purpose to reflect on key discussions/findings and to determine if enough time and effort was put into the process to accomplish the objective.
Measure 2 Results:	Q2: Forums have not started yet. Q3: Academics has taken charge of the Forums and have hosted employees and faculty members. Q4: This action item has been taken by Academics and they have hosted some student and faculty forums.
Measure 3:	Number of HR communications will increase to be at least one each week.
Measure 3 Results:	Q2: HR does communicate through Staff Announce on a near weekly basis. We will continue to increase this in the Spring Semester. We communicate various payroll and benefit information, event information, and provide articles for review. Q3: We continue to meet this objective through the various items that we need to communicate to all employees. We have recently been working to communicate Policies and Procedures in an effort to re-educate and keep employees communicated with why these policies and procedures are needed. Q4: HR continues to utilize Staff Announce to communicate various procedures and policies. However, we also just send a lot of communication to Cabinet members to disseminate to their organizations. It is very obvious that many employees do not read Staff Announce and new and better

	communication tools needs to be developed to reach employees. We have recently established an all employee Update/Status meeting that is to be held monthly. This will be conducted primarily by Dan for the purpose of better communication with all employees.

Responsibilities:

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

Operational Plan for Upward Bound

Objective 1: *Upward Bound increases participant success in high school through academic skills training. (Board Goal or Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. Improve participants' GPA to 2.5 or better on a four-point scale at the end of the school year.
2. Participants will attend an ACT Bootcamp in November 2017; a 3.5 hour workshop designed to increase ACT scores and testing skills.
3. Participants will log 20 hours a semester using NetTutor available through Canvas.

Measurement:

Measure 1:	**85%** of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
Measure 1 Results:	Q2: 90% of participants have a GPA of 2.5 of higher, in progress until 05/18. Q3: Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA. Changed UB policy on tutoring/Academic Probation 02/02/2018. If a participant has a "D" or "F" still after a month of receiving tutoring services he/she will be placed on Academic Probation until grade improves. A stipend deduction of $8 will occur if participants are not receiving tutoring. Added tutoring sheet to Canvas for easy accessibility. Academic Coordinator emailing students on tutoring list weekly. Q4: Grade check- May 1, 2018—24% (16 out of 65) participants were put on Academic Probation due to the new tutoring policy changes above (i.e. not turning in documentation that they are working on grade improvement). Two students were put on an intervention and are receiving daily one-on-one tutoring with Upward Bound to graduate or move on to the next grade level.
Measure 2:	**50%** of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.
Measure 2 Results:	Q2: 78% reported for 2016-2017 Annual Performance Report; 30 participants out of 50 attended November ACT Bootcamp (13 seniors were excused from participating); in progress for 2017-2018 academic year. Q3: In progress, 02/03/2018 32 of 49 (9th-11th graders) participants took the Accuplacer - an average of scores would result course placement in Composition Prep and Elementary Algebra - 100% of participants who took the Accuplacer in 2017 increased their scores - added ACT Math and ACT Science to Summer program curriculum. Q4: 29 out of 50 participants are enrolled in ACT Math and English for the Summer Program 2018 to improve efficiency on state assessments. Four of the six target schools have signed Articulation Agreements with ICC Upward Bound to give .5 elective credit for successful completion of the Summer Program.

Responsibility:

Director, Academic Coordinator, Tutor

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

Strategy:

1. Project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
2. Participants will be exposed to campus cultures via campus visits (three offered per semester).
3. Participants will participate in the UB summer component "Summerfest".
4. Participants will be placed in classes preparing them for the next grade levels curriculum.
5. Participants will follow the UB rigorous curriculum.
6. UB will encourage participants enroll in the Kansas Scholars curriculum.

Measurement:

Measure 1:	94% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
Measure 1 Results:	Q2: In progress until 05/18; currently on track for 100% progressing into spring semester; 21 participants attended fall campus visits. Q3: In progress until 05/18; 14 out of 15 seniors on track for May graduation; working with Senior and target school administration/counselor to ensure participant graduation; 3 of 62 participants did not pass a core class in Fall of 2017; changed Academic Probation policy; changed tutoring policy; working with Talent Search to offer tutoring services; created Plans of Action with all participants who did not pass core class (included their parent/guardian and counselor). Q4: 100% of participants graduated with a regular high school diploma, or moved on to the next grade level following the 2017-2018 academic year.
Measure 2:	**75%** of all current and prior year participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.
Measure 2 Results:	Q2: In progress. Q3: In progress; 14 of 15 seniors on track to graduate high school that will complete a rigorous secondary school program of study; working with Senior and Counselor/Credit Recovery to ensure completion and graduation. Q4: 100% of seniors graduated with a regular secondary school diploma and completed a rigorous program of study.

Responsibility:

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

Objective 3: Upward Bound ensures participants enroll in college after high school graduation. (Board Goal or Strategic Plan Area: Academic and Support Excellence)

Strategy:

1. Current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall term immediately following high school graduation, or will have received

notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.

2. Rising 12th graders will enroll and complete Junior Seminar during the summer component prior to their 12th grade year. In this class, seniors will apply (if available) to at least one college.
3. Senior participants will complete the FAFSA during the November 2017 Saturday Seminar; parents will be encouraged to come.
4. Senior participants will meet with the UB Director at least two times (one per semester) to discuss specific college planning.
5. Seniors are encouraged to attend the Senior Days offered by the college of their choice; UB Director or Academic Coordinator are responsible for notifying participants of these dates.
6. Qualifying seniors will enroll in the Bridge program upon graduation.

Measurement:

Measure 1:	85% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.
Measure 1 Results:	Q2: 9 out of 15 already completed FAFSA; 12 out of 15 participants have been accepted to postsecondary institutions for Fall 2018; 100% have applied to postsecondary institutions for Fall 2018. Q3: 13 of 15 seniors have completed the FAFSA; 2 have been pulled for errors - IP of completing; 13 of 15 participants have been accepted to postsecondary institutions. Q4: 100% of seniors have been accepted into an institution of higher education. 13 of 15 participants are still completing their FAFSA due to complications. 5 out of 15 seniors have already enrolled for the Fall 2018 at their college of choice; the other seniors have specific college freshmen enrollment days that will be attending. 13 out of 15 seniors have qualified for the summer Bridge program and will be taking up to six credit hours at ICC.

Responsibility:

Director, Academic Coordinator

Objective 4*: Upward Bound increases the likelihood that a student will graduate from college. (Board Goal or Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. Increase the numbers of participants who attain either an associate or bachelor's degree within six years following graduation from high school.
2. Encourage dual enrollment and the UB Junior Scholarship program with ICC NOW.
3. Encourage Bridge participation.

Measurement:

Measure 1:	44% of participants who enrolled in a program of postsecondary education by fall term immediately following high school graduation or by next

	academic term (e.g. spring term) as result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.
Measure 1 Results:	Q2: In progress; 14 out of 14 juniors qualify for 2018 Junior Scholarship Program; 15 (juniors and seniors) participating in ICC NOW classes. Q3: In progress; working with ICC Now to enroll Juniors for ICC Summer courses; added Sophomore scholarship to enroll and complete Public Speaking during Summer 2018; all Seniors participating in Bridge must have enrolled or scheduled to enroll in their Fall institution of choice prior to Upward Bound paying for their Bridge courses (6 credits during Summer 2018). Q4: 13 out of 15 seniors have qualified for the summer Bridge program and will be taking up to six credit hours at ICC; 25 juniors and sophomores have enrolled in one (1) three (3) credit ICC college class for the first summer session.

Responsibility:
Director, Academic Coordinator, Program Specialist

Operational Plan for Compliance

Objective 1: ***Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve overall student experience; Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Service Excellence; Support Excellence*****)**

Strategies:

1. The Compliance Department will work with departments across campus to implement the newly purchased Maxient software, which will allow multiple users across campus and in the community to interact within one system to compile information relating to student, faculty, staff and community complaints.
2. The Compliance Department will assist the newly established Student Satisfaction and Complaints Review Committee, whose membership includes ICC students, faculty and staff, in achieving its mission to meet quarterly to discuss student complaint trends to develop solutions and update student related policies and procedures in an effort to understand and address root causes that lead to student complaints.
    - The Compliance Department, in cooperation with the Student Satisfaction and Complaints Review Committee, will engage in a campus-wide marketing campaign to encourage students, faculty, staff and the community to provide the College with both positive and negative feedback as a means of satisfying the Higher Learning Commission's recommendation that the College focus on compiling, reviewing and analyzing student complaint data to assist in identifying and addressing trends in student complaints.
    - The Compliance Department will assist in the compilation of aggregated data for use by the Student Satisfaction and Complaints Review Committee.

Measurement:

Measure 1:	The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting.
Measure 1 Results:	Q2: The Student Satisfaction and Complaints Review Committee met in October 2017 and is scheduled to meet again in December 2017 to discuss complaints submitted to the College through its concern log system. In addition, employee training for the new Maxient program, which is scheduled to rollout campus-wide in Spring 2018, has been scheduled to occur during January in-service. Q3: The Student Satisfaction and Complaints Review Committee met in December 2017 to discuss campus and community marketing for the new Maxient program. Maxient training was provided to all employees during January 2018 in-service with intensive training provided to those assigned to handle cases within the system. Q4: The Student Satisfaction and Complaints Review Committee met in April 2018 to discuss student satisfaction using the data submitted to the College through the new Maxient program. After reviewing the data, the

	committee decided on two action projects for the fourth quarter: 1) continued marketing of the Maxient system with a focus on encouraging comments from students and the Independence community and 2) fine-tuning the reports produced through the Maxient system in order to provide more usable data to the committee and college administration.
Measure 2:	The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee.
Measure 2 Results:	Q2: The President's Cabinet received a report of aggregate data and trends identified through the complaints submitted to the ICC concern log for 2016 and 2017. Cabinet will receive a similar report for the second quarter in December 2017. Q3: The President's Cabinet received a report of aggregate data and trends identified through complaints submitted to the ICC concern log for Fall 2017 in January 2018 and will receive its first data report from the Maxient program following the Student Satisfaction and Complaints Review Committee meeting in April 2018. Q4: The President's Cabinet received a report of aggregate data and trends identified through the complaints, concerns and compliments submitted to the College through the new Maxient system. Cabinet will receive a similar report at the end of June 2018.

Responsibilities:
Compliance Officer, Vice President of Student Affairs, Director of Student Life and the Student Satisfaction and Complaints Review Committee

Objective 2: ***Ensure that ICC's internal policies and procedures comply with the Board of Trustees Policy and Procedure Manual, accurately reflect current processes, meet the needs of the College and ensure that ICC is satisfying all of its external legal/regulatory requirements. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence*****)***

Strategies:

1. The Compliance Department will assist the College in its efforts to comply with the Board of Trustees Policy and Procedure Manual and will provide guidance on Board of Trustee policy and procedure compliance.
2. The Compliance Department will initiate conversations with each department of the College regarding its current internal policy and procedure handbooks and manuals to ascertain whether current policy and procedure documents:
   - Comply with the policies and procedures of the Board of Trustees;
   - Meet the needs of the department;
   - Accurately reflect the current processes of the department (as recommended by the Higher Learning Commission); and
   - Satisfy any external legal/regulatory requirements placed upon the department.
3. Based on conversations with each department of the College and an independent review of each department's policy and procedure documents, the Compliance Department will:

- Identify those departments that are at higher risk of having compliance related issues;
- Assist departments across campus in the updating of policy and procedures beginning with those that present the highest risk for possible liability until all College policy and procedure handbooks and manuals have been updated; and
- Disseminate updated policy and procedure documents to College stakeholders through trainings, newsletters, announcements and on the College website.

Measurement:

Measure 1:	The Compliance Department will compile and review all College policy and procedure handbooks and manuals and will approve the revision of at least one-third of the College's policy, procedure and compliance related documents.
Measure 1 Results:	Q2: The Compliance Department has undertaken a project to audit and revise all of its federally required *Clery Act* and Title IX policies to ensure that they satisfy federal and state requirements. In addition, the Compliance Department has begun focusing its energies on drafting and/or revising policy and procedure documents in the following areas of special interest to the HLC: IT security, deferred maintenance policies that specifically prioritize student learning and safety, decision-making processes that clearly identify leadership positions with final decision-making responsibility, and systematic campus data collection, planning and review processes. Q3: Efforts to review and update *Clery Act*, Title IX and HLC priorities processes continue. An Ad Hoc Security Committee has been created to review, update and implement *Clery Act* policies. Updated Title IX policies, procedures and federally required notification and reporting forms will be created, approved and incorporated into the Maxient program during the third quarter. Q4: Efforts to review and update *Clery Act*, Title IX, and HLC priority processes continue. As a new department on campus this year, the Compliance Department's plan to review and approve one-third of the College's policy, procedure and compliance related documents was an ambitious one. Although the Compliance Department will not completely satisfy this requirement, it does intend to review and revise the most urgent policies, procedures and compliance related documents during the fourth quarter for review and final approval by the appropriate committees and the Board in Fall 2018. Specifically, the Compliance Department will be focusing on the following: Title IX policies, procedures, and reporting forms/documents; *Clery Act* and other security related policies and procedures; Student Handbook revisions; and, a written policy on student complaint review processes.

Responsibilities:

Compliance Officer in conjunction with staff from each department of the College

Objective 3: ***Implement campus wide compliance training to ensure that ICC faculty and staff have the tools they need to properly respond to legal and ethical obligations on behalf of the College. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence*****)**

Strategies:

1. The Compliance Department will coordinate, and when necessary, provide the following compliance related training to the College's students, faculty and staff:
   - Maxient complaints/concern log training;
   - Title IX/Section 504 training;
   - CLERY Act Reporting and Campus Security Authorities training;
   - Federal, state and local reporting requirements;
   - Fire and safety training; and
   - General compliance related topics.
2. The Compliance Department will ensure that the above trainings meet federal and state requirements and provide relevant and up-to-date information to the College community by:
   - Assisting in obtaining/creating training materials when requested;
   - Maintaining a record of all compliance training provided to the College community; and
   - Retaining a copy of all training materials offered to students, faculty and staff.
3. The Compliance Officer will strive to stay up-to-date on current developments relevant to compliance in higher education by regularly attending compliance training webinars and/or regional conferences.

Measurement:

Measure 1:	Over 90% of College faculty and staff will attend two or more live compliance training sessions, with over 90% of faculty and staff completing 100% of assigned LawRoom webinars.
Measure 1 Results:	Q2: Faculty and staff will receive Title IX and Campus Security Authority (*Clery Act*) training during January 2018 In-service. All faculty and staff have been assigned LawRoom compliance related webinars for completion. Q3: Title IX training was provided during January 2018 in-service for all employees. Campus Security Authority training was provided for academic and security CSA personnel. Special CSA and Title IX training will be provided for athletic coaches during the third quarter. Q4: The Compliance Department continues to provide live Title IX training tailored to the needs of specific departments across campus including the faculty and the business office. College employees and students also participated in a campus-wide tornado drill in April 2018. In addition, the Compliance Department hopes to schedule a special CSA, Title IX and Accommodations training for all athletic coaches before the end of the fourth quarter and plans to provide compliance related training to College staff as part of the College's summer Lunch & Learn campus-wide training initiative.
Measure 2:	Over 90% of freshman enrolled in College Success, student-athletes and students living in resident housing will attend two or more compliance training sessions and over 60% of the general student population will attend at least one compliance training session during the 2017-2018 school year.
Measure 2 Results:	Q2: College Success students have received both online and live Title IX training. Over 90% of student athletes have received live compliance training on sexual harassment, sexual assault and consent, hazing and the Student Code of Conduct. Over 90% of students living in resident housing have received compliance training on dorm rules, bystander intervention

	and consent. Finally, the general student population had the opportunity to participate in Title IX training in the form of a game show contest open to all members of the campus community. Q3: College Success students have received both online and live Title IX training. Residence assistants also received compliance related in-service training in January 2018. Q4: Students continue to participate in training through College Success. Students also participated in two tornado drills in April 2018, the first of which occurred during the school day and the second of which occurred in the evening in the residence halls.
Measure 3:	The Compliance Officer will attend monthly compliance training webinars and/or conferences.
Measure 3 Results:	Q2: The Compliance Officer has attended at least one compliance training webinar or conference per month on various compliance related topics including *Clery Act* and Title IX compliance and reporting requirements, Perkins reporting, disability academic, facilities and web accessibility accommodations and OCR audit standards and procedures. Q3: The Compliance Officer has attended at least one compliance training webinar or conference per month on various compliance related topics including: *Clery Act*, Title IX, financial aid standards, cybersecurity, minors on campus and more. Q4: The Compliance Officer attended at least one compliance training webinar or in-person conference per month including an intensive one-week training on *Clery Act* security and reporting requirements.

Responsibilities:
Compliance Officer in conjunction with Vice President of Student Affairs, Associate Dean of Student Affairs, Director of Student Life and Human Resources Director

Objective 4: ***Respond to the recommendations of the Higher Learning Commission and ensure that all federal, state and local reporting requirements are met. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence*****)**

Strategies:

1. The Compliance Department will assist the College in interpreting and complying with the recommendations made by the Higher Learning Commission in order to maintain accreditation.
2. The Compliance Department will assist all departments in the submission of federal, state and local reports to ensure that external reporting satisfies legal and regulatory requirements in a manner that accurately reflects the College's attributes and accomplishments.

Measurements:

Measure 1:	ICC will satisfactorily meet the requirements of the Higher Learning Commission according to the timeline the Higher Learning Commission sets for the College.
Measure 1 Results:	Q2: The Higher Learning Commission placed ICC on notice in November 2017; plans are underway to develop an action plan to address each of the Higher Learning Commission's concerns in a timely and systemic manner.

	Q3: The Compliance Department has actively assisted the College in responding to HLC concerns as part of the weekly Cabinet accreditation process and will continue to assist in this effort through the development of Student Complaints, Title IX and Clery policies and processes, oversight of the Maxient program, and creation of detailed process flowcharts for the essential functions of select departments on campus during the third quarter. Q4: The Compliance Department continues to assist the College in its efforts to comply with HLC requirements through continued development of Student Complaints, Title IX and *Clery* policies and processes. The Compliance Department hopes to complete revision of these policies and processes in July 2018 to allow for review and approval by the appropriate College committees in Fall 2018.
Measure 2:	All federal, state and local reports will be submitted on time and will meet all federal and state legal and regulatory reporting requirements.
Measure 2 Results:	Q2: The Compliance Department has assisted departments across campus in completing federal, state and local legal and regulatory reporting requirements in a timely manner. Q3: The Compliance Department has assisted departments across campus in completing federal, state and local legal and regulatory reporting requirements in a timely manner. Q4: The Compliance Department continues to assist departments across campus in completing federal, state and local legal and regulatory reporting requirements in a timely manner.

Responsibilities:
Compliance Officer in conjunction with the President and faculty and staff from applicable departments

Operational Plan for Accessibility Services

Objective 1: *Increase Knowledge of Accessibility in the Campus Community. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy: Create

Measurement:

Measure 1:	Complete ADA checklists for every building and program at ICC.
Measure 1 Results:	This process will be completed Q4. Q4: An ADA checklist was completed for every building. A report and 5 year plan has been created with the results.
Measure 2:	Complete Web Contest Accessibility Guide (WCAG) checklist.
Measure 2 Results:	This process will be completed Q4. Q4: WCAG checklist continues to be a project. The checklist is very detailed and requires attention from several departments on campus.
Measure 3:	Disseminate information to students with disabilities regarding available campus and community resources through an information packet.
Measure 3 Results:	Creation of information packet will occur in Q4. Q4: An information resource guide has been created. This guide will be updated as needed.
Measure 4:	Develop Accessibility webpage by June 1st 2018.
Measure 4 Results:	Received training to create webpage content in Q3. Q4: Accessibility webpage created in April.

Responsibility: Associate Dean for Tutoring and Accessibility

Objective 2: *Utilize effective management and best practices for student accommodations. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:

Measurement:

Measure 1:	Move student accommodations process to Maxient.
Measure 1 Results:	Began using Maxient for all processing in January 2018. Q4: All accommodation requests are processed using the Maxient system.
Measure 2:	Create online form for students to submit accommodation requests.
Measure 2 Results:	This measure will be completed during Q4. Q4: An online form for requesting accommodations and uploading documentation went live on the website April 25th.
Measure 3:	Review and Revise Accommodations Handbook as necessary.
Measure 3 Results:	Handbook revisions will be completed by end of spring semester. Q4: Academic Accommodations Handbook has been revised and uploaded to the Accessibility webpage.

Responsibility:

Associate Dean for Tutoring and Accessibility

Objective 3: *Accessibility Services increases institutional effectiveness through annual departmental review (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy: Complete Departmental Review using AHEAD standards and ICC Departmental Review document by April of 2018

Measurement:

Measure 1:	Complete Departmental Review at end of Spring Semester.
Measure 1 Results:	Will be measured in Q4. Q4: Accessibility Departmental Review has been completed.

Responsibility: Associate Dean for Tutoring and Accessibility

Appendix 101

Second-Quarter Operational Plans for 2019

Independence Community College
Operational Plan
Quarterly Review
September 13, 2018

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Operational Plan for President's Office

Objective 1: *The President's Office will improve the College's relationship with the community. (Board Goal: #3/Strategic Plan Area: Service Excellence and Support Excellence)*

Strategies:

1. Determine baseline community participation in 2018 Inge Festival, measured by dollar support, volunteer participation, and local attendance, show improvement for 2019 in each category.
2. Create 5-year Strategic Plan for Festival.
3. Emphasize those aspects of the Facilities Master Plan which are most likely to see public use.
4. Increase community access to, and publication of, Board meeting materials.
5. Include formal public comment period following adoption of Strategic Plan.

Measurement:

Measure 1:	Review of 2018 Inge Festival spreadsheets identifies participation and attendance levels, as well as dollar support. Improvement goals are set for each category.
Measure 2:	Leadership for Inge Festival Strategic Planning initiative is identified. All-inclusive strategy is utilized to compile input for development of 5-year plan.
Measure 3:	Facilities Master Plan is scrutinized and incomplete projects are begun and/or completed.
Measure 4:	Board of Trustees documents and meeting materials are posted on College website for community accessibility.
Measure 5:	Public comment period following adoption of Strategic Plan is held.

Responsibilities:

President provides guidance for all strategies in Objective 1

Objective 2: *The President's Office will enhance programs through innovation to improve the overall student experience. (Board Goal #4/Strategic Plan Area: Support Excellence and Service Excellence)*

Strategies:

1. Operational Plans for each area that serves students should adopt a specific weak CSSE or Noel Levitz measure or measures that the area's activities influence.
2. Prioritize ADA improvements to existing facilities according to ADA Plan.

Measurement:

Measure 1:	Student satisfaction measures identified in the CSSE, Noel Levitz, or other measures utilized in respective areas, reflect improvement.
Measure 2:	The ADA Plan was developed during the spring 2018 semester and included in the Strategic Plan. Prioritize work on those areas for which ICC is out of compliance and could face repercussion if not remedied.

Responsibilities:

1. The President will ensure Operational Plans are developed accordingly
2. Compliance/Title IX Officer, Associate Dean for Tutoring and Accessibility Services, and Maintenance Director will review improvements for compliance as work is completed

Objective 3: *The President's office will identify and address accreditation requirements identified as deficiencies. (Board Goal: #5/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)*

Strategies:

1. Meet or exceed needs identified by HLC.
2. Ensure campus-wide training in new accreditation pathway.
3. Meet any critical needs identified by 2017 Vet Tech Accreditation.
4. Prioritize needs identified by 2017 Cosmetology site inspection.

Measurement:

Measure 1:	Operational Plans include specific strategies and progress toward meeting needs identified by the HLC is monitored through Cabinet meetings and shared through Staff Announcements.
Measure 2:	Campus-wide training in the new accreditation pathway is monitored.
Measure 3:	Vet Tech accreditation critical needs are met.
Measure 4:	Cosmetology site inspection needs are prioritized.

Responsibilities:

1. President works with Division heads to assure that all areas understand their role in satisfying deficiencies and that all initiatives are properly resourced.
2. President, Vice-President for Academic Affairs, and the Assessment Committee ensure that campus-wide training is conducted.
3. President, Vice-President for Academic Affairs, and the Technical Program Division Chair ensure needs are met and addressed accordingly.
4. President, Vice-President for Academic Affairs, and Technical Program Division Chair ensure needs are prioritized and addressed accordingly.

Objective 4: *The President's Office will improve College financial structures. (Board Goal: #6/Strategic Plan Area: Support Excellence)*

Strategies:

1. Work with the ICC Foundation to increase private support for scholarships by 25% over 2016-2017 levels.
2. Create a simple unrestricted quasi-endowment fund, to be created with the current Capital Reserve account and any other available funds, for the primary but not exclusive purpose of funding capital projects in perpetuity.
3. Begin planning/feasibility phase for Centennial Capital Campaign.

Measurement:

Measure 1:	For 2018-2019 fiscal year, the year should conclude with an appeal plan and allocation in place for the 2019-2020 fiscal year.
Measure 2:	Unrestricted quasi-endowment fund is created with current Capital Reserve and other available funds for funding capital projects in perpetuity.
Measure 3.	Monitoring of planning/feasibility phase shows progress.

Responsibilities:

1. President will work with ICC Foundation on annual scholarship appeal and allocation plan
2. President, together with legal counsel, will produce unrestricted funding structure recommendations
3. President will collaborate with the ICC Foundation and the Marketing/Public Relations area

Objective 5: *The President's Office will improve College financial efficiencies. (Board Goal: #7/Strategic Plan Area: Support Excellence)*

Strategies:

1. Some portion of academic scholarship dollars be devoted to the recruitment of residential students, separate from athletics and targeted toward academic programs in which residential enrollment growth is specifically desirable. That portion should be designed to produce residential enrollment growth of 10% per year in ICC-owned dorms. Residential enrollment should increase to full dorm capacity with the goal of an increase of 10% per year.
2. Develop a completely new emphasis on online, in which online becomes its own virtual campus. The Director of Online should report directly to the President and should be a member of the President's Cabinet, and should be tasked with and evaluated on his/her success in reaching a minimum target of 25 new, unduplicated students in the fall semester of 2018 and a minimum target of an additional 25 new, unduplicated students in the spring semester of 2019.
3. Led by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area.
4. Reflect the 2017-2018 revenue decrease accurately in the 2018-2019 balanced budget, and do the same for any anticipated revenue decrease in the 2018-2019 budget.

Measurement:

Measure 1:	President collaborates to ensure that some portion of academic scholarship dollars is devoted toward recruitment of residential students and enrollment growth in specific academic programs which are separate from athletics. Residential enrollment reaches full dorm capacity with an increase of 10% per year.
Measure 2:	Director of On-line position description, with emphasis on on-line becoming its own virtual campus, is developed. On-line Director position is filled. On-line Director is added to President' s Cabinet.
Measure 3:	Marginal cost pricing for students outside of our service area is developed and implemented.
Measure 4:	The 2017-2018 revenue decrease is accurately reflected in the 2018-2019 balanced budget.

Responsibilities:

1. President collaborates with Enrollment Director, Navigators, and the Scholarship Committee
2. Director of On-line grows enrollment, working together with Marketing
3. Director of Online and College research marginal cost pricing
4. Chief Business Officer reflects revenue decreases accurately in the balanced budget

Objective 6: *The President's Office will systemize an approach to the remaining projects in the Facilities Master Plan. (Board Goal: #8/Strategic Plan Area: Service Excellence and Support Excellence)*

Strategies:

1. Using multiple measurement tools, survey the campus regarding priorities.
2. Edit the Facilities Master Plan to remove finished projects, incorporate the ADA plan and include any new necessary projects.

3. Implement edited plan with the goals of: implementing an appropriate portion of the ADA plan, an appropriate portion of structural needs, and part or all of a prioritized capital project in the revised plan.
4. Prioritize structural improvements to main Academic Building.
5. Incorporate the five-year Technology Plan by reference into the Facilities Master Plan.

Measurement:

Measure 1:	Multiple measurement tools are utilized for campus survey of Facilities Master Plan priorities.
Measure 2:	Facilities Master Plan is edited and the ADA plan is incorporated.
Measure 3:	Revised Facilities Master Plan is implemented.
Measure 4:	Structural improvement to Academic Building is prioritized.
Measure 5:	Reference to the five-year Technology Plan is incorporated in the Facilities Master Plan.

Responsibilities:

1. President will develop a campus survey with assistance from Marketing/Public Relations and the Director of Institutional Research
2. President will edit Facilities Master Plan and incorporate the ADA plan
3. President, Board of Trustees, and Maintenance Director will prioritize structural improvements

Objective 7: *The President's Office will provide oversight for development of a new 5-year Strategic Plan. (Board Goal: #9/Strategic Plan Area: Support Excellence)*

Strategies:

1. Environmental scan completed by Office of Institutional Research.
2. Create Strategic Planning Work Group with representation from the Board of Trustees, Community, Employees, and Students.
3. Identify aspirational peer for use as model (structure, not content).
4. Conduct internal and external draft review/comment sessions.

Measurement:

Measure 1:	President and the Office of Institutional Research will develop questions for an environmental scan. Director of Institutional Research completes scan.
Measure 2:	Strategic Planning Work Group is created.
Measure 3:	Aspirational peer is identified.
Measure 4:	Draft review/comment sessions are conducted internally and externally. This process should be inclusive of all relevant constituencies. Post Strategic Plan adoption, survey participants to determine opinion of process.

Responsibilities:

1. President will work with Director of Institutional Research to develop scan
2. President will encourage representation from the Board of Trustees, community, employees, and students
3. President and Board of Trustees will identify aspirational peer
4. President will hold Open Forum sessions for review and comment

Operational Plan for Academic Affairs

Objective 1: *Academic Affairs will increase the percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Program. (Strategic Plan Area: Academic Excellence, Support Excellence)*

Strategies:

CTE Faculty will work with IR and with the Registrar's office to track students after they have left ICC to ensure we have accurate reporting to the Kansas Board of Regents (KBOR).

Measurement:

Measure 1:	This goal is one of our Key Performance Indicators for KBOR. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education. 2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (11/169) Baseline: 51% (347/678) We have set a target of 51% for the upcoming year.

Objective 2: *Academic Affairs will increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course. (Strategic Plan Area: Academic Excellence)*

Strategies:

1. English faculty will continue to work as a team to ensure grading/expectations are equal across all courses taught at the developmental and English Comp I level through rubrics.
2. English faculty will identify what areas need to be improved based on data received from common assessments in both developmental and English Comp I courses.

Measurement:

Measure 1:	This goal is one of our Key Performance Indicators for KBOR. Our data set for this measure is: 2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)

This data is comprised by using the following table:

	A	B	C	D	E	F	G
Fall of	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# Enroll in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column A)
2010	77	53	31%	44	57%	37	48%
2011	75	46	39%	36	52%	30	40%

2012	69	34	51%	29	58%	22	32%
2013	75	57	24%	42	44%	33	44%
2014	40	17	57%	12	70%	9	23%

The numerator is column "F", which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column "D" which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project. Our goal for 2017-18 is to have 80% of students meet this target.

Objective 3: ***Instructors will interact with their students outside of the classroom. (Board Goal #3/Strategic Plan Area: Academic Excellence, Support Excellence)***

Strategies:

Faculty will work to engage with students outside of their normal class times and office hours to maintain or improve our scores on the CCSSE. Specific activities that will be focused on are Living Room Conversations that have been organized by Taylor Crawshaw and Sarah Owen, and intramural activities or clubs that have been organized by different individuals/groups on campus.

Measurement:

Measure 1:	Our target is to have 10 faculty participate in or lead a Living Room Conversation during the 2018-19 school year, and have 15 different faculty participate in intramurals/clubs during the same time frame.
Measure 2:	Our target for the CCSSE data is to maintain or improve upon the 2017 benchmark result of 52.8 on the measure "Student-Faculty Interaction".

Operational Plan for Technical Education and Community Outreach

Objective 1: Partner with Southeast Kansas Works to discuss the possibility of implementing new apprenticeship program. (Board Goal #2 and #3/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)

Strategies:

1. Meeting with Apprenticeship Program representative to be able to provide information to local businesses.
2. Contact service area Chambers of Commerce to notify them of the possible Apprenticeship Program opportunities.
3. Create five partnerships per year.
4. Update local businesses on the opportunity for the business partner scholarship.

Measurement:

Measure 1:	Provide notes from meeting with apprenticeship representatives.
Measure 2:	Will update quarterly with number of partnerships that have been created with the Apprenticeship Programs.

Objective 2: *ICC Tech Education will implement and/or revitalize improvements in two programs. (Board Goal #2/Strategic Plan Area: Academic Excellence and Service Excellence)*

Strategies:

1. Jaicey will be working closely with high school instructors, administration, and an outside consultant to realign our existing programs to better match the high school programs.
2. Rebekah will be working to build partnerships/relationships with local businesses to help students with job placement after program completion.

Measurement:

Measure 1:	By Fall 2019 the changes to the Welding and Early Childhood Education Programs will be redesigned and enrollment will be increased.
Measure 2:	Will be updating every quarter on program progress.

Objective 3: *Create advisory boards for new technical programs and current programs that are lacking an advisory board. (Board Goal #2 and Board Goal #3/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)*

Strategies:

1. Reaching out to community businesses to gain strategic advice on how to structure programs and make our students employable after graduation.
2. Speak to local business owners on how to bridge the gap between graduation and employment.
3. Reach out to service area Chambers of Commerce to establish advisory boards.

Measurement:

Measure 1:	Update quarterly with notes from Chamber meetings.
Measure 2:	Provide quarterly meeting updaters from established advisory boards.

Objective 4: *Build the community links programs that ICC offers by at least one program per year (Board Goal #3; Improve the college's relationship with the community: Implement at least one program per year designed to reach out to the non-credit needs and desires of our community members on the 45-64 age group/Strategic Plan area: Service Excellence)*

Strategies:

1. Poll the community and see what programs the 45-64-year age group would be most interested in seeing.
2. Target marketing to the 45-64 year age group to ensure they are aware of the course offerings for the semester.

Measure 1:	Results of community poll to see what programs the 45-64 year age group are interested in taking.
Measure 2:	Provide updates on what programs are being offered to reach targeted age group.

Operational Plan for ICC Online Programs

Objective 1: *ICC Online increases institutional effectiveness through annual departmental review. (Board Goal #3/Strategic Plan Area: Academic Excellence and Service Excellence)*

Strategies:

1. The Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual.
2. The Online Advisory Committee will reevaluate the outcomes and goals for annual data collection.

Measurement:

Measure 1:	Online Advisory Committee meeting minutes will be recorded and kept by a rotating member of the Online Advisory Committee, who will post the minutes on sharepoint. Due Date: Input into sharepoint by the last Friday of each month during starting September, 2018.

Objective 2: *ICC Online increases institutional value through employee performance review processes. (Strategic Plan Area: Academic Excellence and Support Excellence)*

Strategies:

1. In conjunction with the Vice President of Academic Affairs, the Director of Online Learning will evaluate all online courses. This evaluation will include:
    a. Student Satisfaction
    b. Adherence to course objectives
    c. Functionality
2. The evaluations will be presented to the OAC.
3. The OAC, VPAA, and DOL will determine whether invitations should be extended to existing online instructors or recruit additional instructors.

Measurement:

Measure 1:	Evaluations will be completed by 12/11/18.

Objective 3: *ICC Online increases course and program offerings to increase online enrollment (Board Goal #1, #2, and #3/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)*

Strategies:

1. The DOL and OAC will develop new program offerings in the following areas:
    a. Early Childhood Education
    b. Criminal Justice

    *These programs will offer both terminal and transferable options.
2. All online courses will adjust to a modular format in which courses are completed in eight-week sessions.
3. The DOL and OAC will develop partnerships with local school districts, correctional facilities, law-enforcement groups, and military personnel with the intention of creating direct pipelines for enrollment.
4. Online enrollees will be paired with a specific navigator.

Measurement:

Measure 1:	The DOL is finalizing program requirements in both ECE and CJ in conjunction with the VPAA, ICC Now coordinator and online navigator. The DOL is working toward articulation agreements.
Measure 2:	The modular model has been communicated to the Board of Trustees, Navigators, and VPAA.
Measure 3:	The DOL is in conversation with the local police chief regarding officers entering the CJ program. Financial aid issues for members of the correctional community is being addressed by the ICC financial aid department.
Measure 4:	Rebekah Peitz will serve as the online navigator.

**The FTE increase goal for ICC online is an additional twenty-five students at the beginning of the Spring 2019 semester; a further twenty-five added by Fall 2019.

Operational Plan for Tutoring Services

Objective 1: Tutoring services increases program quality through the creation of clearly defined policies, procedures, learning outcomes, and mission/vision statements. (Board Goal or Strategic Plan Area: Innovation and Service Excellence, HLC Criterion 5.A 3)

Strategy:

The Tutoring Center maintains a policy and procedures manual that is updated annually. Peer tutors meet learning outcomes set forth in College Reading and Learning Association tutor training program criteria. The current mission statement reads as follows, "The Independence Community College Tutoring Center serves all ICC students by supporting and enhancing classroom learning".

Measurement:

Measure 1:	Maintaining CRLA Certification for Tutor Training Program – logging all tutor contacts weekly, distributing tutor contact sheets to faculty daily, updating tutor training program in July/August.

Responsibility:

Associate Dean for Academic Support Services; Annually

Objective 2: ***Tutoring services supports student learning in the classroom through student participation in tutoring services (Board Goal or Strategic Plan Area: Support Excellence, Retention Goals)***

Strategy:

Invite College Success classes to tutoring center and visit developmental education courses. Provide information and communicate with coaching staff regarding study hall and tutoring sessions. Provide copy of Tutoring Center Contact sheets to appropriate faculty members for review, offer one "Late Night Tutoring" session per month (increased hours), offer student outreach services in form of "Living Room Conversations" and monthly seminars.

Measurement:

Measure 1:	Visit a minimum of 10 classrooms during the months of August and September to promote Tutoring Center
Measure 2:	Maintain CCSSE mean score of .96 on question 12.1 D "How often have you used the following services during the current academic year – peer or other tutoring?"
Measure 3:	Maintain CCSSE mean score of 1.37 on question 12.2 D, "How satisfied are you with the following services -peer or other tutoring"

Responsibility:

Associate Dean for Academic Support Services
Board Goal or Strategic Plan Area: Support Excellence

Objective 3: ***Tutoring services increases effective program quality through effective tutor training (Board Goal or Strategic Plan Area: Support Excellence, HLC Criterion 5.A 4)***

Strategy:

The ICC Tutoring Center has been granted certification of its Level I and Level II Tutor Training Program from The College Reading and Learning Association (CRLA.) Recertification occurs every 5 years and recertification information for Level I and Level II will be submitted in 2019 by the Associate Dean for Tutoring and Accessibility.

Measurement:

Measure 1:	CRLA Certification Process; Peer tutors will score 60/80 or better on supervisor evaluation.

Responsibility:
Level I and Level II peer tutor training is conducted by the Associate Dean for Academic Support Services in collaboration with any other departments (library.) Supervisor evaluations for peer tutors are also conducted by the Associate Dean for Tutoring and Accessibility in October and April.

Objective 4: *Tutoring Services practices effective management of departmental resources (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:
The Tutoring Center will maintain an Excel budgeting sheet for tutor salaries and utilize practices and approaches that are fiscally responsible, including tying expenses to operational plan.

Measurement:

Measure 1:	Remaining within budget.

Responsibility:
Associate Dean for Tutoring and Accessibility; Annually

Objective 5: *Tutoring Services increases institutional effectiveness through annual departmental review (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy: Complete Departmental Review by April of 2019

Measurement:

Measure 1:	Departmental Review is completed on an annual basis and utilized to collect and present data.

Responsibility: Associate Dean for Tutoring and Accessibility

Objective 6: *Tutoring services increases institutional efficiency through employee performance review processes (Board Goal or Strategic Plan Area: Service Excellence, HLC Criterion 5.A 4)*

Strategy:
Peer tutors must meet certain criteria to be eligible for hire: A or B in subject desired to tutor, interview with Associate Dean for Tutoring and Accessibility and Director of Student Support Services and two teacher recommendations. Peer tutor performance is evaluated each semester through a self-evaluation and supervisor evaluation at mid-semester and a self-evaluation and supervisor evaluation at the end of each semester. The Associate Dean for Tutoring and Accessibility will participate in annual employee review and professional development planning.

Measurement:

Measure 1:	College Reading and Learning Association requires evaluation of peer tutors to be performed each semester – All peer tutors will score 60/80 on supervisor evaluation.

Responsibility:
The Associate Dean is responsible for evaluation of peer tutors. The department of Human Resources and ICC President is responsible for the evaluation of the Associate Dean for Tutoring and Accessibility.

Operational Plan for Library Resources

Objective 1: ***Provide a service-oriented center library that centers on learning and creativity in a secure and welcoming environment. (Strategic Plan Area: Service Excellence)***

Strategies:

1. Through student workers and staff coverage maintain desk and assistance coverage 90% of the time.
2. Provide 1 creative and/or 1 educational program per month.
3. Monitoring of feedback through survey, suggestion box and Maxient.

Measurement:

Measure 1:	Report on program and attendance to programs each month
Measure 2:	Noel-Levitz/CCSSE • Noel-Levitz- Decrease the performance gap for question #26 by .05. (Strategic Goal 3) • Decrease the CCSSE performance gap for question 12K by .05
Measure 3:	Hold Staff training during September and create staff notebooks with training materials.
Measure 4:	Survey students and faculty in March about effectiveness of library as well as monitoring feedback through suggestion box and Maxient.

Responsibilities:

1. Director of Library Services (training and implementation)
2. Other library staff (Implementation of services)

Objective 2: Encourage lifelong learning and information literacy through quality instruction, reference consultation, and patron service to both on and off-campus students. ***(Strategic Plan Area: Academic Excellence)***

Strategies:

1. Provide formal library/information instruction to classes brought to the library by professors. The College Success classes are the core classes for library instruction.
2. Increase online resources for instructors, students, and faculty through website and Canvas.

Measurement:

Measure 1:	Redesign library website to make it more user friendly and provide video tutorials on all database services.
Measure 2:	Noel-Levitz/CCSSE • Noel-Levitz- decrease the performance gap by .05 for question #14. (Strategic Goal 3) • Decrease the CCSSE performance gap for question 12K by .05.
Measure 3:	Design online research tutorials for online courses.
Measure 4:	Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2018-2019 academic year.
Measure 5:	Meet quarterly with instructors using OER material and begin to formulate policy and procedure manual to be in rough draft from by June 2019.

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 3: *Establish and support relationships with other groups; on or off-campus; professional and community-based, to support the educational and cultural growth or our library and community. (Board Goal #3/Strategic Plan Area: Service Excellence and Support Excellence)*

Strategies:

1. Take an active role in College affairs.
2. Strengthen cooperative relationships with other regional libraries and cultural organizations.
3. Support educational, civic, and cultural activities within the region.
4. Write and support grant proposals that support larger educational initiatives (Strategic Goal 3).

Measurement:

Measure 1:	The Director of Library Services will attend at least two professional conferences per year to become aware of regional initiatives.
Measure 2:	The Director of Library Services will seek opportunities to cooperate with other institutions in areas such as consortia purchasing, grant writing, and regional project development. • Director will apply for at least 1 grant each year to enrich library resources or programming (Strategic Goal 3).
Measure 3:	Staff will host at least 2 cultural and 2 educational programs per semester for the public and college community.

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 4: *Recruit, train, and maintain a professional and student staff sufficient to meet the needs of library users. (Strategic Plan Area: Service Excellence)*

Strategies:

1. Investigate strategies to increase funding and/or coverage for library during times of financial hardship.
2. Create task force to evaluate the needs of the community and solutions to increase funding/usage and resources for library.

Measurement:

Measure 1:	All student workers and temporary staff will be trained within the first month of employment.
Measure 2:	Informal staff meetings weekly to update all staff on changes or new needs.
Measure 3:	Create task force of students, faculty, staff to determine needs and possible solution to increase funding and support for library- meet each semester.

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 5: *Maintain a special collections research area that allows patrons to have access to special regional or rare materials, often one-of-a-kind items, for primary source research. The William Inge Collection represents the primary special collection at ICC. (Strategic Plan Area: Academic Excellence)*

Strategies:

1. Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2018.
2. Obtain proper education for all staff and volunteers who are working with the collection.
3. Remain vigilant that the materials are handled, processes, and stored following standard archival procedures.

Measurement:

Measure 1:	Prioritize and purchase new storage boxes for paper materials.
Measure 2:	Digitize correspondence collection.
Measure 3:	The Director of Library Services will work with Inge community to seek out resources to maintain the collections (ongoing). • Volunteers are tracking time spent via a sign in/out sheet in the Inge Room. (Strategic Goal 2)
Measure 4:	Director of Library services will enroll in at least one course or attend at least one conference to increase knowledge and resources for the Inge collection.

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 6: ***Offer a varied and up-to-date collection of materials, resources, and equipment which is adequate to support the educational and recreational needs of the library users. (Board Goal #4/Strategic Plan Area: Academic Excellence)***

Strategies:

1. Examine all comprehensive program reviews approved in the previous year and evaluate the collection for each area.
2. Create OER working group to assess current and future needs at ICC and develop policies and procedures for future implementation. Increase the library resources on website.

Measurement:

Measure 1:	NOEL-Levitz/CCSSE evaluation. • Noel-Levitz- decrease the performance gap by .05 for question #14 (Strategic Goal 3) • CCSSE increase number of non-assigned reading reported by 5% by creating and maintaining a fiction collection relevant to students (Strategic Goal 1)
Measure 2:	OER policy and procedure rough draft prepared by May 2019.
Measure 3:	Create priority purchase list and purchase books for comprehensive program reviews by Dec. 2018.

Responsibilities:

1. Director of Library Services
2. Other library staff

Operational Plan for the Registrar's Office

Objective 1: *The Registrar's office will maintain a positive community relationship by continuing to increase stakeholder knowledge of official transcript access. (Board Goal #2/Strategic Plan Area: Service Excellence)*

Strategy:
Review concern tickets and their resolutions, and track transcript requests and their fulfillment.

Measurement:

Measure 1:	Will fulfill 85% of transcript requests within two business days.

Responsibilities:
Registrar will provide quarterly reports

Objective 2: *The Registrar's office will maintain and continuously update policies and procedures as changing student and alumni needs evolve. (Strategic Plan Area: Service Excellence; HLC Criterion 4.A.2)*

Strategy:
The Registrar's office maintains a policy manual and a procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office. The manuals are to be reviewed each semester and made available in the office and on the website. This assures continuous improvement for processes and student access.

Measurement:

Measure 1:	Semester review of manual.

Responsibility:
Registrar is responsible for review and editing, and communication with web master

Objective 3: *The Registrar's office will practice effective management of financial resources. (Strategic Plan Area: Service Excellence)*

Strategy:
Expenditures will be tied to operational plan

Measurement:

Measure 1:	Line numbers will stay within the given constraints.

Responsibilities:
Registrar

Objective 4: *The Registrar's office will help improve long term educational outcomes such as graduation by maintaining graduation and transcript records, which includes insuring graduation applications are correct before issuing a degree. (Strategic Plan Area: Service Excellence)*

Strategy:
Advisors will complete a degree check for each graduation application. The Registrar reviews these degree checks for correctness before a student is placed on the graduation list.

Measurement:

Measure 1:	Degrees awarded correctly.

Responsibilities:
Registrar

Objective 5: ***The Registrar's office will mirror industry standards by annually reviewing CAS Standards, AACRAO standards, VA policies and directives, and monitoring KACRAO trends. (Board Goal #2/Strategic Plan Area: Service Excellence, HLC Criterion 3.C.6)***

Strategy:

The Registrar will subscribe to industry listserves, newsletters, and purchase necessary publications; maintain VA liaison contact, provide for VA compliance audits, and participate in VA webinar trainings; will attend the annual KACRAO Conference, utilize the KACRAO listserve, and maintain state registrar relationships.

Measurement:

Measure 1:	Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits.

Responsibilities:

Registrar

Objective 6: ***Registrar's office will help improve program delivery and long term educational outcomes, such as graduation, for students and the institution as a whole (Board Goal #1/Strategic Plan Area: Service Excellence)***

Strategy:

1. Registrar's office will provide insights regarding the structure of academic programs, such as course sequencing, registration processes, and student progress toward graduation; all of which can strategically affect the outcomes of an academic program.

Measurement:

Measure 1:	100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course inventory, program inventory, and course matrix will be maintained.

Responsibilities:

Registrar

Operational Plan for Student Support Services

Objective 1: Increase the number of disadvantaged low-income, first generation college students and students with disabilities who complete a program of study at the postsecondary level (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

The SSS Program will achieve these objectives by a series of carefully planned interventions, including:

1. Identify, select, and retain 225 participants with academic need each program year.
    - Collaborate with various departments on campus to gain access to potential participants; facilitate students' application for enrollment into our program; provide services listed below in order to build strong working relationships that lead to positive academic outcomes
2. Assess participants' needs for specific services and develop an individualized graduation plan with each program participant.
    - Review students' applications, financial aid records, placement test scores and academic transcripts
    - Assess student study skills, learning strategies, and career interests through the Learning Assessment and Study Skills Inventory and the My Next Move inventories
3. Academic coaching
    - Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding)
4. Academic tutoring
    - Tutoring provided by trained educational specialists and by peer tutors
5. Advice and assistance in course selection
    - Specialists work with students to increase their knowledge about the advising process and help students make informed choices regarding course selection and other academic decisions
6. Financial aid resources and application assistance
    - Students are required to complete selected educational modules regarding financial aid in CashCourse as part of their intake into SSS.
    - Specialists work with students individually and in group settings to offer information and education about financial aid resources, completion of the FAFSA, and scholarship opportunities.
    - SSS staff partner with the Office of Financial Aid to educate students about financial aid and to assist them in completing FAFSAs.
7. Personal, career and academic counseling
    - Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate.
8. Mentoring
    - Another funded Competitive Preference Priority during the 2010 grant competition included a "difference education" component associated with panel discussions about

adjustment to college followed by mentoring opportunities for students. The first year of the grant, 2015, was a planning year where staff worked collaboratively with others on campus to design an intervention. In the fall semesters of 2016 and 2017, students enrolled in College Success courses attended panel discussions led by second-year students. In the 2018-19 grant year, classroom surveys will be given in College Success courses at the beginning and end of the course, and a panel discussion will be held in October**.** Both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer.

9. Recognition events at end of semester and program year
    - At the end of the fall and spring semesters, student success is acknowledged and celebrated at a Recognition Ceremony (end of the fall semester) and a Recognition Banquet (end of the spring semester).

Measurement:

Measure 1:	61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
Measure 2:	73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 4:	31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.

Responsibilities

SSS Program Director and Key Staff

The SSS program will accomplish its goals through direct service of a core group of SSS staff as well as collaboration and partnership with several key departments on campus: Enrollment and Retention; Academic Affairs; Athletics; Business Office; Financial Aid Office; Marketing; and Student Life., in addition to participation in ICC committees and support for student organizations.

Objective 2: Increase the retention and graduation rates and facilitate transfer from two-year to four-year colleges and universities (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. Academic coaching - Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding).
2. Academic tutoring- Tutoring provided by trained educational specialists and by peer tutors.
3. Specialists work with students individually and in group settings to offer information and education about transferring to four year schools, completion of online applications, management of transcripts, and fee waiver applications.

4. Personal, career and academic counseling - Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate.
5. Career exploration - Specialists work with students individually or in group settings to help them explore their career interests, current market demand for identified careers, schools that offer specific programs, and related information.
6. Cultural events and academic programming activities - Groups of students attend cultural events including music or dance performances, fine arts exhibitions, lectures related to human rights and relations or social issues, or other activities offering experience of different cultures.
7. Mentoring- In the 2018 - 19 grant year, panel discussions will again be offered in the Fall semester, and both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer.

Measurement:

Measure 1:	61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
Measure 2:	73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 4:	31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.

Responsibilities:
SSS Program Director and key staff

Objective 3: Foster an institutional climate supportive of the success of students (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. Academic coaching- Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding).
2. Academic tutoring- Tutoring provided by trained educational specialists and by peer tutors.
3. Specialists work with students individually and in group settings to offer information and education about transferring to four year schools, completion of online applications, management of transcripts, and fee waiver applications.
4. Personal, career and academic counseling- Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate.
5. Mentoring- In the 2018-19 grant year, panel discussions will again be offered in the Fall semester, and both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer.

6. Recognition events at end of semester and program year- At the end of the fall and spring semesters, student success is acknowledged and celebrated at a Recognition Ceremony (end of the fall semester) and a Recognition Banquet (end of the spring semester).

Measurement:

Measure 1:	61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
Measure 2:	73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 4:	31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.

Responsibilities:
SSS Program Director and key staff

Objective 4: Improve financial and economic literacy of students (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. Students are required to complete selected educational modules regarding budgeting, student debt and establishing healthy credit in CashCourse as part of their intake into SSS.
2. Specialists work with students individually and in group settings to offer information and education about student loan debt and personal finance
3. SSS staff partner with the Office of Financial Aid to educate students about financial and economic literacy.

Measurement:

Measure 1:	30% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment.
Measure 2:	20% of SSS participants surveyed will report that their financial and economic literacy was improved by participation in targeted SSS activities.

Responsibilities:
SSS Program Director and key staff

Process Improvement Objectives

Note: The following objectives are not part of services contracted with the U.S. Dept. of Education; they are included as internal initiatives intended to enhance the effectiveness of contracted services and provide the highest quality services possible to stakeholders.

Objective 5: Improve staff knowledge and skills related to serving students with disabilities (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. The Program Director will collaborate with the Associate Dean for Academic Support Services to assess resources and needs related to serving students with disabilities.
2. The Program Director will perform an audit of program participants having disabilities and their unique needs, including accommodations and assistive technology.

3. Any identified assistive technology that would benefit current students with identified disabilities will be included in the planned budget.
4. SSS staff will receive twelve hours of training annually specific to serving students with disabilities.

Measurement:

Measure 1:	50% of SSS participants designated in admissions criteria as having a disability will report on annual survey that they received high or excellent quality services related to their disability-related access or accommodations.

Responsibilities:

SSS Program Director and key staff

Operational Plan for Recruiting

Objective 1: ***Reach out and connect with high schools and potential students locally, regionally, nationally and internationally to increase enrollment. (Board Goal or Strategic Plan Area: Support Excellence)***

Strategies:

1. Set up group tours with all local service area schools:
   - Independence
   - Neodesha
   - Fredonia
   - Altoona
   - Cherryvale
   - Sedan
   - West Elk
   - Elk Valley
2. International enrollment increased by creating partnerships with local 4 year schools.
3. Utilize new firework system to increase enrollment.

Measurement:

Measure1:	Enrollment comparison from fall 2018 to fall 2019 • Fall 2019
Measure 2:	Increase international student population to 30 students by fall of 2019

Responsibilities:

1. Dillon Packard – Recruiting Coordinator
2. Rebekah Peitz – Asst. Director of Enrollment and Retention – International
3. Brittany Thornton – Director of Enrollment and Retention Management

Objective 2: ***All ICC West programs will be at capacity by Fall 2019. (Strategic Plan Area: Support Excellence)***

Strategies:

1. Relocate Asst. Director of Enrollment and Retention Management to the ICC West campus to work with all programs on recruiting goals.
2. Asst. Director of ERM will work with all west departments by implementing the new Firework recruiting system.
3. Asst. Director of ERM will meet with all west departments one a month to set goals and track progress on recruits.

Measurement:

Measure 1:	Enrollments Increase by Fall 2019 • Meet EMT enrollment capacity of 15 students • Meet Cosmetology enrollment capacity of 20 students • Meet Culinary enrollment capacity of 12 students Meet Vet Tech capacity of 24 students
Measure 2:	Firework reports will be run quarterly to update how many students are in the recruiting funnel

Responsibilities:

Rebekah Peitz – Assistant Director of Enrollment and Retention Management

Operational Plan for Enrollment

Objective 1: *Increase ICC's overall retention rate to 31% for Fall to Fall (2017-2018). (Board Goal #3: Improve college relationship with the community, Board Goal #4: Improve overall student experience, Board Goal #5: Respond to HLC Criteria 4.C.)*

Strategy:

1. Navigators will check 5/8/12 week grades. Any student with a C or lower will be contacted for a meeting with Rebekah to discuss any issues they might be having and to review campus resources for success.
2. Continue recruiting families and working with students to apply for the CP2 program.
3. Navigators track reason why students are leaving each semester.

Measurement:

Measure 1:	Meet retention goal of 31% from Fall to Fall (2017-2018). Continue to measure each quarter.

Responsibility:

1. Navigators
2. Director of Enrollment and Retention Management

Objective 2: *Increase retention rate by 5% for Cosmetology, Vet Tech, Allied Health, and EMS (Board Goal #5: Respond to HLC Criteria 4.C)*

Strategies:

1. Full time Navigator at ICC West.
2. Rebekah will be checking 5/8/12 week grades. Any student with a C or lower will be contacted for a meeting with Rebekah to discuss any issues they might be having and to review campus resources for success.
3. Making students feel like they are part of the campus community
   - Welcome table first day of school
   - Rebekah Peitz visited all programs the first day of class to introduce herself and check on students
   - Pirate Pantry location established in Rebekah's office for ICC West students.
   - Work with students on Canvas issues.

Measurement:

Measure 1:	Measure retention each quarter

Responsibility:

ICC West Navigator

Objective 3: *Increase offerings at the high school to broaden enrollment opportunities to increase concurrent enrollment by 25%. (Strategic Plan Area: Support Excellence)*

Strategy:

1. Work with high school counselors on what classes high school students are taking from other colleges.
   - Early Childhood Education
   - Welding
   - Certified Nursing Aide -Online

Measurement:

Measure 1:	Two new SB155 course offerings by Fall 2019.

Responsibility:
Coordinator of ICC NOW, Testing, and Technical Education

Objective 4: ***Navigators will be proactive at enrolling students. Navigators will have 55% of returning students enrolled before students leave for Christmas break. (Strategic Plan Area: Support Excellence)***

Strategy:
Navigators will call or text every person on their advising list.

Measurement:

Measure 1:	Two new programs offered by Fall 2019

Responsibility:
Navigators

Operational Plan for Athletics

Objective 1: *Be innovative and resourceful in our approach to provide a quality student athlete experience. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve the overall student experience: Service Excellence)*

Strategies:

1. Increase student athlete satisfaction by providing safe and exceptional Athletic Practice and Game Facilities by 2% based on ICC Student Athletic Experience Survey.
2. Increase our Live Streaming Games and Webpage/Social Media interaction with our athletic programs by 10%.
3. Increase student athlete satisfaction by providing a safe and exceptional student athlete travel experience by 5% based on ICC Student Athlete Experience Survey.
4. Maintaining the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey.

Measurement:

Measure 1:	We will use the Noel Levitz, ICC Student Athletic Experience Survey and web page online tracking.

Responsibilities:

All Athletic staff

Objective 2: *Maintain a coaching staff who recruits highly skilled full time student athletes who are committed to obtaining an education while furthering their athletic careers. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve the overall student experience: Service Excellence)*

Strategies:

1. Maintain student athlete retention rates at 85% based on NJCAA Athletic Department Review Report.
2. Increasing locker room and practice facilities that meet gender equity guidelines.
3. Evaluate salaries based on the Equity in Athletics Report and KAACRO salary reports to maintain exemplary coaching staff and continue to work toward gender equity guidelines based on Equity in Athletics Report.
4. Increase the level of faculty understanding of student athletes with unique and diverse life experiences 5% based on Student Athlete Experience Survey.
5. Maintain the percentage of student athletes at 80% who are committed to continuing their educations at the four year level based on the ICC Student Athlete Experience Survey.

Measurement:

Measure 1:	We will use the Noel Levitz Survey, NJCAA annual reports, Equity in Athletics report, KAACRO report, Coaches Bonus Pay Bench Mark Report and ICC Student Athlete Experience Survey.

Responsibilities:

Athletic Director and Coaches

Objective 3: *Interact and engage with the local community while increasing donor giving. (Board Goal or Strategic Plan Area: Improve College's relationship with community and Increase Private Support)*

Strategy:

1. Maintain the number of Community Service hours performed by student athletes to 5 hours annually per athlete.
2. Increase the number of dollars in Fundraising by the Athletic Department 10%.
3. Increase booster club membership by 10%.
4. Be innovative in creating revenue through online apparel sales from Last Chance U.

Measurement:

Measure 1:	We will use in-house surveys/feedback and Community Service Report – by sport.

Responsibilities:

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

Objective 4: Systemize an approach to the remaining projects in the Facilities Master Plan. The projects that remain in the Facilities Master Plan should be prioritized, based on campus need and donor partner potential. ***(Board Goal or Strategic Plan Area: Improve College's relationship with community and Increase Private Support)***

Strategies:

1. Reach out to donors in the community, regionally and nationally to raise $200,000.00 in donor dollars towards Phase I of the Facilities' Plan for turf in an Athletic Practice Facility.
2. Reach out and work with the Foundation to receive matches for donor dollars raised and to provide additional donor names to the Foundation.
3. Have an architect/engineer draw up plans for Phase II of the Athletic Facilities Plan.

Measurement:

Measure 1:	We will use feedback from Foundation.

Responsibilities:

The Athletic Director, SID and Coaching Staff

Operational Plan for Student Life

Objective 1: *Encourage students to participate in Student Organizations and activities that enhance the student experience (Board Goal #1/Strategic Plan Area: Service Excellence)*

Strategies:

1. Scanner/rewards program
   - Set up a mobile scanner that can be placed at games, theater performances, and events around campus. Each time a student attends one of these events they receive an entry to an end of the semester drawing for prizes.
2. Monthly Calendars
   - Print large calendars and hang them in strategic locations around campus. Students will then be able to see what events are taking place during the month.
3. Engage all campus organizations for input on calendars to provide students with more activities.
   - Increased Social Media presence
   - Utilizing text messaging, email and existing campus media outlets (TV's and computers).

4 Work with students and facility to create more clubs on campus to engage students on campus.

Measurement:

Measure 1:	We will use the Noel Levitz/CCSE surveys and in house student feedback to determine if students are made to feel welcome on campus.
Measure 2:	Utilize data from scanners to identify student participation. After the first quarter benchmark is set the goal will be to increase student participation at games and events by 10%.
Measure 3:	Using the in house Student Survey have 85% of students say "Yes" to the question "The college shows concern and makes an effort to provide activities for students."
Measure 4:	Actively recruit enrollment in Student Government to represent 10% of the student body.

Responsibilities:

1. Every group on campus is responsible for communication of events in a timely manner for inclusion on calendars
2. Director of student life - Ensure timely production of calendars and quality control of material
3. RA's- Set up and run Scanners at events. Utilize them to create a student social media presence on campus. "Tweet Team"
4. Work study - Put together calendars, hang material, and help out with social media

Objective 2: *Create innovative spaces in the student union that will engage students and create a better student experience. (Board Goal #4/Strategic Plan Area: Service Excellence)*

Strategies:

1. Maintenance/upgrade furniture, equipment and games.
   - Make rooms/spaces appealing and comfortable by creating an atmosphere that resemble a student's space from home.
   - Increase the variety of table games - The ping pong table and pop a shot baskets are very popular with the students and get lots of use during the semester.
3. Enhance and be innovative in the Electronic Gaming Area.
   - Purchase more games for students.

- Allow students to play games online with Xbox Live competition.

Measurement:

Measure 1:	We will use the Noel Levitz/CCSE surveys and in house student feedback.
Measure 2:	Using the Noel Levitz survey question "The student center is a comfortable place for students to spend their leisure time." Lower the "Gap" from .47 in 2018 to .43 in 2019.
Measure 3:	From the in house Student Survey question "The Student union is a comfortable place for me to spend my free time." Raise the number of students who responded "yes" in 2018 from 86% to 88% in 2019.

Responsibilities

1. Director of Student Life- In charge of maintaining and ensuring proper use of Equipment
2. RA's- in charge of checking out equipment to students

Objective 3: ***Create a safe campus environment and educate students how to prevent, reduce, report, and prevent crimes. (Board Goal #4/Strategic Plan Area: Service Excellence)***

Strategies:

1. Campus Clarity
   - Have students participate in online training during college success classes
   - Before each movie show a short clip about campus safety, sexual awareness, bystander intervention, etc.
2. Programing training and ongoing prevention for sexual misconduct
   - Guest Speakers and Webinars
   - Bystander Intervention
   - Awareness campaigns and special events
   - Partner with local legal and civic organizations to provide seminars and information for our students
- Raise awareness of the Maxient system and encourage students to utilize the software so that effective change can be made on campus.

Measurement:

Measure 1:	Using the in house Student Survey have 80% of students respond "yes" to the question "Did you learn about Bystander Intervention while at ICC?."
Measure 2:	From the in house Student Survey question "Do you feel safe on Campus?" Raise the number of students who responded "yes" in 2018 from 94.1% to 95% in 2019.

Responsibilities:

1. Director of Student life - provide programming materials and issue materials to campus groups
2. RA's - Help create awareness within the dorms about program materials
3. Dorm Supervisors - Direct students how to handle issues

Operational Plan for Institutional Research

Objective 1: *Institutional Research will administer the Community College Survey of Student Engagement and use the data received back to identify strengths and areas for improvement for the college. (Board Goal #4/Strategic Plan Area: Support Excellence)*

Strategies:

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

Measurements:

Measure 1:	The objective will be met if the CCSSE survey is properly administered and returned to the CCSSE office for scoring before Spring Break and results are available for interested parties as soon as scoring is complete.

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

Strategy:

1. IR will produce reports appropriate to audience need within thirty (30) business days of receipt of information. Reports to include NCCBP, IPEDS Data Feedback Report, Student Reaction to Instruction, Transfer Survey, and Graduate Exit Survey.
2. IR will work with the Assessment Committee to create appropriate reports, report-out formats and processes for disseminating student learning outcomes assessment information to internal and external stakeholders.
3. IR will collaborate with the Marketing Department in order to utilize the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework guidelines in order to better disseminate assessment information to external stakeholders.

Measurement:

Measure 1:	The objective will be met if 100% of reports are disseminated within thirty (30) business days of receipt or by the deadline specified by the federal government (Student Right to Know).

Objective 3: *Institutional Research facilitates institutional compliance with external accountability, regulation, and control. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

1. IR will learn and become more familiar with the external reporting requirements and data collection needs.
2. IR will collect and/or report data for all external accountability needs including state (KBOR), federal (IPEDS), and accreditation-related (HLC).

Measurement:

Measure 1:	The objective will be met if the deadline is met for every released report The objective will be met if 100% of data collections are completed and reported by the deadline specified if IR is the reporter and three weeks prior if another department is the reporter.

Operational Plan for Financial Affairs

Objective 1. *Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
Increase number of students receiving scholarships from outside providers at the national, state and local levels. Also increase the amount of awards in Federal Supplemental Education Opportunity Grant (FSEOG) for those students with the highest cost of attendance.

Measurement:

Measure 1:	Increase the number of scholarship awards from the national, state and local levels by 10% (87 awarded during the 2017-18 AY; increase to 96 awards).
Measure 2:	Increase awards of FSEOG to students with the highest cost of attendance.

Responsibility:
Financial Aid Director and Financial Aid Specialists

Objective 2: *Educate students about personal financial wellness. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
Provide educational support, materials and references for staff educating students about financial responsibility. Provide students with resources for managing their personal finances and educating themselves about financial wellness.

Measurement:

Measure 1:	Increase number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services.

Responsibility:
Financial Aid Director

Objective 3: *Increase the number of students completing their FAFSA earlier to allow students the opportunity to view financial awards from multiple institutions and make an informed decision about their choice(s) of school(s). (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist. Award institutional and Foundation Scholarships earlier.

Measurement:

Measure 1:	Begin sending award letters including Federal Student Aid, Institutional Aid, and ICC Foundation Aid beginning February 22, 2019.

Responsibility:
Financial Aid Director and Financial Aid Specialists

Objective 4: *Reduce the rate of students entering loan default after transferring, graduating, or leaving ICC. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
Utilize default management provider, W.I.S.S. to contact and counsel students about repayment options. Also use borrower data provided by the National Student Loan Database System (NSLDS) and Mohela to contact and counsel students about default consequences and repayment options. Contact graduates personally each term to discuss exit counseling.

Measurement:

Measure 1:	Increase the number of student borrowers completing Loan Exit Counseling within thirty (30) days of graduating/leaving ICC by 10%.

Responsibility:
Financial Aid Director

Objective 5: *Improve the student's experience with the Office of Student Financial Aid (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
Collect customized survey data about students' experiences with the OSFA and tailor processes and modes of contact based on student responses. Use student feedback from the Graduate Exit Survey and CESSE to improve students' experience with ICC and the OSFA.

Measurement:

Measure 1:	Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA.

Responsibility:
Financial Aid Director and Financial Aid Specialists

Objective 6: *Improve employee performance and customer service through continuing education (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
Attend professional webinars, conferences and workshops hosted by Kansas Association of Financial Aid Administrators (KASFAA) and the Department of Education.

Measurement:

Measure 1:	Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations.

Responsibilities:
Financial Aid Director and Financial Aid Specialists

Objective 7: *Create new avenues to receiving Federal Student Aid for new and existing programs at ICC (Board Goal or Strategic Plan Area: Innovation and Community)*

Strategy:
Create and implement policies and procedures for online education for inmates and Ability-To-Benefit for Fab Force/Small Business Management.

Measurement:

Measure 1:	Create policies and procedures for incarcerated and ABE students to obtain Federal Student Aid.

Responsibilities:
Financial Aid Director

Objective 8: *Improve the college's relationship with the community by exploring bookstore retail opportunities at campus activities and events. (Board Goal or Strategic Plan Area: Improve college relationship with community)*

Strategy:

Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets.

Measurement:

Measure 1:	Maintain Attendance Log for Sales Events and increase by 10%.

Responsibility:

Director of Bookstore Operations

Objective 9: *Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales. (Board Goal or Strategic Plan Area: Improve college relationship with community)*

Strategy:

Increase number of items offered on the webpage.
Increase social media posts for the Bookstore webpage.
Add new shipping options.

Measurement:

Measure 1:	Add 50% of new items to website.
Measure 2:	Increase Social Media advertisement by 25%.

Responsibility:

Director of Bookstore Operations

Objective 10: *Improve the college's relationship with the stakeholders through targeted surveys. (Board Goal or Strategic Plan Area: Improve college relationship with community)*

Strategy:

1. Update survey for bookstore and solicit feedback once a year.
2. Create a strategy to remain open last week of June to service students and complete the Bookstore end of year inventory process.

Measurement:

Measure 1:	Increase Customer Satisfaction by 10%.
Measure 2:	Hold a book return event at the dorms 2 days in the Fall, 2 days in the Spring, 1 day in the Summer June, and 1 day in the Summer July.

Responsibility:

Director of Bookstore Operations

Objective 11: *Improve customer satisfaction and student experience with the Business Office. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

1. Improve Communication with Students regarding billing and balances due.
2. Survey students about experiences and improvements with the Business Office.
3. Add survey questions to drill down on the Noel Levitz results.

Measurement:

Measure 1:	Increase ratings on campus-wide and area specific surveys.
Measure 2:	Surveys, Noel Levitz data, and Graduate Exit survey.

Responsibility:

Chief Business Officer

Objective 12: *Reduce the amount of debt owed by students when leaving ICC. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

1. Continue improved communication of amount owed to students.
2. Staff receive Professional Development on Collection Strategies.
3. Mail paper statements by end of 1st week of classes and continue mailing by the 5th of each month.
4. Promote Online Payment options.
5. Maintain availability during peak times such as Move-In Days.
6. Apply more aggressive adherence to Payment Policy in Summer.
7. Continue communications with Coaches/Navigators about incoming students as early as possible.
8. Share Accounts Receivable stats with campus.
9. Mass text to students when statements are published and mailed.

Measurement:

Measure 1:	Reduction of A/R Aging by 2% for Fall and Spring, 5% for Summer.
Measure 2:	Monthly review of A/R Summary and Balance Reports by Staff.

Responsibility:

Chief Business Officer

Objective 13: *Improve Facilities. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Respond to campus facility maintenance and needs in a timely fashion.

1. Respond to 95% of maintenance tickets within one business day.
2. Resolve 80% of maintenance tickets within one week.

Measurement:

Measure 1:	Data collected from maintenance ticket system indicates the maintenance department responded to 95% of maintenance tickets within one business day.
Measure 2:	80% or more of tickets were resolved within 1 week.

Responsibilities:

Director of Maintenance

Objective 14: *Improve Facilities. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

1. The ICC Maintenance department will work to complete ADA compliance requirements using maintenance personnel to resolve issues in a fiscally responsible manner. The Director of Maintenance will also be responsible for working with contractors to receive estimates/bids for projects. The Maintenance Department will utilize ICC Maintenance personnel for projects prior to out-sourcing.
2. Track completion of ADA Compliance List; complete all Year 1 ADA Compliance punch list items by June 30, 2019.

3. Director of Maintenance will review projects with the campus Compliance Officer to accomplish goals within allocated budget and timeframe.

Measurement:

Measure 1:	Complete 50% of Year 1 projects by December 31, 2018
Measure 1 Results:	
Measure 2:	Complete 100% of Year 1 projects by June 30, 2019
Measure 2 Results:	

Responsibilities:
Director of Maintenance

Objective 15: *Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping.

1. Review budget on a monthly basis to stay within allocated budgeted. Communicate budget information to maintenance team.
2. Refinish floors in each building on a rotating schedule every other year.
3. Reduce Fire Marshall findings by 35% for ICC facilities (not including housing).
4. Reduce Fire Marshall findings by 15% for Captains Quarters and Brick housing units.
5. Maintenance will perform previously contracted projects (vehicle maintenance, large painting projects, landscaping, floor refinishing, pest control & locker room remodel).
6. Maintenance team will foster community relationships to receive landscaping and plants for a reduced rate or as donations.

Measurement:

Measure 1:	Stay within budgeted dollars allotted for the Maintenance Department.
Measure 2:	Reduce or maintain savings on Contracted Project Costs by $5000/year.
Measure 3:	Solicit donations of plants and landscaping materials.
Measure 4:	Quarterly inspections of campus facilities.
Measure 5:	Semi-annual inspections of dorms.

Responsibilities:
Director of Maintenance

Objective 16: *Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:
The ICC Maintenance department will work to improve campus relations, response to emergency situations, identify needs for faculty and staff and empower all ICC employees to have pride in facilities and campus grounds.

1. Survey results will indicate satisfaction improvement by 5% over previous year.
2. 90% of Maintenance Team will receive training or review of CPR and AED training.
3. Timely Reminders will reach faculty and staff within 10 days of new semester.
4. Security report notifications will be sent out to President's Cabinet and put in Maxient within 24 hours of notice to Director of Maintenance to reduce/eliminate propped open and unlocked doors on campus buildings.

Measurement:

Measure 1:	Improve campus satisfaction by 5%.

Measure 2:	90% Maintenance team will be trained and/or recertified in CPR and AED.
Measure 3:	Timely Reminders communicated within 10 days of new semesters.
Measure 4:	Decrease amount of occurrences of unsecured doors/buildings by 5%.

Responsibilities:

Director of Maintenance

Operational Plan for Information Technology

Administrative Technology Systems focuses on campus wide systems that are mission critical to the success of the administration at Independence Community College. Portions of the administrative processes will change with the continued implementation of customized forms and reporting links within the Power Campus Portal.

Objective 1: *Information Technology supports academic excellence through administrative technology systems (Board Goal or Strategic Plan Area: Support and Academic Excellence)*

Strategies:

1. Continue integrating reporting structures that are consistent with the needs of Independence Community College.
2. Provide the ability for all users to access data through customizable reporting.
3. Restructure the employee entrance process.

Measurements:

Measure 1:	Implement reusable and Administratively wide accessible reports for remaining KBOR and IPEDs collections.
Measure 3:	By restructuring the employee entrance process to allow for 75% of all new employees to be setup and ready prior to the first day of employment.

Education Technology Systems focuses on institutional educational systems including student information systems, Learning Management Systems (Canvas), while supporting faculty and student course related systems. Integrate parts of the Technology committee to help support and bridge the gap between the Department of Information Technology and the Faculty.

Objective 2: *Information Technology increases institutional efficiency through new technology. (Board Goal or Strategic Plan Area: Support and Service Excellence)*

Strategies:

1. Setup focus groups, with the help of Marketing, to identify possible technological improvements.
2. Revamp the Technology Committee to allow for a more active approach of its member's in planning and directing the overall Technological direction of institution.
3. Redesign our current infrastructure to offer online account creation and password reset abilities.

Measurements:

Measure 1:	By implementing an automated account creation and password reset process we should be able to have the students logged in online within an hour and have the number of helpdesk account requests decline by 80%.

Operations and Infrastructure is the foundation for all services offered to the Institution, including networking, email, Student Information System, Learning Management Systems and all secondary processes. The Information Technology is responsible for key areas including network operations; server and system administration; distributed IT support of desktops and servers; desktop virtualization; security systems and services.

Objective 3: Information Technology increases institutional efficiency through technological infrastructure. (Board Goal or Strategic Plan Area: Service and Support Excellence)

Strategies:

1. Continue evolving the Infrastructure Roadmap to develop a optimal digital identity life-cycle.
2. Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards.
3. Implement technology based Security Systems.

Measurements:

Measure 1:	Setup a series of checks to have less than a 10% active account overlap from semester to semester.

Administration includes Project, Process Management, and general administration. In support of the operational areas the CIO will help to develop standard work processes to improve consistency of project and service delivery. Monitoring and review of this area are reviewed regularly by the President's Cabinet and the President.

Objective 4: *Information Technology strives to improve departmental administration. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

Develop and implement a communications plan to keep institution aware any changes or enhancements that may impact their daily workflow.

Measurements:

Measure 1:	The CIO will implement a communication plan, working in conjunction with Marketing and Human Resources to allow for minimum downtime for all institution platforms.

Operational Plan for Human Resources

Objective 1: *Support ICC's Vision to be "Excellent" by hiring and developing the right resources who will create value for ICC and their students in the long term. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

1. Continue with the efforts of the Great Places to Work Committee. This initiative has contributed to the enjoyment of working at ICC for many employees.
2. Create opportunities for employees to come together for the purpose of coming up with innovative ideas. These opportunities will promote the idea of everyone learning to innovate in their areas.
3. Continue with the Leadership Development Program for supervisors and/or high potential employees. This initiative has yielded great results for ICC.
4. Personally coach individual employees on performance issues where needed. I usually have one or two employees that I am working with at any given time in attempt to improve their performance.
5. Host various employee development opportunities throughout the year that focus on specific developmental needs of the organization which is based off Performance Reviews.
6. Work with the college President and Cabinet members to think strategically about their people resources. Goal is to make sure that the college's limited resources are being utilized correctly.
7. Continue to look for and hire employees who have the capacity to be innovative and who have the right balance of character and competence.
8. Promote the ideals of "Being in Service to Others" and "Working together for the common good of ICC" through ongoing review of this idea through the Performance Review Process with individuals and by promoting this idea at Cabinet Meetings. Plan is to make this an overall goal for ICC Faculty and Staff.

Measurement:

Measure 1:	Quarterly review of turnover statistics reflect that ICC is retaining both "at" and "above expectation" employees.
Measure 2:	Organizational survey results will demonstrate a positive change in the ICC culture. Specifically we will strive to improve the ratings in the following areas. • Our campus focuses on the positive rather than the negative. 2016 rating is 45%, 2017 is 24% • Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45%, 2017 rating is 23% • Good performances from staff or management receive favorable public commendation. 2016 rating is 52%, 2017 rating is 41%
Measure 3:	Anecdotal stories from employees, community members, and students that describe "why they like ICC".
Measure 4:	There will be a shift in ownership from just the senior leaders (Cabinet) to at least one level down in each of their respective areas. The next level down will be owning events and activities of the college such as Soirees, Holiday activities, Faculty/Staff nights at major athletic events, community events, etc.
Measure 5:	Surveys administered during the Leadership Development Program show participants feel they are receiving value from the development program.

Measure 6:	Provide information to Cabinet-level leaders on topics such as teamwork, leadership, innovative thinking, etc.

Responsibilities:

1. Continue with the Great Places to Work (GPW) Committee and assign sub-groups to assist with major employee events/opportunities.
2. Continue meeting with Leadership Group (made up of primarily the top leaders at ICC) and the Staff Development Group (nominated by their supervisors to attend) on a weekly basis throughout the Fall and Spring Semester. Both of these groups read through various leadership books, watch videos, and come up with projects.

Objective 2. ***Improve Communication Across the Entire Organization as relates to Human Resource Area. (Board Goal or Strategic Plan Area: Support Excellence)***

Strategies:

1. Create a list of items (policies, processes, developmental information, etc.) that need to be communicated and how they should be communicated to the organization on an ongoing basis. These would be items that are related to Human Resources. An example might be sending out a mass communication to the entire organization regarding the purpose of the Performance Development Process at ICC.
2. Encourage positive communication across the entire campus. Employees have stated that it feels we focus too much on the negative vs. the positive. Strive to make sure that there are many more positive messages being delivered vs. negative messages.

Measurement:

Measure 1:	Campus Culture Survey will reflect improvement in the areas of communication. Specifically, we will strive to improve the ratings of the following three statements. • Our campus focuses on the positive rather than the negative. 2016 rating is 45%, 2017 rating is 24% • Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45%, 2017 rating is 23% • Good performances from staff or management receive favorable public commendation. 2016 rating is 52%. 2017 rating is 41%
Measure 2:	Prepare two more surveys during the AY that are just a few questions that would be insightful about the level of communication across the campus.
Measure 3:	Number of HR communications will increase to be at minimum twice monthly to Cabinet Level employees and monthly to the entire campus through Staff Announcements.

Responsibilities:

1. Meet with Michelle Kleiber and create a calendar for the 2018-2019 AY of the specific communications that will be sent out and by what means they will be delivered.
2. Develop two new campus surveys that relate to the level of communication employees feel they are receiving. Include other Cabinet Level employees in the development of the surveys so that we are measuring what matters.

Operational Plan for Upward Bound

Objective 1: *Upward Bound increases participant success in high school through academic skills training. (Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. Improve participants' GPA to 2.5 or better on a four-point scale at the end of the school year.
2. Participants will attend an ACT Bootcamp in November 2018; a 3.5 hour workshop designed to increase ACT scores and testing skills.
3. Participants who hold a GPA lower than a 2.5 will long 20 hours a semester using NetTutor available through Canvas.

Measurement:

Measure 1:	**85%** of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
Measure 2:	**50%** of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

Responsibility:
Director, Academic Coordinator, Tutor

Objective 2: *Upward Bound will increase the number of students who score proficient in reading/language arts & math, Level 3, on the state of Kansas assessment from the previous academic year. (Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. Review state test scores in 2018 for reading/language arts and math and target those students who did not score proficient.
2. Provide tutoring using NetTutor for the lowest scoring skills in reading/language arts & math and Accuplacer to benchmark scores in the fall and spring.
3. UB seniors will achieve proficiency in reading/language arts & math by the time they leave high school.

Measurement:

Measure 1:	85% of targeted participants will have increased scores by the end of the academic year. Students will be measured on their semester grades and compare to cumulative grade in May 2019.
Measure 2:	95% of all targeted students will log their usage of time on NetTutor to equal 20 hours.
Measure 3:	50% of UB seniors served during the project year will have achieved at the proficient level on the state assessments in reading/language arts & math.

Responsibility:
Academic Coordinator, Director, Program Specialist

Objective 3: UB will provide mentoring and advising in order to retain students for continuous enrollment throughout high school. (Strategic Plan Area: Academic and Support Excellence)

Strategy:

1. UB staff will take part in checking grades, making sure participants are enrolled in appropriate classes and are trained in how to address academic/social issues when they arise.
2. Site visits will occur twice a month, when in alignment with school's calendar, to provide resources and interventions deemed appropriate for students' success.
3. Summerfest is an intensive summer program to enhance the academic component preparing participants for the next grade level and all UB participants are eligible to attend.

Measurement:

Measure 1:	94% of Project Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Responsibility:

Academic Coordinator, Director, Program Specialist

Objective 4*: Upward Bound ensures that participants will enroll in rigorous programs of study for Secondary School Completion/Graduation. (Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. UB staff will work with school counselors to make sure students are enrolling in rigorous programs offered at their school site.
2. The Academic Coordinator and Director will frequently monitor grades through the parent portal and/or request monthly progress reports from school counselors.

Measurement:

Measure 1:	75% of all current and prior year participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.

Responsibility:

Academic Coordinator, Director, Program Specialist

Objective 5. Upward Bound ensures participants enroll in college after high school graduation. (Strategic Plan Area: Academic and Support Excellence)

Strategy:

1. Current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.
2. Rising 12th graders will enroll and complete Junior Seminar during the summer component prior to their 12th grade year. In this class, seniors will apply (if applicable) to at least one college.
3. Senior participants will complete the FAFSA during the November 2018 Saturday Seminar; parents will be encouraged to attend.
4. Senior participants will meet with the UB Director at least two times (one per semester) to discuss specific college planning.

5. Seniors are encouraged to attend the Senior Days offered by the college of their choice; UB Director or Academic Coordinator are responsible for notifying participants of these dates.
6. Qualifying seniors will enroll in the Bridge program upon graduation.

Measurement:

Measure 1:	85% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of post-secondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).

Responsibility:

Academic Coordinator, Director, Program Specialist

Objective 6. Upward Bound will provide career development opportunities to increase the likelihood that a student will graduate from college. (Strategic Plan Area: Academic and Support Excellence)

Strategy:

1. Increase the numbers of participants who attain either an associate or bachelor's degree within six years following graduation from high school.
2. Encourage dual enrollment and the UB Junior Scholarship program with ICC NOW.
3. Encourage Bridge and participation.

Measurement:

Measure 1:	44% of participants who enrolled in a program of postsecondary education by fall term immediately following high school graduation or by next academic term (e.g. spring term) as result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.

Responsibility:

Academic Coordinator, Director, Program Specialist

Operational Plan for Compliance

Objective 1: ***Oversee the implementation of ICC's student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve overall student experience; Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Service Excellence; Support Excellence*****)***

Strategies:

1. The Compliance Department will work with departments across campus to oversee ICC's student and employee complaints process, which will allow multiple users across campus and in the community to interact within one system to compile information relating to student, faculty, staff and community complaints.
2. The Compliance Department will assist the Student Satisfaction and Complaints Review Committee, whose membership includes ICC students, faculty and staff, in achieving its mission to meet quarterly to discuss student complaint trends to develop solutions and update student related policies and procedures in an effort to understand and address root causes that lead to student complaints.
    - The Compliance Department, in cooperation with the Student Satisfaction and Complaints Review Committee, will engage in a campus-wide marketing campaign to encourage students, faculty, staff and the community to provide the College with both positive and negative feedback as a means of satisfying the Higher Learning Commission's recommendation that the College focus on compiling, reviewing and analyzing student complaint data to assist in identifying and addressing trends in student complaints.
    - The Compliance Department will assist in the compilation of aggregated data for use by the Student Satisfaction and Complaints Review Committee.

Measurement:

Measure 1:	The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting.
Measure 2:	The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee.

Responsibilities:

Compliance Officer, Vice President of Student Affairs, Director of Student Life and the Student Satisfaction and Complaints Review Committee

Objective 2: ***Ensure that ICC's internal policies and procedures comply with the Board of Trustees Policy and Procedure Manual, accurately reflect current processes, meet the needs of the College and ensure that ICC is satisfying all of its external legal/regulatory requirements. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence*****)***

Strategies:

1. The Compliance Department will assist the College in its efforts to comply with the Board of Trustees Policy and Procedure Manual and will provide guidance on Board of Trustee policy and procedure compliance.
2. The Compliance Department will initiate conversations with each department of the College regarding its current internal policy and procedure handbooks and manuals to ascertain whether current policy and procedure documents:
   - Comply with the policies and procedures of the Board of Trustees;
   - Meet the needs of the department;
   - Accurately reflect the current processes of the department (as recommended by the Higher Learning Commission); and
   - Satisfy any external legal/regulatory requirements placed upon the department.
3. Based on conversations with each department of the College and an independent review of each department's policy and procedure documents, the Compliance Department will:
   - Identify those departments that are at higher risk of having compliance related issues;
   - Assist departments across campus in the updating of policy and procedures beginning with those that present the highest risk for possible liability until all College policy and procedure handbooks and manuals have been updated; and
   - Disseminate updated policy and procedure documents to College stakeholders through trainings, newsletters, announcements and on the College website.

Measurement:

Measure 1:	The Compliance Department will review and, where necessary, approve the revision of at least one-third of the College's policy, procedure and compliance related documents.

Responsibilities:

Compliance Officer in conjunction with staff from each department of the College

Objective 3: ***Implement campus wide compliance training to ensure that ICC faculty and staff have the tools they need to properly respond to legal and ethical obligations on behalf of the College. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence*****)***

Strategies:

1. The Compliance Department will coordinate, and when necessary, provide the following compliance related training to the College's students, faculty and staff:
   - Maxient complaints/concern log training;
   - Title IX/Section 504 training;
   - CLERY Act Reporting and Campus Security Authorities training;
   - Federal, state and local reporting requirements;
   - Fire and safety training; and
   - General compliance related topics.
2. The Compliance Department will ensure that the above trainings meet federal and state requirements and provide relevant and up-to-date information to the College community by:
   - Assisting in obtaining/creating training materials when requested;

- Maintaining a record of all compliance training provided to the College community; and
- Retaining a copy of all training materials offered to students, faculty and staff.

3. The Compliance Officer will strive to stay up-to-date on current developments relevant to compliance in higher education by regularly attending compliance training webinars and/or regional conferences.

Measurement:

Measure 1:	Over 90% of College faculty and staff will attend two or more live compliance training sessions, with over 90% of faculty and staff completing 100% of assigned *Get Inclusive* webinars.
Measure 2:	Over 90% of freshman enrolled in College Success, student-athletes and students living in resident housing will attend two or more compliance training sessions and over 60% of the general student population will attend at least one compliance training session during the 2018-2019 school year.
Measure 3:	The Compliance Officer will attend monthly compliance training webinars and/or conferences.
Measure 4:	All employees involved in the investigation and/or adjudication of Title IX complaints will attend Title IX training.

Responsibilities:

Compliance Officer in conjunction with Vice President of Student Affairs, Associate Dean of Tutoring and Accessibility, Director of Student Life and Human Resources Director

Objective 4: ***Respond to the recommendations of the Higher Learning Commission and ensure that all federal, state and local reporting requirements are met. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence*****)**

Strategies:

1. The Compliance Department will assist the College in interpreting and complying with the recommendations made by the Higher Learning Commission in order to maintain accreditation.
2. The Compliance Department will assist all departments in the submission of federal, state and local reports to ensure that external reporting satisfies legal and regulatory requirements in a manner that accurately reflects the College's attributes and accomplishments.

Measurements:

Measure 1:	ICC will satisfactorily meet the requirements of the Higher Learning Commission according to the timeline the Higher Learning Commission sets for the College.
Measure 2:	All federal, state and local reports will be submitted on time and will meet all federal and state legal and regulatory reporting requirements.

Responsibilities:

Compliance Officer in conjunction with the President and faculty and staff from applicable departments

Operational Plan for Accessibility Services

Objective 1: ***Increase knowledge of academic accessibility and universal design in the campus community (Board Goal or Strategic Plan Area: Service Excellence)***

Strategy: Meet with Associate Director of Enrollment and Retention Management, Technical Division Chair and instructors to review admissions policies, work with instructors and marketing to complete WCAG checklist, research and communicate universal design practices with campus.

Measurement:

Measure 1:	Review technical program admissions policies
Measure 2:	Complete Web Contest Accessibility Guide (WCAG) checklist at a rate of 25% per quarter
Measure 3:	Provide a minimum of one universal design resource to faculty and staff each quarter

Responsibility:

Associate Dean for Tutoring and Accessibility

Objective 2: ***Utilize effective management and best practices for student accommodations (Board Goal or Strategic Plan Area: Service Excellence)***

Strategy: Utilize Maxient to process all academic accommodation requests, review AHEAD and Kan-AHEAD information to handbook updates, and attend Kan-Ahead Conferences in October and April

Measurement:

Measure 1:	Process academic accommodation requests with proper documentation within 2 business days
Measure 2:	Send reminder notifications to participating students in November and April to request accommodations for next semester
Measure 3:	Review and Revise Accommodations Handbook as necessary.
Measure 4:	Maintain CCSSE mean score of .2 on "How satisfied are you with services-disability services"

Responsibility:

Associate Dean for Tutoring and Accessibility

Objective 3: ***Accessibility Services increases institutional effectiveness through annual departmental review (Board Goal or Strategic Plan Area: Service Excellence)***

Strategy: Complete Departmental Review using AHEAD standards and ICC Departmental Review document by April of 2019

Measurement:

Measure 1:	Complete Departmental Review at end of Spring Semester.

Responsibility:

Associate Dean for Tutoring and Accessibility

Objective 4: Increase physical access on campus buildings utilizing Year One of Campus Accessibility Plan ***(Board Goal or Strategic Plan Area: Service Excellence, "Enhance programs through innovation to improve overall student experience")***

Strategy: Develop a project plan for Year One with maintenance department.

Measure 1:	Develop a timeline to complete Year One projects during Q1.
Measure 2:	Complete Year One projects by June 2019.

Appendix 102

Strategic Planning Review 2018-2019

2016-2019

STRATEGIC PLAN

Created 2015-2016
Implemented 2016-2017
Updated June 2017
Updated June 2018

Independence Community College

(For clarity, significant revisions from the previous year's plan are highlighted in yellow.)

Part One: Introduction

Strategic Plan Annual Review Process

The College's Strategic Plan uses four primary review processes for strategic planning:

1. On a quarterly basis, operational divisions review their progress against their Operational Plan goals, each of which is tied to the Strategic Plan.
2. An annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.
3. On an annual basis, administration produces a report for Board review ("Strategic Plan Annual Review"), which provides data on the College's progress in the five areas of measure named in the Strategic Plan, as well as year-end summaries of the progress divisions made toward their goals.
4. On an annual basis, following the review described in #3, the Board of Trustees makes any needed adjustments to the Strategic Plan, using data presented in the review and feedback from employees.

This document is result of the fourth step of the process described above.

Strategic Plan History

Work began on the current Strategic Plan in 2015, when the Trustees had a special public meeting to receive feedback from the College community and to discuss whether the existing Mission and Vision Statements remained appropriate. The Board elected to continue the Mission and Vision statements unchanged, and then assigned the President to create a broad-based workgroup to draft a plan for review. The President assembled a ten-member team of faculty and staff who were chosen specifically because they represented all areas of the College and both physical campus locations. The team members solicited feedback from each of their areas. The team's meetings were open to all, and the team's draft was then presented to the Board of Trustees, which also provided input. In addition, ICC's Institutional Researcher completed an environmental scan using interviews with 52 community members, and internally, the College had just completed a SWOT analysis which every employee was able to complete. All of this material was made available to the Board. The Board then held a special public meeting to discuss institutional goals, and four goals were selected. In all, the 2015 Strategic planning process included over a dozen faculty and staff in the writing process, the entire campus in the research process, 52 members of the community in the same research process, and the entire Board of Trustees. In addition, any member of the faculty, staff, or public were included in the public comment and discussion periods prior to adoption.

The result was a three-year Strategic Plan for 2016-2019. The Board of Trustees set a vision for the school in which the College progresses on a path of continuous improvement in the areas of academics, student services, and staff support services. The continuous improvement is in defined areas which are quantitative and lend themselves to the use of comparative data to measure progress and to drive resource and policy decisions, with the goal of further improvement. Departmental Operational Plans were developed to measure continuous improvement in achieving the Board of Trustees' vision of excellence, and were documented in Tk20 for tracking purposes. Through the use of Tk20, areas for improvement were identified, goals set, measures established, and analysis

conducted throughout each area of the campus. Compilation of the individual Departmental Operational Plans resulted in the 2016-2017 ICC Operational Plan, which ties to the Board of Trustees' Strategic Goals and the College Strategic Plan. The first annual Operational Plan was presented to the Board of Trustees during the April 14, 2016 Board meeting. Quarterly Reports were presented during the July and October 2016 meetings, as well as the January and April 2017, Board meetings; an Annual Report was also to be provided in a standardized format and published on the College website.

The Board of Trustees reviewed the 2016-2017 Strategic Plan Annual Review in June of 2017, and adopted a number of recommendations for the Strategic Plan in July of 2017. The college 2017-2018 budget was created based on the strategic priorities contained in the updated Strategic Plan.

Operational Plans for each area, which are based on the Board's strategic goals, are created following revision to the Strategic Plan and subsequent budget development. The Board of Trustees continued to receive Operational Plan Quarterly Reviews during the 2017-2018 year. The Strategic Plan Annual Review was completed in June of 2018.

PART TWO: STRATEGIC PLAN

MISSON STATEMENT

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

VISION STATEMENT

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.

CORE VALUES

• Integrity ICC holds its employees and students accountable to be honest, ethical, and transparent.
• Excellence ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.
• Responsiveness ICC looks to the future by responding to the emerging needs of its stakeholders.
• Diversity/Enrichment ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.
• Commitment ICC commits to making decisions that best serve its students and community.

STRATEGIC GOALS

1. Ensure continuous improvement of educational quality.
Institutional Action Steps:

- Implement and complete 2018 assessment plan (draft plan is included as Appendix A of this document)
- Continue participation in Assessment Academy

2. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.
Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year
- Continue ongoing program review process (review schedule to ensure that each year of the comprehensive review schedule includes a technical program)
- Consult with the academic division and entrepreneurship program to determine if distinctiveness can be achieved through the incorporation of "soft skills" or "cognitive skills".

3. Improve the College's relationship with the community.
Institutional Action steps:

- Determine baseline community participation in 2018 Inge Festival, measured by dollar support, volunteer participation, and local attendance, show improvement for 2019 in each category
- Create 5-year Strategic Plan for Festival

- Emphasize those aspects of the Facilities Master plan which are most likely to see public use (Facilities Plan is included as Appendix B of this document)
- Implement at least one program per year designed to reach out to the non-credit needs and desires of our community members on the 45-64 age group, which the data shows has experienced the most significant decline in the last five years of any specific age group
- Increase community access to, and publication of, board meeting materials
- Include formal public comment period following adoption of Strategic Plan

4. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- Further enhance the CP2 Program to create additional community participants
- Operational Plans for each area that serve students should adopt a specific weak CSSE or Noel Levitz measure or measures that the area's activities influence
- Prioritize ADA improvements to existing facilities according to ADA Plan presented in Appendix C

5. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- Meet or exceed needs identified by HLC
- Ensure campus-wide training in new accreditation pathway
- Meet any critical needs identified by 2017 Vet Tech Accreditation
- Prioritize needs identified by 2017 Cosmetology site inspection

6. In anticipation of a decrease in public funding, create philanthropic structures and processes to increase private support, and tuition and fee support.

Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016- 2017 levels.
- Create a simple unrestricted quasi-endowment fund to be created with the current Capital Reserve account and any other available funds, for the primary but not exclusive purpose of funding capital projects in perpetuity.
- Increase Booster Club membership by 10% per year
- Begin planning/feasibility phase for Centennial Capital Campaign

7. In recognition of the declining cash position of the College, create new structures, policies, and processes that create financial efficiencies, and bring anticipated expenditures into balance with anticipated revenue.

Institutional Action Steps:

- Some portion of academic scholarship dollars be devoted to the recruitment of residential students, separate from athletics and targeted toward academic programs in which residential enrollment growth is specifically desirable. That portion should be designed to produce residential enrollment growth of 10% per year in ICC-owned dorms.
- Develop a completely new emphasis on online, in which online becomes its own virtual campus. The Director of Online should report directly to the President and should be a member of the President's Cabinet, and should be tasked with and evaluated on his/her

success in reaching a minimum target of 25 new, unduplicated students in the fall semester of 2018 and a minimum target of an additional 25 new, unduplicated students in the spring semester of 2019.

- Led by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area.
- Reflect the 2017-2018 revenue decrease accurately in the 2018-2019 balanced budget, and do the same for any anticipated revenue decrease in the 2018-2019 budget.
- Adopt the following new student enrollment goals, which are contained in the "recruitment" section of this plan:
    - Measurement 1: Freshman athletic enrollment should remain steady or increase.
    - Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase.
    - Measurement 3: Online enrollment should increase by 25% per year
    - Measurement 4: Residential enrollment should increase to full dorm capacity with the goal of an increase of 10% per year

8. Systematize an approach to the remaining projects in the Facilities Master Plan (Appendix B). The projects that remain the Facilities Master Plan should be prioritized, based on campus need and donor partner potential.

Institutional Action Steps

- Using multiple measurement tools, survey the campus regarding priorities.
- Edit the Facilities Master Plan to remove finished projects, incorporate the ADA plan, and include any new necessary projects.
- Implemented edited plan, with the goals of: implementing an appropriate portion of the ADA plan, an appropriate portion of structural needs, and part or all of a prioritized capital project in the revised plan.
- Prioritize structural improvements to main Academic Building
- Incorporate the five-year Technology Plan (Appendix D) by reference into the Facilities Master Plan.

9. Develop a new 5-year College Strategic Plan.

Institutional Action Steps

- Environmental scan completed by Office of Institutional Research
- Create Strategic Planning Work Group with representation from Board of Trustees, Community, Employees, Students
- Identify aspirational peer for use as model (structure, not content)
- Conduct internal and external draft review/comment sessions

ENSURING THE MISSION - ACHIEVING THE VISION

For the purpose of this plan, the Board will consider an educational experience exceptional if it is part of a comprehensive program of continuous quality improvement, as defined in our Core Value – Excellence. We will achieve the Board's vision through excellence in the following three areas:

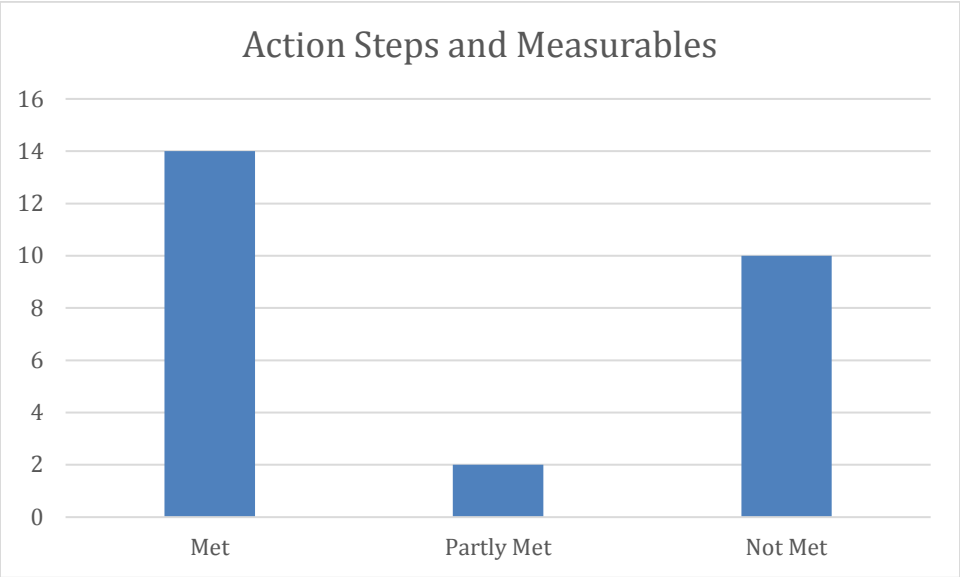
• Academic Excellence
• Service Excellence

• Support Excellence

We will measure our continuous improvement (excellence) using five areas of measure:
• Student Satisfaction
• Enrollment
• Retention
• Recruitment
• Completion

Summary of Supporting Data
(Please refer to 2018 Strategic Plan Review for a more detailed analysis.)

Review/Report Card of Current Strategic Plan Mission, Vision, Areas of Measure, and Goals for 2017-2018:

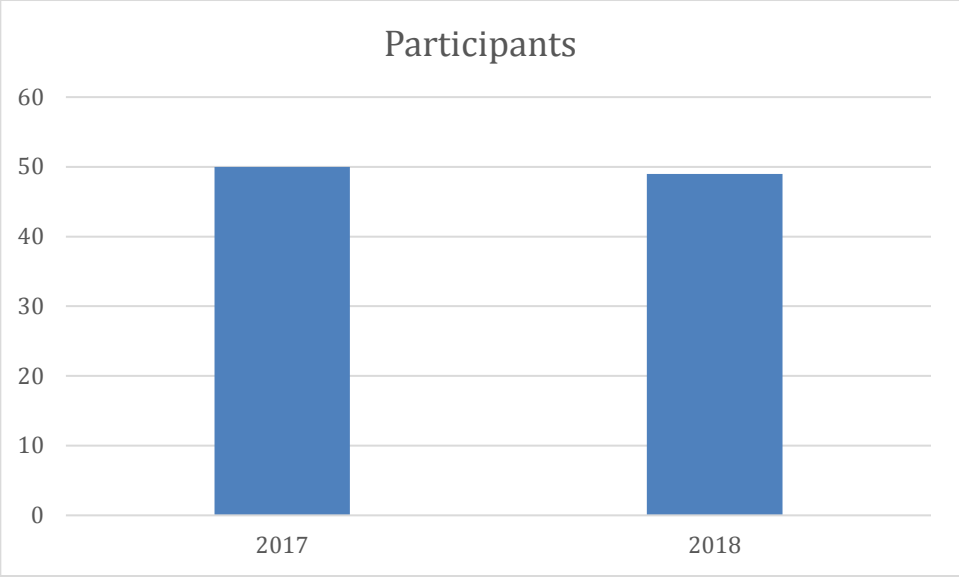


This data should be used as a baseline against which future years' performance is calculated.

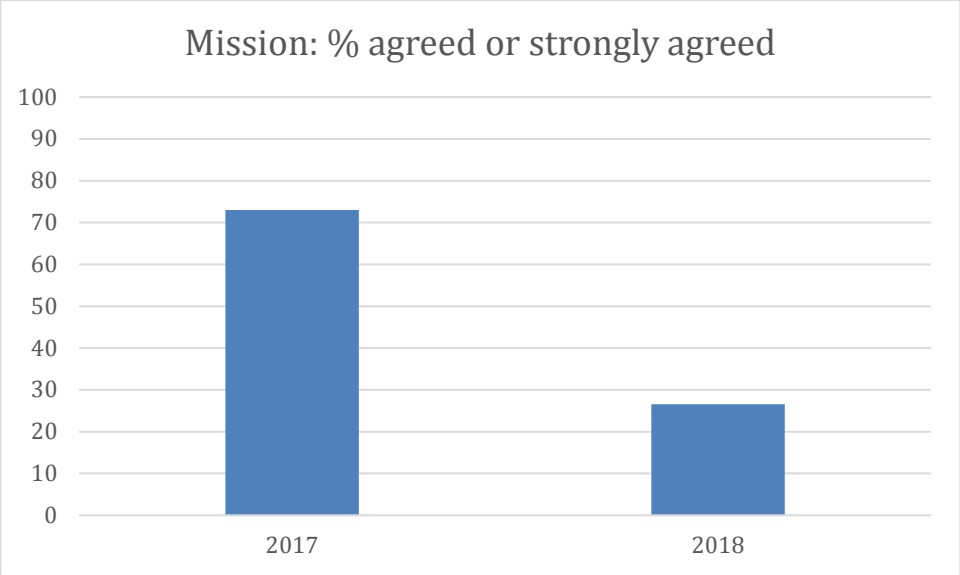
Mission and Vision Statement Survey

For the last two years, an annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.

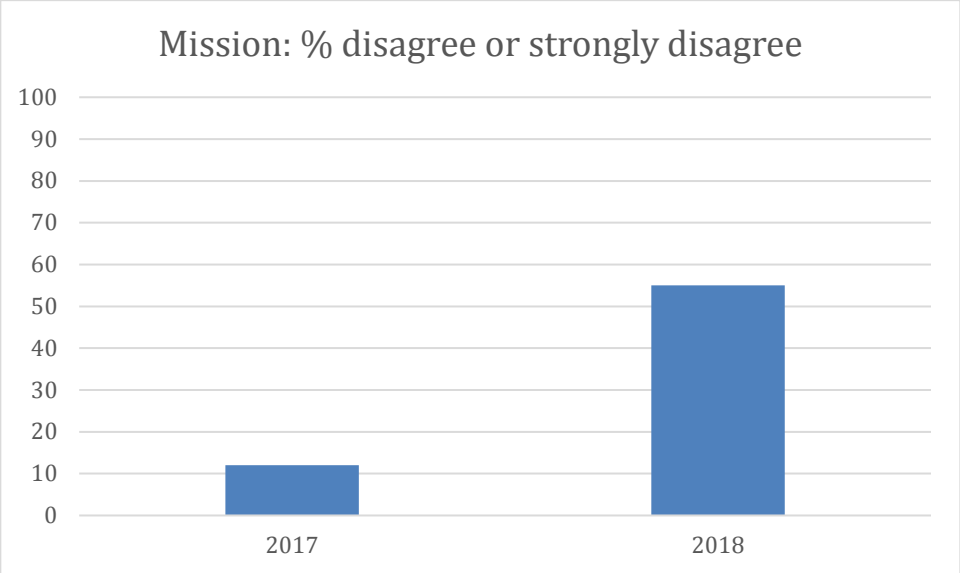
Participation in the survey remained nearly constant:



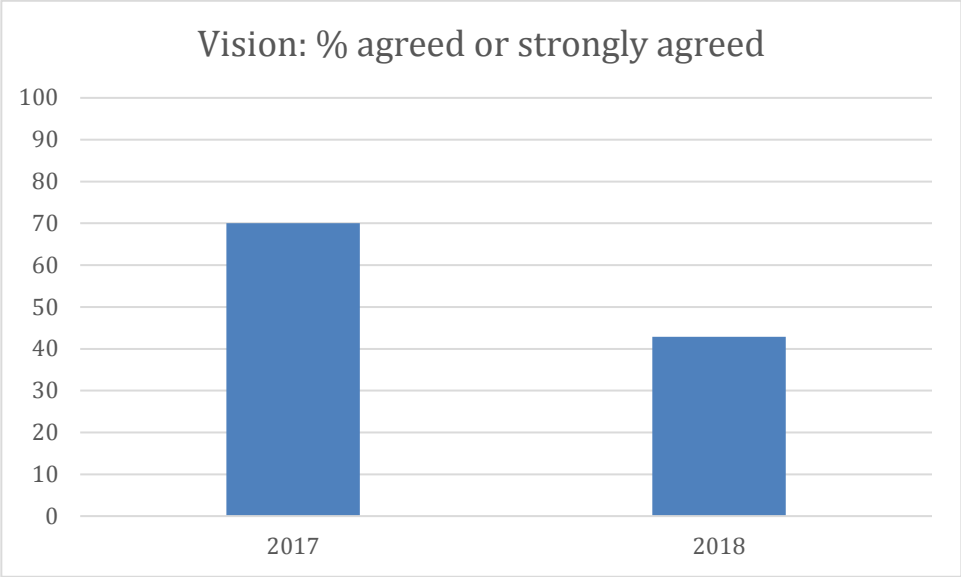
The result showed a decline in agreement with the mission of the college, measured against the results from 2017:



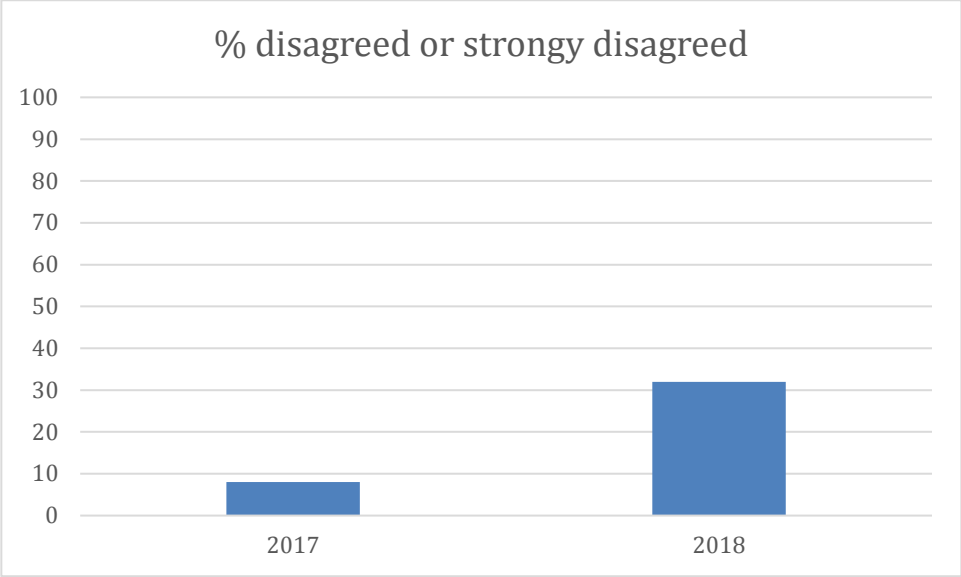
The result showed an increase in disagreement with the mission of the college, measured against the results from 2017:



The results for the Vision Statement were similar, showing a decline in agreement with the vision of the college, measured against the results from 2017:



The result showed an increase in disagreement with the vision of the college, measured against the results from 2017:

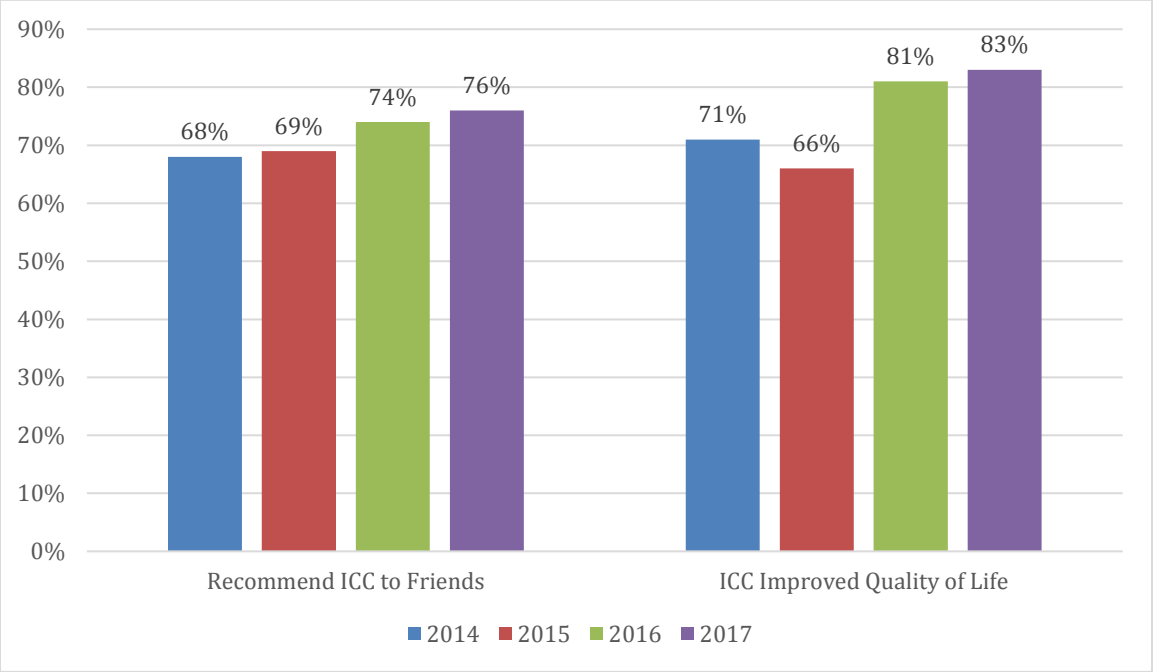


The qualitative comments that accompanied the survey suggest strongly that the those who disagreed with the mission or vision did not feel that the mission or vision are inappropriate. Many actually stated that the mission or vision were appropriate. But the common theme was the perception that one or more areas of the college were not taking the mission or vision seriously, or whose actions were at odds with the lofty ideals they contain. These results are accommodated by the strategic goal which calls for new 5-year Strategic Plan, which would include a comprehensive review of the Mission and Vision.

Student Satisfaction Goals

There are three primary vehicles for measuring students' satisfaction: Graduate Exit Survey, CSSE, and Noel Levitz. Because the latter two are administered on alternating years and are nationally normed, they provide excellent long-term data about satisfaction trends.

Measured internally with non-normed instruments, ICC student satisfaction shows continuous improvement in general satisfaction:



How do you rate your two-year college experience at ICC as preparation for continuing your education? (Scale of 5 where 1=Very poor and 5=Very good)

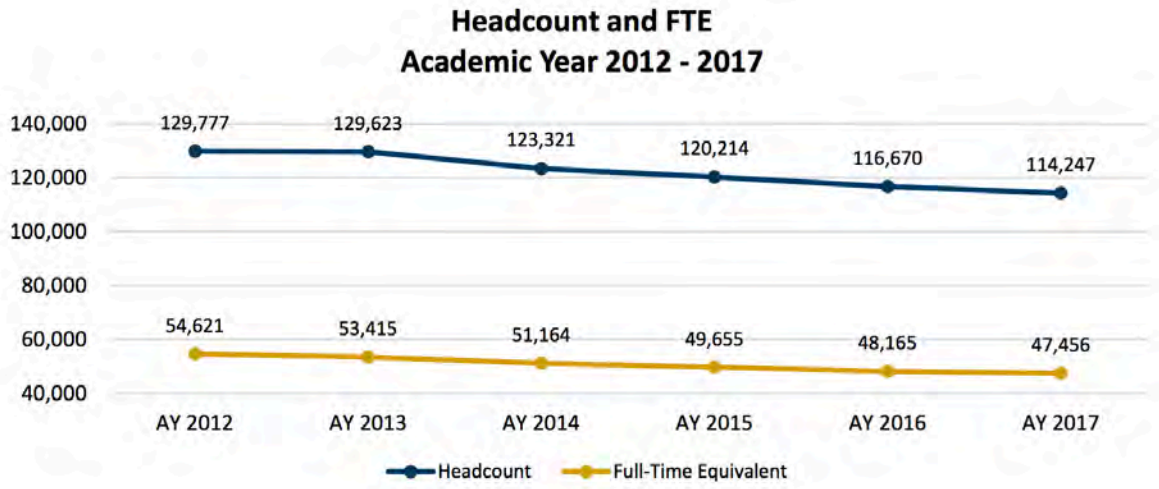
1. 2014: 4.01 (*N*=111)
2. 2015: 3.92 (*N*=116)
3. 2016: 4.04 (*N*=117)
4. 2017: 4.08 (N=109)

The Noel-Levitz data, however, which is nationally normed and far more detailed, reveals multiple areas which are internal satisfaction weaknesses, or are below the national average for peer institutions, or both.

Recommendation for operational plans: Each Division should identify those items which are pertinent to their areas and weakest, and implement Operational Plan tactics that are designed to increase satisfaction in those areas. The institution-wide goals will be an average increase of 5% in all areas that were measured that year.

Enrollment Goals

Enrollment at community colleges in Kansas continues to be challenging. Here is the statewide headcount and FTE trend from the 2018 KBOR Data Book:



In the last five years, 17 out of the 19 community colleges have lost headcount enrollment:

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	4,959	4,972	4,535	4,208	4,031	4,046	-18.4%
Barton Community College	14,810	15,807	15,951	16,275	16,049	14,736	-0.5%
Butler Community College	14,811	14,551	13,495	13,315	13,055	12,895	-12.9%
Cloud County Community College	4,601	4,484	3,764	3,569	3,437	3,089	-32.9%
Coffeyville Community College	2,718	2,486	2,470	2,362	2,331	2,329	-14.3%
Colby Community College	1,923	1,990	1,931	1,906	2,137	2,239	16.4%
Cowley Community College	6,147	6,155	5,571	4,998	4,461	3,876	-36.9%
Dodge City Community College	2,880	2,773	2,620	2,605	2,635	2,564	-11.0%
Fort Scott Community College	3,237	3,145	3,216	3,074	2,784	2,710	-16.3%
Garden City Community College	2,874	3,171	2,958	3,038	3,086	2,933	2.1%
Highland Community College	5,400	4,936	5,086	5,184	5,283	5,127	-5.1%
Hutchinson Community College	9,410	9,924	9,622	9,275	8,740	8,914	-5.3%
Independence Community College	1,825	1,730	1,530	1,292	1,303	1,444	-20.9%
Johnson County Community College	31,581	30,938	29,670	29,837	29,430	29,661	-6.1%
Kansas City Kansas Community College	11,047	10,805	9,779	9,212	8,464	8,338	-24.5%
Labette Community College	2,536	2,521	2,394	2,332	2,235	2,281	-10.1%
Neosho County Community College	3,931	4,176	3,812	3,100	2,877	2,837	-27.8%
Pratt Community College	2,417	2,325	2,285	1,994	1,640	1,641	-32.1%
Seward County Community College	2,670	2,734	2,632	2,638	2,692	2,587	-3.1%
Total Headcount	**129,777**	**129,623**	**123,321**	**120,214**	**116,670**	**114,247**	**-12.0%**

Five schools have lost more enrollment than ICC, and eleven schools lost less. (Note one interesting trend in the above chart – only two schools gained enrollment in the last three years, and ICC was one of them.)

The trend for FTE is similar but slightly worse:

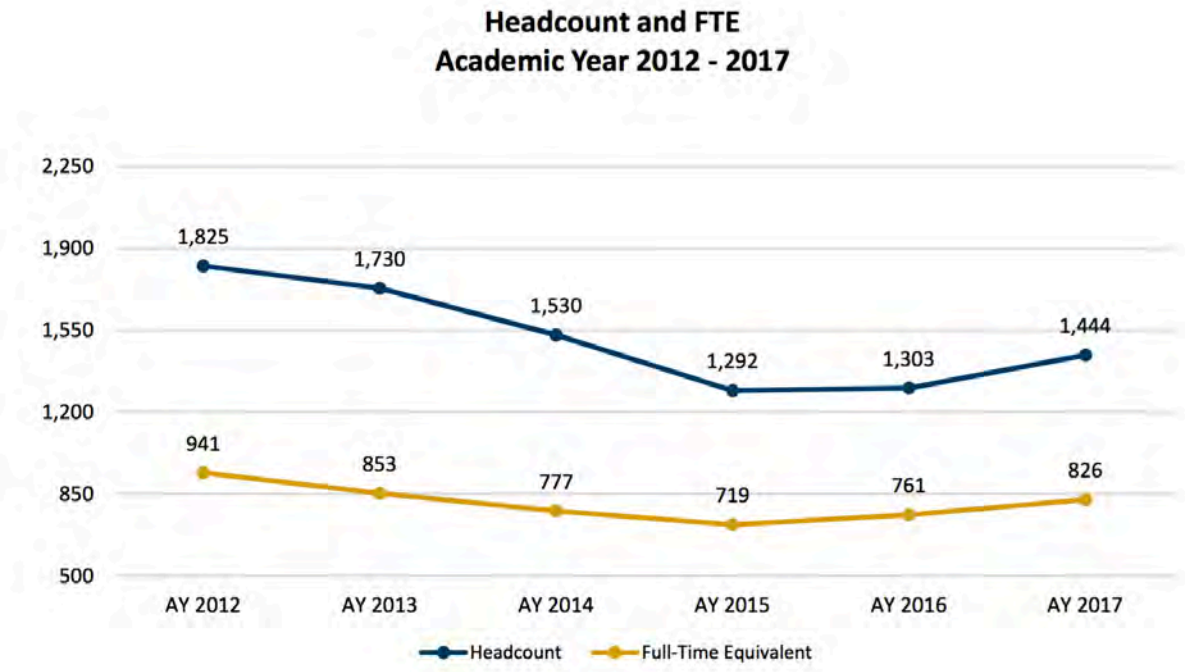
Community Colleges
Full-Time Equivalent Enrollment*
Academic Year 2012 - 2017

Table 3.2

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	2,055	2,054	1,892	1,790	1,630	1,579	-23.2%
Barton Community College	3,869	4,079	4,257	4,291	4,252	3,849	-0.5%
Butler Community College	6,840	6,676	6,201	6,053	6,053	6,049	-11.6%
Cloud County Community College	1,710	1,612	1,463	1,397	1,344	1,321	-22.8%
Coffeyville Community College	1,501	1,307	1,375	1,269	1,279	1,288	-14.2%
Colby Community College	976	1,066	1,015	1,030	1,009	980	0.4%
Cowley Community College	3,237	3,199	2,911	2,537	2,361	2,026	-37.4%
Dodge City Community College	1,477	1,398	1,371	1,349	1,337	1,337	-9.5%
Fort Scott Community College	1,686	1,517	1,527	1,407	1,326	1,295	-23.2%
Garden City Community College	1,386	1,485	1,498	1,553	1,625	1,613	16.3%
Highland Community College	2,150	1,968	2,078	2,093	2,161	2,088	-2.9%
Hutchinson Community College	4,114	4,174	3,961	3,887	3,750	3,913	-4.9%
Independence Community College	941	853	777	719	761	826	-12.2%
Johnson County Community College	12,545	12,006	11,498	11,510	11,179	11,180	-10.9%
Kansas City Kansas Community College	4,848	4,721	4,309	4,019	3,619	3,593	-25.9%
Labette Community College	1,182	1,174	1,078	1,027	997	1,037	-12.2%
Neosho County Community College	1,662	1,668	1,579	1,392	1,295	1,325	-20.3%
Pratt Community College	1,162	1,130	1,109	1,039	881	895	-23.0%
Seward County Community College	1,280	1,326	1,267	1,294	1,306	1,262	-1.4%
Total FTE**	**54,621**	**53,415**	**51,164**	**49,655**	**48,165**	**47,456**	**-13.1%**

Eight schools have lost more FTE than ICC (one losing the same), and eight schools lost less. Only one school gained, and it gained the equivalent of four full-time students in five years! (Note that only five schools gained FTE enrollment in the last three years, and ICC was one of them.)

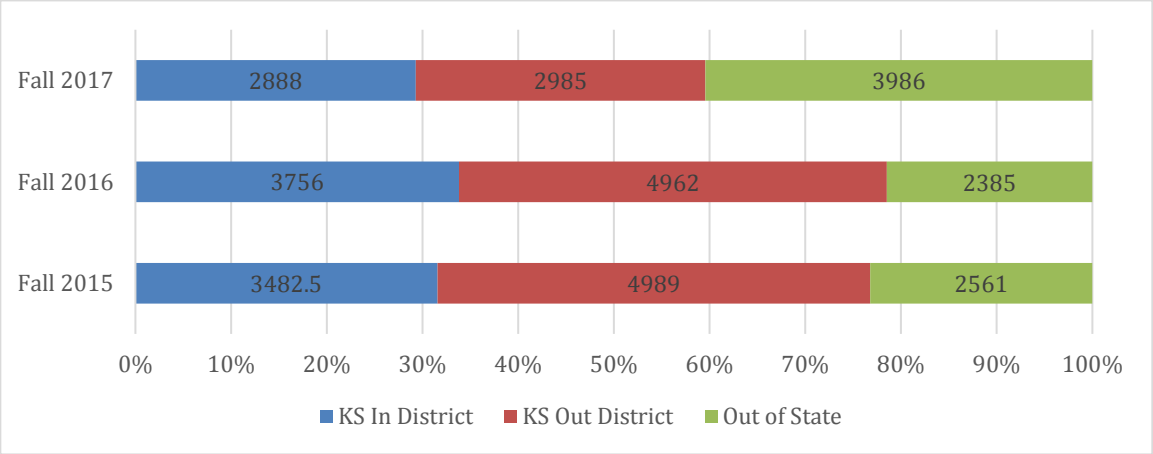
Here is ICC's five-year headcount and FTE for the most recent full years:



Enrollment declined during the AY2018 year, but as of the writing of this plan we do not have the final data for the entire academic year for our school or comparative data for the system.

Because funding at the state level is no longer tied to FTE for most courses, the College's primary strategic goal should be to fill its dorms, as the payments on those dorms represent a fixed cost. This does not necessarily favor out of district students, since some in-district students may either prefer to or be required to live in the residence halls. However, our primary measure of enrollment success for 2018-2019 should be whether we have maximum dorm occupancy. For the fall of 2017, credit hour enrollment shows the following:

Fall Semester: Credit Hour Enrollment by Residency
Source: KBOR Fall Census Collection
Out of state enrollment includes international enrollment hours.

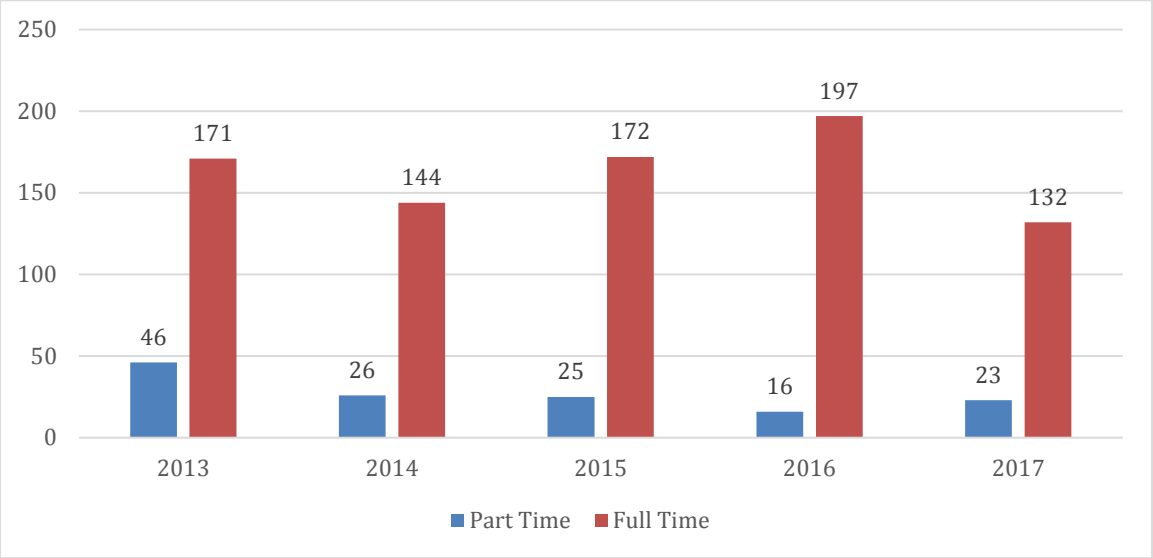


This data is not identical to whether a student lives in the dorms, but there is a strong correlation which will remain until online-only programs are successful. We have no clear institutional definition of dorm "occupancy" and this must be developed.

Retention

Retention clearly declined for the previous year:

Undergraduate Retention History

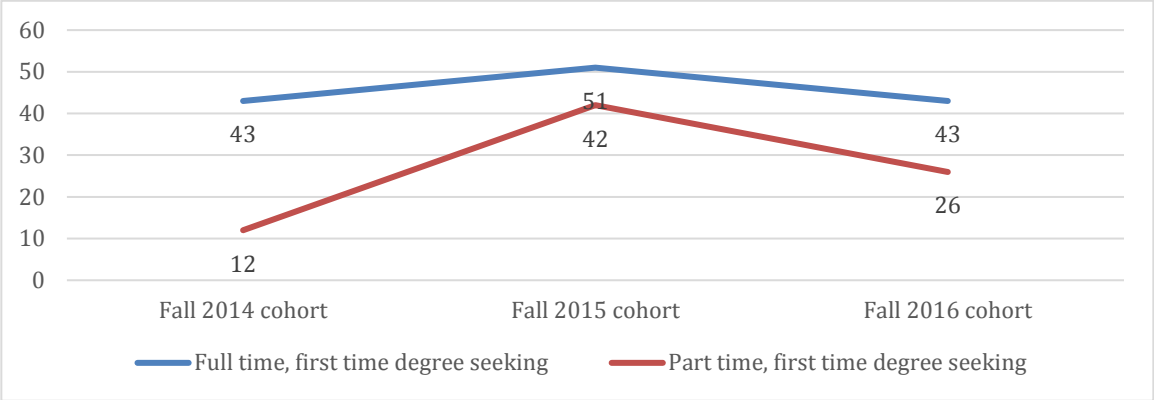


- Of the 353 high school students enrolled on census day for Fall 2016, 30% or 106 were enrolled on census day for Fall 2017.
- Of the 722 undergraduates enrolled on census day for Fall 2016, 22% or 155 were enrolled on census day for Fall 2017.
    - Of the 567 full time undergraduates enrolled on census day for Fall 2016, 23% or 132 returned for Fall 2017.
    - Of the 155 part time undergraduates enrolled on census day for Fall 2016, 15% or 23 returned for Fall 2017.

First Time, Degree Seeking Undergraduate Retention

Source: IPEDS Fall Enrollment Survey

The retention rate is the percentage of the cohort who returned the subsequent fall semester plus students who completed their program as of the fall semester.



The college undertook a massive retention effort during the 2017-2018 year, and the results of that effort will not be known until fall 2018 at the earliest.

Recruitment

In the fall of 2015, the College achieved its major goal with regard to online education: ICC was approved by HLC for permission to offer 100% of individual academic programs online. This has dramatically increased the number and type of online courses ICC can offer, and we believe that online will become a significant growth area for us. It is important to note, however, that growth in online has not yet contributed to significant NET growth in institutional enrollment. We can see this from three sets of combined data: the minimal growth in total FTE at the College, majority of headcount growth coming from concurrent students, and the stagnation of credit hours offered to Freshmen and Sophomores. Online courses are currently cannibalizing some of our on-ground courses. However, this is not necessarily a bad thing: it is our responsibility to offer a variety of classroom formats to suit the needs and interests of students. But it does point the way to the next step for online: leveraging the HLC award to offer increased courses to attract substantial new students to ICC.

In light of this data, recruitment will be measured in the following ways:

Measurement 1: Freshman athletic enrollment should remain steady or increase.

Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase.

Measurement 3: Online enrollment should increase by 25% per year

Measurement 4: Residential enrollment should increase to full dorm capacity with the goal of an increase of 10% per year

Illustration 23. Athletic Scholarships by Sport and by Term
Source: Financial Aid Scholarship Tracking
The first number in each cell is the number of students actually receiving a scholarship for that sport, the number in parenthesis is the number of students receiving a different type of scholarship (Academic Athlete, Sports Management, etc.) that were recruited by that sport.

	Baseball	Cheer	Football	Golf	Men's Basketball	Softball	Volleyball	Women's Basketball
Spring 2018	17 (15)	16 (2)	39 (60)	2 (0)	11 (7)	17 (9)	12 (9)	13 (9)
Fall 2017	21 (21)	13 (2)	65 (95)	4 (1)	12 (11)	18 (10)	13 (8)	13 (8)
Summer 2017	2	4	31 (141)	0 (0)	12 (2)	0 (0)	5 (0)	1 (2)
Spring 2017	18 (18)	20 (4)	54 (71)	2 (0)	8 (9)	19 (5)	12 (0)	13 (8)
Fall 2016	19 (24)	30 (4)	69 (40)	2 (0)	14 (11)	21 (3)	12 (0)	11 (3)
Summer 2016								
Spring 2016	20 (21)	32 (5)	60 (38)	1 (0)	15 (9)	17 (11)	10 (4)	15 (8)
Fall 2015	18 (27)	39 (4)	73 (26)	0	16 (12)	20 (11)	11 (8)	15 (10)

Illustration 24. Fine Arts Scholarships by Department and by Term
Source: Financial Aid Scholarship Tracking

	Art	Band	Vocal	Theatre
Spring 2018	1	15	15	9
Fall 2017	3	13	17	8
Summer 2017	0	3	1	0
Spring 2017	4	15	11	5
Fall 2016	4	19	16	7
Summer 2016				
Spring 2016	7	32 Music*		7
Fall 2015	7	38 Music*		12

**The tracking for music scholarships during this time frame doesn't show a distinction between Band and Vocal*

Completion Goals

As shown in the 2017-2018 Strategic Plan Review, local completion data is as follows:

Four Years of Completion Rates
Source: IPEDS Graduation Rates Survey

	2011	*2012*	*2013*	*2014*
Total Women's Cohort	105	94	128	101
Women Completers within 150%	40	33	32	24

Women Transfer-out Students	15	27	54	42
Total Men's Cohort	114	104	162	139
Men Completers within 150%	20	16	31	28
Men Transfer-out Students	29	49	73	68
Total Cohort	219	198	290	240
Total Completers within 150%	60	49	63	52
Total Transfer-out Students	44	76	127	110

Completions by Gender and Race/Ethnicity

Source: IPEDS Completions Survey

Completion represents the number of awards earned during the indicated academic year and may represent a duplicated headcount of students in which a student may earn more than one award.

	2014-2015		*2015-2016*		*2016-2017*	
	Men	Women	Men	Women	Men	Women
International	1	1	1	3	1	3
Hispanic/Latino	4	3	1	3	0	4
American Indian/Alaska Native	2	5	0	1	3	0
Asian	0	1	0	0	1	0
Black or African American	11	7	25	11	20	9
Native Hawaiian or Other Pacific Islander	1	0	0	0	1	0
White	46	131	51	117	41	79
Two or More Races	3	4	2	8	6	3
Total	68	152	80	143	74	106

Completions by Degree Level and Age

Source: IPEDS Completions Survey

	2014-2015		*2015-2016*		*2016-2017*	
	Certificate	Associate	Certificate	Associate	Certificate	Associate
Under 18	29	0	20	0	18	0
18-24	66	76	58	91	27	98
25-39	23	14	16	12	10	10
40 and above	8	4	10	7	2	6
Total	126	94	104	110	57	114

Measurement: ICC's position is that we view the success of our transfer students and the success of our local completers to be of equal value if the student has met his/her self-identified educational goal. Therefore, our goal is to increase our % Cohort Rank for "% Completed OR Transferred" by an average of 2% each year for the next five years. Note that because of the need to track transfers, this is a lagging indicator, and so steps taken to achieve this goal may result in modest results for the next 2-3 years.

Operational Plans

Operational Plans and Review Cycles

The Board will ensure the influence of this plan through the use of operational plans in each administrative area. These plans will:

- Be documented for public access and data retrieval
- Drive resources in the budget process
- Be reviewed for input by the Board of Trustees

The Board will ensure accountability and data-driven decision-making through the use of rigorous, transparent reporting in each area of measure: These reports will:

- Consist of Quarterly Reports and an Annual Report to the Board
- Be presented using standardized format across administrative areas
- Be published on the college website Operational Plan Purpose, Content and Format

The Board of Independence Community College believes that those it serves, whether taxpayers, students, or donors, deserve the finest school possible. The Board has set a vision for the school in which the College progresses on a path of substantial continuous improvement in the areas of academics, non-services, and staff support services. This substantial continuous improvement should be in defined areas which are quantitative and lend themselves to the use of comparative data. This data should be used to measure progress and to drive resource and policy decisions, with the goal of further improvement. The resulting plan should be driven by the Board's vision, require that decisions are driven by data, places students and education at the center of the College's efforts, and clearly separates the statutory responsibilities of the Board from administrative management of the College.

The College Operational Plan for 2018-2019 will support the Board's directive to demonstrate excellence in Academics, Service, and Support, and will outline the specific steps each area will take to support the specific Strategic Goals of the ICC Board of Trustees. Format of the Operational Plan Areas within the College vary widely in complexity, scope, and number of employees. Because of this, the individual area plans vary in terms of the number of objectives the area has selected, how they are achieved, and how many employees are available to support the effort. However, each individual area Plan has a common general format. That format asks five questions:

1. What are the objectives of this area? (Each should relate to the Strategic Goals of the Board and/or the three areas of excellence)

2. What are the strategies this area will use to achieve the objectives?

3. What measurements will this area use to determine whether the objectives have been met?

4. Who is responsible for carrying out the various strategies, and by when?

5. What is the current status of each strategy?

Appendix A

Independence Community College

2018-21

Institutional Plan for Assessing Student Learning

General Information

The Student as the Primary Measurement Level

Independence Community College (ICC) is committed to transforming the lives of its students. In order to meet this commitment, ICC's student learning outcomes assessment process is focused primarily on the direct measurement of students' learning and experiences. Data is collected from students through coursework, co-curricular participation, surveys, etc. to assess learning outcomes both inside and outside the classroom. The primary focus of the assessment process is the value added to the life of a student through the completion of each individual's goals.

The Mission, Vision, and Core Values at ICC guide the development of the Strategic Plan. The assessment plan at ICC is used to evaluate the actions taken as we strive to reach our strategic goals. Below is a list of each of these entities:

The Mission of Independence Community College

Independence Community College serves the best interest of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

The Vision of Independence Community College

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.

Core Values

Integrity: ICC holds its employees and students accountable to be honest, ethical, and transparent.

Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.

Responsiveness: ICC looks to the future by responding to the emerging needs of its stakeholders.

Diversity/Enrichment: ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.

Commitment: ICC commits to making decisions that best serve its students and community.

Strategic Goals

1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year
- Continue ongoing program review process (review schedule to ensure that each year of the review schedule includes a technical program)

2. Improve the College's relationship with the community.

DRAFT

Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program
- Improve community participation in Inge Festival, measured by dollar support, volunteer participation, and local attendance
- Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete

3. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program 10
- Focus the 2017-2018 Repair and Renovation Fund expenditures on improving the student experience
- Operational Plans for each area that serve students should adopt a specific CSSE or Noel Levitz measure or measures that the area's activities influence
- Research and identify funding sources for implementation of a professional recruiting software system

4. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- At close of regional accreditation cycle, identify accreditation requirements not yet addressed
- Meet any critical needs identified by 2017 Vet Tech Accreditation
- Meet any facilities needs identified by 2017 Cosmetology site inspection

5. In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.

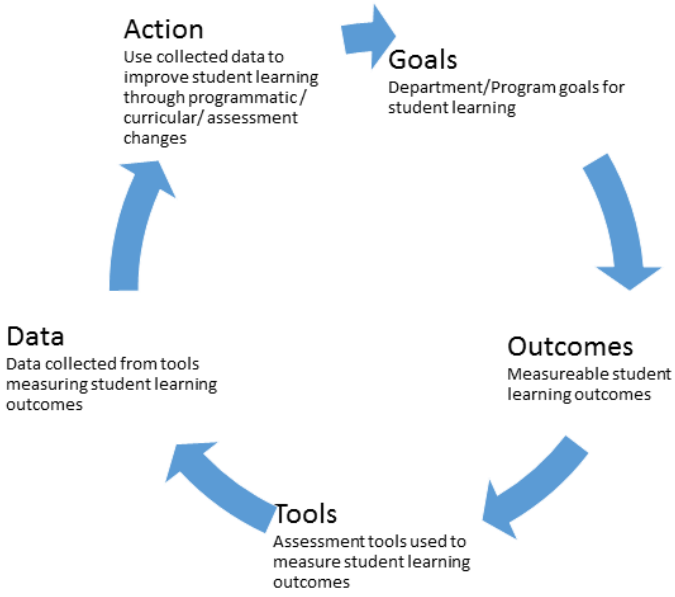
Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016- 2017 levels
- Create new structures and processes to increase unrestricted support for the College in the amount equivalent to the loss of public funding since 2016-2017
- Increase Booster Club membership by 10% per year
- Lead by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area

DRAFT

The Institutional Assessment Cycle

In order to engage in continuous quality improvement, ICC has set forth the following assessment cycle to ensure continuous learning, measurement, and assessment of student learning. This is a three year cycle, with the first two years collecting and analyzing data, and the third year reflecting on the data to make changes for the upcoming cycle. While mini cycles can happen continuously throughout the given academic year, this plan will set the larger goals that will be accomplished at the institution level. For more in-depth cycles, please see the Program Review Handbook and the Faculty Assessment Handbook.



Step 1: Setting Goals (Year 1)

Each department/program at ICC must align their goals for student learning to at least one of the institutional-level outcomes listed below:

Thinking: Stakeholders will demonstrate the ability to think critically, to evaluate information analytically, and to use ideas in creative and innovative ways.

Communication: Stakeholders will demonstrate the ability to express ideas and information effectively.

Literacy: Stakeholders will demonstrate the ability to master concepts and terminology.

Responsibility: Stakeholders will demonstrate the ability to reason ethically as responsible citizens.

Step 2: Setting Outcomes and Tools (Year 1-2)

Each area of the College must use both internal and external tools when setting outcomes. These can include surveys and benchmarks (NCCBP, CCSSE, Noel Levitz), or data received from the Kansas Board of Regents.

A.) Departments will set outcomes through their Operational Plans that are aligned with the Strategic Goals of the College. These can remain the same from Year 1 to Year 2, or they can be changed if necessary.

B.) Academic Programs will set Program Outcomes that are tied to our General Education Learning Outcomes. Once these have been set, Course Outcomes will be mapped to the Program Outcomes. General Education and Program Outcomes will remain the same for the Program Review cycle, but Course Outcomes can change year to year if necessary.
C.) Co-Curricular Programs will set outcomes that are tied to our General Education Learning Outcomes. They may change year to year based on the outcomes set.

Step 3: Collect Data (Year 1-2)

A.) Departments will collect data on a quarterly basis each year and report that information back to the Assessment Committee and the President's office.
B.) Academic Programs will collect course data each term, and report that information back to the Assessment Committee and the Academic office. Program data will be collected and reported to the Program Review Committee. General Education data will be collected by the Assessment Committee through the reported course data each term.
C.) Co-Curricular Programs will collect data on a term basis and report that information back to the Assessment Committee.

Step 4: Action (Year 1-3)

A.) Departments will analyze data collected at the end of each academic year to determine whether student learning goals were met, or if adjustments/changes need to be made.
B.) Academic Programs will analyze course data at the end of each term, and Program data at the end of each academic year to determine whether student learning goals were met, or if adjustments/changes need to be made.
C.) Co-Curricular Programs will analyze data at the end of each term to determine whether student learning goals were met, or if adjustments/changes need to be made.

Organizational Structure

The Assessment Committee is at the top of the organizational structure for ensuring the above Assessment cycle occurs. Recommendations and decisions regarding this plan are created and/or edited by this committee. Once each term this committee will report on their progress to the President's Cabinet, as well as put together an annual report regarding ICC's assessment progress. This report will be available for the Board of Trustees when setting a new Strategic Plan.

Academic Assessment Team (AAT)

The Academic Assessment Team is composed of representatives from the Assessment Committee. The team members are responsible for guiding the assessment process and ensuring that assessment practices are conducted with fidelity. The AAT will lead the meetings and training of Faculty in Tk20. Questions or concerns about assessment should be brought to the attention of an Assessment Committee member, or to the VPAA.

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Appendix B

Independence Community College

Facilities Master Plan Overview

Facilities Master Plan Overview
2016-2021

This overview is intended to outline the elements that would be contained in a Facilities Master Plan for Independence Community College. These elements were created by the Facilities Planning Committee, which consists of Tammie Geldenhuys (VP Student Affairs), Kara Wheeler (Interim Vice President for Academic Affairs), Chris McDiarmid (Director of Facilities and Maintenance), Jim Correll (Fab Lab Director), and Dan Barwick (President).

The items in this document flow from, and are inspired by, the college's Strategic Plan approved by the Board of Trustees in June of 2015. Specifically, that plan called for a focus on excellence, defined as continuous quality improvement. Because the physical facilities of the college represent a significant share of the college's assets, it is a natural consequence of the Strategic Plan that those assets be improved over time, in order to provide better academic quality, better services to students, and better support for employees.

The committee recommends that the Facilities Master Plan contain the following projects, with associated costs and funding sources. Each section contains a case statement, diagrams, photos, or architectural plans if available, and a description of the project. After some discussion, it is the recommendation of the committee that the projects be presented in no particular order, and with the understanding that the completion timelines are suggestions only – it is understood that in most cases, these projects rely on outside funding, the pace of which cannot be determined. In addition, the Repair and Maintenance schedule is ongoing throughout the five years.

The projects which follow comprise all of the capital projects planned during the 2016-2021 period. This includes projects that are already underway (such as the weight room and culinary lab), projects which have not yet begun but should be completed during the timeframe of the plan (such as the renovations to the academic building), and projects which will undergo only a design phase or donor feasibility study during the next five years (such as the retail courtyard).

Welcome Center – New Construction

Case: This project seeks to correct a number of campus deficiencies simultaneously:

1. Nearly all of the administrative components of the admissions process of the college, including all student services except tutoring/advising, is housed in the current administration building, which is the oldest, smallest building on campus – hardly the "front door" that prospective students expect when they visit Admissions.
2. Because Advising is separate from the rest of student services, prospective students cannot have the "one stop shop" experience that is now the norm on college campuses. A prospective student normally must interact with a number of different offices – admissions, financial aid, student accounts, advising, housing, etc. At ICC, students must physically leave the admissions department and walk across campus to meet with an advisor, and then in many cases walk back to admissions. Ideally, all student services would be in the same place.
3. The campus itself has no main entrance. ICC is the only college in Kansas that the committee is aware of that has no prominent "front door" to the campus, an entry point for visitors.

Funding is available for construction of student services facilities, through the federal Title III grant program.

Project: Construction of a Campus Welcome Center devoted primarily to student services, designed for both incoming and existing students. This facility would house all financial services, admissions, advising, and housing, while creating new administrative space for the people displaced by the Student Union project. Space would be provided for:

Receptionist/ Lounge
Children's Play Area
Admissions Coordinator
Recruiter
Registrar
Enrollment Advisor Office (2)
Admissions Spare Office
Registrar's File Room
Testing Area
Housing Office
Financial Aid Coordinator
Financial Aid Specialist (2)
Financial Aid Spare Office
Financial Aid File Room
Computer Cubicles
Cashier with Payment Window
Financial Counselor- A/R
General Ledger Office

Accounts Payable Office
Business Spare Office
Conference Room
Mail Room/Copier Room
Business Office File Room
Human Resources Manager
Payroll Manager
HR Spare Office
HR Conference Room
HR File Room
VP Financial & Employment Services
President's Office
Exec. Asst. to President
VP Marketing & Recruiting
Adm. Asst. VP Student Affairs/Athletics
VP Student Affairs/Athletics
Copier Room
Grant Writer
Dir. Institutional Research
Administration Spare Office
Board Room/Break Room
Public Area Restrooms (2)
Private Area Restrooms (2)
Break Room
Mechanical/ Electrical Rooms (2)
Walls & Circulation Space @ 20%

We have received eligibility from the federal government to file for a Title III grant. Title III grants are $2-3M grants that can be used for construction as long as that construction relates to student services and success. In 2015, we filed to determine eligibility and were turned down. This year, we were approved and so the next step is to file for a Title III grant. As the following slides show, we have already designed the facility in preparation for Title III filing.

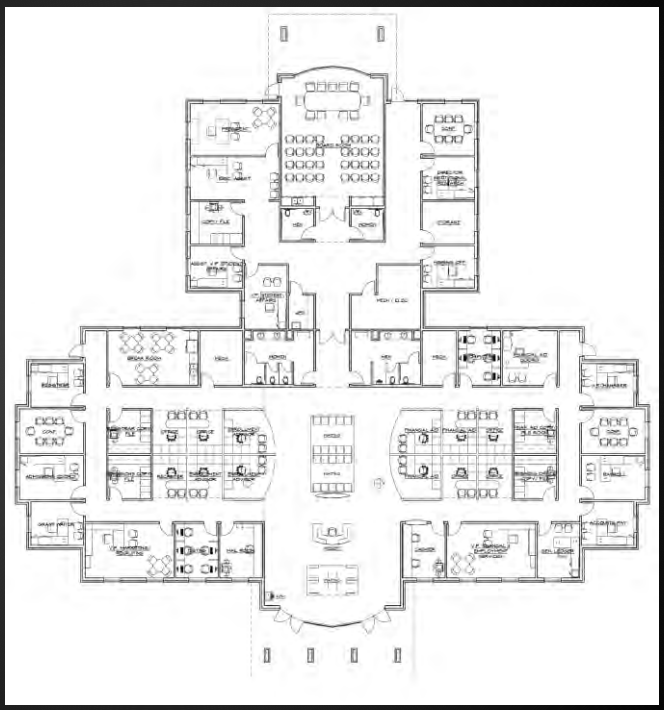
NORTHEAST EXTERIOR VIEW

INTERIOR ENTRY

BOARDROOM

NORTHEAST EXTERIOR VIEW

FLOOR PLAN



INTERIOR AERIAL VIEW

NORTHEAST EXTERIOR VIEW

CONSTRUCTION COSTS & FEATURES

DESCRIPTION	QUANTITY	UNIT	UNIT COST	EXTENDED
New Building	12,255	S.F.	$ 165.00	$ 2,022,075.00
Site Development	1	L.S.	$ 100,000.00	$ 100,000.00
Construction Contingency @ 10%	10%		$ 212,208.00	$ 212,208.00
Architectural/ Engineering Fee	7%		$ 148,545.00	$ 148,545.00
TOTAL CONSTRUCTION COSTS				**$ 2,482,828.00**

ENERGY SAVING & GREEN DESIGN FEATURES

- Polished concrete floors in high traffic areas.
- R-20 minimum wall insulation w/ masonry veneer.
- R-49 minimum roof insulation.
- White reflective single-ply roof membrane.
- Insulated low-e glass windows w/ solar screens.
- Low flow plumbing fixtures.
- Natural daylighting to all office areas.
- T-8 fluorescent bi-level light fixtures with occupancy sensor controls.
- Ground source geothermal heating and cooling system.
- Rainwater collection for landscaping irrigation.

Academic Building: Renovation

Case: With the exception of the renovations to the bookstore/library, the renovations to the Tutoring Center, and the IT infrastructure of the building, the Academic Building is virtually unchanged since it was constructed in 1970. Its appearance is dated and worn. As the main building for academics, it should be impressive, useful, and visually pleasing to visitors, students, and employees alike. Because the IT backbone is strong, the building has a new roof, and the environmental controls are sound, most of the needed improvements are simply amenities and cosmetic improvements, making this a very cost-effective part of the Facilities Master Plan.

Possible Improvements: New painting/surfaces, ceiling tiles, lighting throughout. Additional instructional aids in classrooms based on faculty feedback. AC 200 Completely updated.

Process: A working group has been convened by the president to make a series of recommendations.

The working group's membership:

Upesh Patel (custodian)
Tamara Kessler (faculty)
Brett Gilcrist (faculty)
Archana Lal (faculty)
Lynn Reddy (staff)
Sara Owen (librarian)
Kara Wheeler (academic administrator)
Chris McDiarmid (facilities)
Dan Barwick (president)

This committee will produce a set of recommendations, which will then be prioritized based on workflow, cost, and impact. Renovations will begin in the spring of 2017.

Cost: $75,000 per year for two years
Source of Funds: Repair and Renovation Fund.
Begin: 2016

Weight Room Facility – New Construction

The Case: ICC currently does not have a strength training facility, and uses the facilities at the high school. This is expensive because of transportation costs (the football team alone must transport over 100 students), and time consuming, which takes students away from the coursework and makes their academic schedules less flexible.

The Project: The proposed steel weight room building has been engineered and meets all the weight, wind and snow loads for Southeast Kansas. The steel will be 26 gauge and with 3 foot deep concrete footings anchoring the perimeter building. It will be insulated/sheet rocked and include bay lighting with central air and heat. There will be a brick veneer wrap around the building to tie it into the current architecture that will be consistent with surrounding buildings. The annual average electrical cost will be about $2663.00 per year.

Providing the student athletes with a state of the art Weight Room on our main campus enhances the ICC experience and creates 'An Elite Student-Athlete Experience', secures our competitive future which brands our college & community. It creates value to our college by increasing revenue through donor gifts and alumni engagement. No other Community College in our conference will have the performance flooring or equipment that ours will have.

Two of the top 5 conditions to be an Athletic program of Excellence will be met with this facility (according to the Athletic Program of Excellence Report provided to the Board in July of 2016):

#2 Facilities that recruit and retain top level students who are committed athletes.

#5 Highly skilled student athletes (and their Parents) are looking for Community Colleges that are committed to the student athlete experience and provide exceptional athletic facilities.

Our current weight room facilities and equipment do not even compete with High School weight rooms in the state of Kansas.

Having this Weight Room located on our main campus allows easy accessibility for daily use of all student athletes who do not have transportation. Its main campus location also provides the opportunity for academic weight training classes or personal training for all ICC students, staff and faculty. This facility will meet the need of every athletic program which amounts annually to over 300 student athletes.

Modular 9’ 6 Post Rack (Baylor) Performs all major lifts in the safety of a full rack design. Built in the USA using premium 7 Gauge Steel, Laser Cut Uprights and Rhino Hook Bar Catches.

Power Lift is the choice of the top collegiate and professional athletic programs. No other KJCC Community College has this weight room equipment.

Cost: $100,000
Source of Funds: Donor (funds already received)
Begin: 2016

A NEW WEIGHT ROOM FOR
INDEPENDENCE COMMUNITY COLLEGE
1057 COLLEGE AVE.
INDEPENDENCE, KS 67301

NOT FOR CONSTRUCTION

LOCATION MAP

CODE REVIEW

APPLICABLE CURRENT CODES

1997 UBC
2000 LIFE SAFETY
ADA
1997 UMC
1997 UPC
1997 NEC

FACILITY NAME/ADDRESS	ICC FOOTBALL OFFICE/WEIGHT ROOM 1057 W. COLLEGE AVE. INDEPENDENCE, KS		
ARCHITECT	JOHN E. HECKMAN, AIA HECKMAN & ASSOCIATES, P.A. ARCHITECTS P.O. BOX 1314 INDEPENDENCE, KS. 67301		
BUILDING INSPECTIONS	MONTGOMERY COUNTY KANSAS		
WATER SUPPLY	CITY OF INDEPENDENCE KS		
BUILDING	ADDITION		
OCCUPANCY	B = BUSINESS		
CONSTRUCTION TYPE	TYPE V N		
STORIES ALLOWED	B = 2		
STORIES ACTUAL	1 STORY		
ALLOWABLE AREA - SEC. 505	GROUP B = 9,000 SF		
AREA INCREASE	NA		
ACTUAL BUILDING AREA	EXIST GROUP B	= 1,865 SF	
	NEW GROUP B	= 2,002 SF	
	TOTAL AREA=	= 3,867 SF	

FIRE RESISTIVE REQUIREMENTS PER TABLE 6-A

BEARING WALLS - EXTERIOR	N
BEARING WALLS - INTERIOR	N
NON-BEARING WALLS - EXTERIOR	4 SEC. 604.3.1
STRUCTURAL FRAME	N
PERMANENT PARTITIONS	N
SHAFT ENCLOSURES	1
FLOOR	N
ROOF	N
STAIRWAYS	N

REQUIRED SEPERATION OF OCCUPANCIES (HOURS)

NA

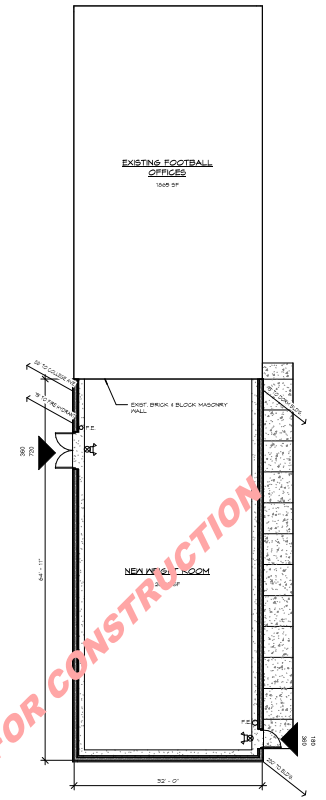
FIRE SAFETY SYSTEMS

EXIT SIGNS & LIGHTS
FIRE EXTINGUISHERS

OCCUPANCY LOAD

EXISTING OCCUPANCY LOAD=	15/65
ADDITION OCCUPANCY LOAD=	40/44
TOTAL OCCUPANCY LOAD=	55/69

2 CODE REVIEW
1/16" = 1'-0"



1 CODE FOOTPRINT
1/8" = 1'-0"

NOT FOR CONSTRUCTION

pkmr
Steward Engineering Consultants, LLC
2060 Independence Road
Sedan, KS 67361

H&A
HECKMAN & ASSOCIATES, P.A.
ARCHITECTS

Architect
Heckman & Associates, P.A.
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Phone: (620) 331-8171
Fax: (620) 331-8172
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MEP Engineer
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E-mail: scott.mckinley@pkmreng.com

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REVISIONS

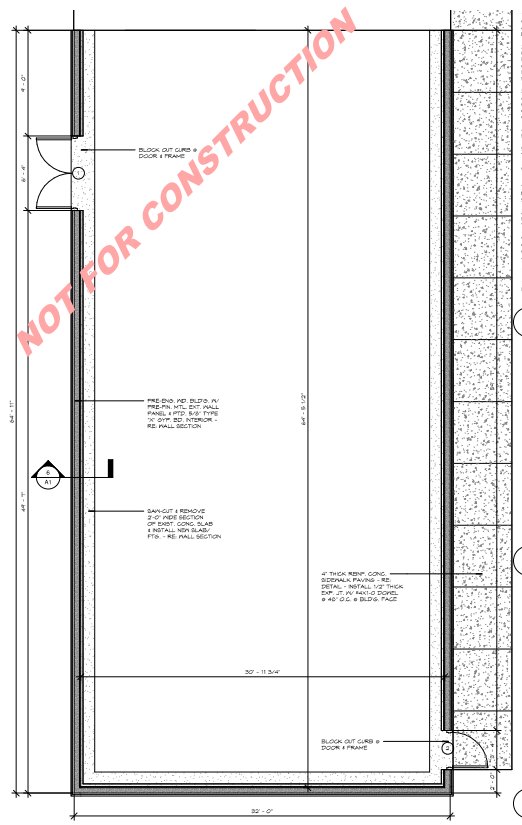
No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

COVER PAGE & CODE FOOTPRINT

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	A0
Scale	As indicated



1 PLAN
1/4" = 1'-0"

1. CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND CONDITIONS SHOWN ON THE DRAWINGS & AT THE JOB SITE AND SHALL NOTIFY THE ARCHITECT OF ANY DISCREPANCIES, OMISSIONS AND/OR CONFLICTS BEFORE PROCEEDING WITH THE PROJECT & THE ORDERING OF MATERIALS.

2. CONTRACTOR MUST COMPLY WITH ALL RULES & REGULATIONS OF AGENCIES HAVING JURISDICTION AND SHALL COMPLY WITH ALL CITY, COUNTY, STATE & FEDERAL CONSTRUCTION, SAFETY & SANITARY LAWS, CODES, STATUTES AND ORDINANCES. ALL FEES, TAXES, PERMITS, APPLICATIONS & CERTIFICATES OF INSPECTION, AND THE FILING OF ALL FORMS WITH GOVERNMENTAL AGENCIES SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR.

3. ALL WORK SHALL BE PERFORMED BY SKILLED AND QUALIFIED WORKMEN IN ACCORDANCE WITH THE BEST PRACTICES OF THE TRADES INVOLVED AND IN COMPLIANCE WITH THE MANUFACTURERS CURRENT PRINTED INSTALLATION GUIDE, BUILDING REGULATIONS AND/OR GOVERNMENTAL LAWS, BUILDING CODES, STATUTES OR ORDINANCES.

4. EACH TRADE WILL PROCEED IN A FASHION THAT WILL NOT DELAY THE TRADES FOLLOWING THEM.

5. CONTRACTOR SHALL BE RESPONSIBLE FOR THE DISTRIBUTION OF DRAWINGS TO ALL TRADES UNDER HIS JURISDICTION.

6. ALL WORK SHALL BE ERECTED AND INSTALLED PLUMB, LEVEL, SQUARE, TRUE & IN PROPER ALIGNMENT. ALL ROOFS SHALL POSITIVELY SLOPE TO DRAIN.

7. ALL MATERIALS SHALL BE NEW, UNUSED & OF THE HIGHEST QUALITY IN EVERY RESPECT, UNLESS OTHERWISE NOTED. MANUFACTURED MATERIALS & EQUIPMENT SHALL BE INSTALLED PER MANUFACTURER'S RECOMMENDATIONS & INSTRUCTIONS.

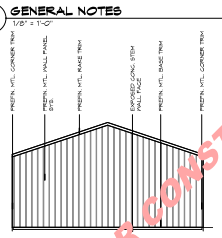
8. CONTRACTOR SHALL BE RESPONSIBLE FOR CUTTING AND PATCHING REQUIRED FOR HIS WORK. REPAIR ANY EXISTING MATERIAL OR EQUIPMENT DAMAGED BY THESE OPERATIONS.

9. CONTRACTOR SHALL AT ALL TIMES KEEP THE PREMISES FREE OF ACCUMULATION OF WASTE MATERIALS OR RUBBISH. PREMISES TO BE PICKED UP & CLEANED DAILY OF ALL CONSTRUCTION DEBRIS. AT THE COMPLETION OF THE WORK, LEAVE THE JOB SITE FREE OF ALL MATERIALS & THOROUGHLY CLEAN.

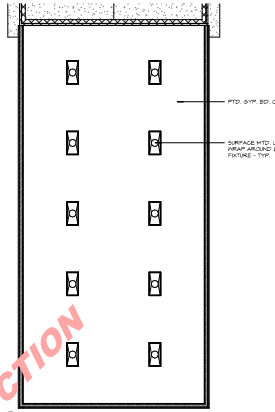
10. DO NOT SCALE DRAWINGS. FIELD VERIFY ALL DIMENSIONS & QUANTITIES.

11. KEEP ALL ADHESIVES, SEALANTS & CLEANING MATERIALS AWAY FROM ALL IGNITION SOURCES. DO NOT SMOKE WHILE USING THESE MATERIALS.

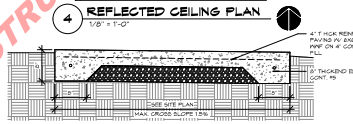
2 GENERAL NOTES
1/8" = 1'-0"



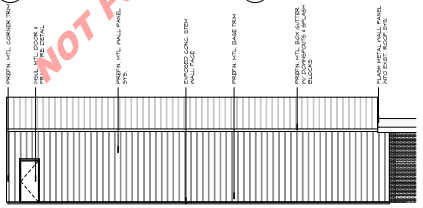
3 SOUTH ELEVATION
1/8" = 1'-0"



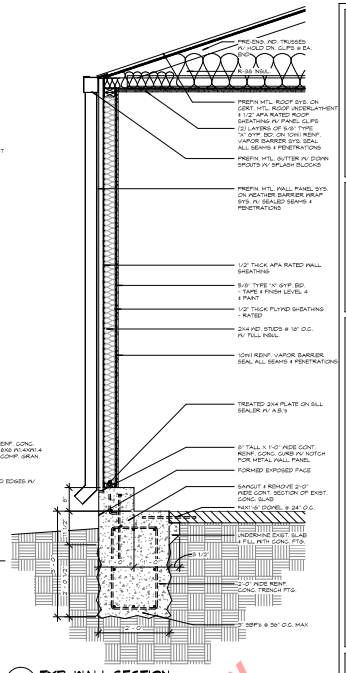
4 REFLECTED CEILING PLAN
1/8" = 1'-0"



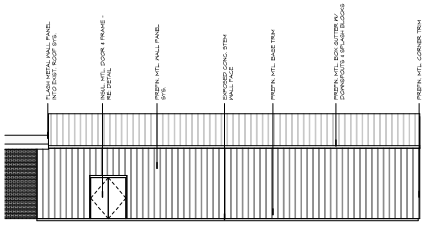
10 SIDEWALK DETAILS1
1" = 1'-0"



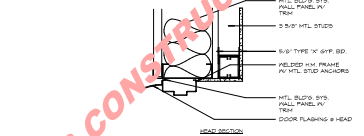
5 EAST ELEVATION
1/8" = 1'-0"



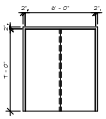
6 TYP. WALL SECTION
3/4" = 1'-0"

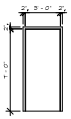


8 WEST ELEVATION
1/8" = 1'-0"



9 TYP. DOOR FRAME DETAIL
1 1/2" = 1'-0"





7 DOOR SCHEDULE
1/4" = 1'-0"

NOT FOR CONSTRUCTION
NOT FOR CONSTRUCTION
NOT FOR CONSTRUCTION

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REVISIONS

No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

PLAN, ELEVATIONS SECTIONS & NOTES

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	A1
Scale	As indicated

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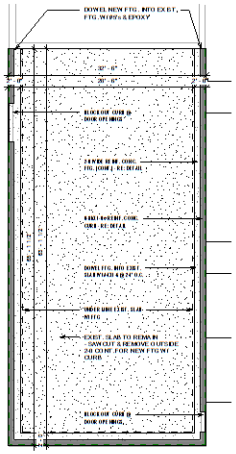
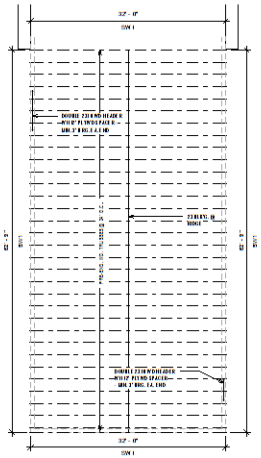
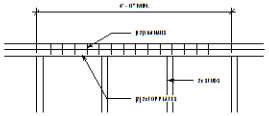


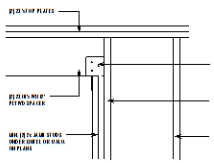
1 FOUNDATION PLAN
1/8" = 1'-0"



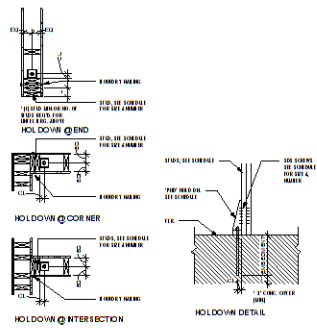
2 ROOF FRAMING PLAN
1/8" = 1'-0"

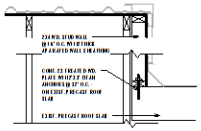


3 NAILED TOP PLATE SPLICE
1" = 1'-0"

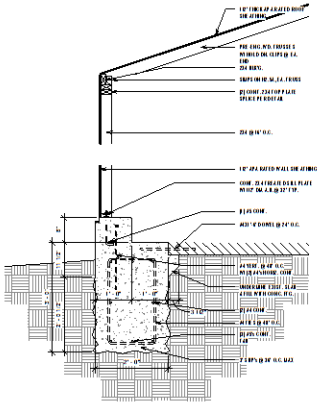


4 TYP. WOOD LINTEL BRG. DETAIL
1" = 1'-0"





7 SHEAR WALL ON EXIST. ROOF
1" = 1'-0"



5 FOUNDATION & ROOF SECTION
3/4" = 1'-0"

HOLDOWN SCHEDULE

TYPE	STUDS		STUD ANCHORS		CONCRETE ANCHOR				REMARKS
	SIZE	NO.	SIZE	NO.	SIZE	EMBEDMENT	WOOD	CL	
PHDS-SDS3	2X4	2	SDS HD3	18	5/8"	24"	-	1 3/8"	SS FIRM ANCHOR BOLT
PHDS-SDS3	2X4	2	SDS HD3	18	7/8"	24"	-	1 3/8"	SS FIRM ANCHOR BOLT
PHDS-SDS3	2X4	2	SDS HD3	24	7/8"	24"	-	1 3/8"	SS FIRM ANCHOR BOLT
HDUS-SDS3	2X4	2	SDS HD3	24	7/8"	24"	-	1 1/4"	SS FIRM ANCHOR BOLT

NOTE:
1. "HD" HOLDOWNS NOTED ARE SIMPSON
2. HOLDOWN BOLTS NOTED ARE SIMPSON "SSTB" ANCHOR BOLTS

DIAPHRAGM & SHEARWALL SCHEDULE

MARK	MATERIAL	SIDES	BLOCK REQ'D	NAILS	SPACING INCHES			SILL BOLTS	TIE DOWN	REMARKS
					B	E	F			
SW1	15/32" PLYWOOD	1	Y	3.25" DIA. 3.3"	6	6	12	1/8" DIA. @ 36" O.C.	PHDS-SDS3	
SW2	15/32" PLYWOOD	1	Y	3.25" DIA. 3.3"	4	4	12	1/8" DIA. @ 36" O.C.	PHDS-SDS3	
HDUS	15/32" PLYWOOD		N	3.25" DIA. 3.3"	6	6	12			

NOTE:
1. B=BOUNDARY, E=EDGE, F=FIELD

6 SHEARWALL
3/4" = 1'-0"

GENERAL NOTES:

ALL NOTES INDICATED ARE TYPICALLY APPLICABLE UNLESS OTHERWISE NOTED ON PLANS OR DETAILS.

GENERAL:
THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND ELEVATIONS WITH THE ARCHITECT'S PLANS BEFORE STARTING WORK.
SEE ARCHITECTURAL PLANS FOR EXACT DIMENSIONS AND LOCATIONS OF OPENINGS IN WALLS, ROOF AND FLOORS STRUCT.
THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS OF ROOF SIZES, LOCATIONS AND SAME PRIOR TO FABRICATION OF CONTRACTOR.
SUBMIT ALL SHOP DRAWINGS FOR ARCHITECTURAL PRIOR AND FOR BLUE LINE PRINTS. THE REPRODUCIBLE PRINT WILL BE RETURNED. ALL BLUE LINE PRINTS REQUIRED BY THE CONTRACTOR ARE THE RESPONSIBILITY OF THE CONTRACTOR.
GENERAL CONTRACTOR SHALL APPROVE AND STAMP ALL SHOP DRAWINGS BEFORE SUBMITTING FOR STRUCTURAL REVIEW. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND GENERAL CONTRACTOR.
CONTRACTOR SHALL PROVIDE AND MAINTAIN TEMPORARY BRACING, SHORING, CORING, ETC. AND OTHER SOLUTIONS TO PREVENT EXCESSIVE STRESSES AND WIND STRUCTURAL RESULTS BY PLACE DURING CONSTRUCTION. THESE PROVISIONS TO REMAIN IN PLACE UNTIL SUPERVISION PERMANENT MEMBERS ARE CONSTRUCTED TO ADDRESS THE SAFETY OF THE STRUCTURE.
ALL DETAILS SHOWN ARE TYPICAL. SIMILAR DETAILS APPLY TO SIMILAR CONDITIONS, UNLESS SHOWN OTHERWISE FOUNDATIONS/ROOF.
FOUNDATION DESIGN IS BASED ON ASSESSED BEARING CAPACITY. PROPAGATION OF SOILS AT BUILDING PAD AND ALL SOILS WHERE BUILDING BACKFILL OF UNDER FOUNDATIONS AND VERIFICATION OF BEARING CAPACITY, SHALL BE UNDER THE DIRECTION OF A QUALIFIED SOILS ENGINEER. PROVIDE FOR BEARING FOUNDATION SYSTEM SHALL BE AS APPROVED BY THE SOILS ENGINEER TO REDUCE THE DEFLECTION OF THE BEARING SOILS.
ALL FOUNDATIONS SHALL BEAR UNDERDISTURBED SOLUTION ENGINEERED FILL AT ELEVATIONS SHOWN ON DETAILS. BEARING MATERIALS TO BE VERIFIED BY A LICENSED SOILS ENGINEER.
ALL ABANDONED FOUNDATIONS, UNITIES, ETC., THAT INTERFERE WITH NEW CONSTRUCTION SHALL BE REQUIRED. BEAR INFORMATION ON ENGINEERED FILL OR INCREASE BEARING DEPTH FOUNDATION TO ACTUAL REQUIRED CONSTRUCTION.
ALL FOUNDATIONS (NO PROTECTIVE FOUNDATION) BELOW GRADE SHALL BE FOUNDED BY HEAT EXCAVATION, SOIL PROPERTIES.
FOUNDATIONS TO BE CONTROLLED ON WALLS, AND CORNERS, ONLY.
GRADE BEAM CONSTRUCTION JOINTS TO BE CONTROLLED BETWEEN PIERS.

CONCRETE:
CONCRETE REINFORCING FABRICATION AND GENERAL CONTRACTOR SHALL CERTIFY THAT THEY HAVE REVIEWED ALL SHOP DRAWINGS SHEETS BEFORE SUBMITTING FOR REVIEW BY STAMPING EACH SHEET, ONLY COMPANY LETTERHEAD STATING THE SAME, FOR EACH SUBMITTAL. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND/OR GENERAL CONTRACTOR. SHOP DRAWINGS SUBMITTED FOR ENGINEERS REVIEW ARE ONLY CHECKED FOR GENERAL CONFORMANCE WITH THE DESIGN CONCEPT OF THE PROJECT AND GENERAL COMPLIANCE WITH THE CONTRACT DOCUMENTS. NO RESPONSIBILITY IS ASSUMED BY THE ENGINEER FOR THE CORRECTNESS OF DIMENSIONS, DETAILS, QUANTITIES OR PROCEDURES SHOWN ON THE SHOP DRAWINGS.
SHOP DRAWINGS SHALL BE PREPARED BEFORE WITH THE CURRENT MATERIAL STANDARDS: F.F.A. AND CRSI.
CONCRETE SHALL CONFORM TO THE CURRENT ACI MANUAL OF CONCRETE PRACTICE.
ALL CONCRETE SHALL HAVE A MINIMUM COMPRESSIVE STRENGTH OF 3000 PSI AT 28 DAYS, EXCEPT CONCRETE SLABS SHALL HAVE A MINIMUM COMPRESSIVE STRENGTH OF 4000 PSI AT 28 DAYS AND HAVE 4% TO 6% THROUGH DAYS. SEE PLANS AND DETAILS FOR ADDITIONAL STRENGTH AND REQUIREMENTS.
POINT AND CENTER SHALL MEET A 2X4 CYCLE, TYPE FOR ALL.
ALL ACCURACY FOR MINIMUM WORK CONCRETE SHALL MEET ASTM C-31.
NO ADDITIONS, OTHER THAN AN INTERVALING, SHALL BE USED WITHOUT THE ARCHITECT'S OR ENGINEER'S PRIOR APPROVAL.
REINFORCING SHALL BE DETAILED, FABRICATED, AND PLACED PER CRSI AND ACI BUILDING CONCRETE CODE AND ACI SUPPORTS.
DESIGN DETAILS OF SUPPORTING TOP BARS BEFORE SAFE TO BE VERIFIED WITH CONTRACTOR'S PROVIDE CORNER BARS AT ALL "REINFORCING" AND WALL INTERSECTIONS INCLUDING FOUNDATION SLABS. CORNER BARS TO MATCH HORIZONTAL REINFORCING OF CONCRETE, SEE AND SPACING. AT INTERSECTIONS OF CONTINUOUS OR SPECIAL FOOTINGS, EXTEND ALL BARS TO FAR SIDE OF INTERSECTING FOOTING.
LAP BARS AT ALL SPLICES AND DOWELS MINIMUM LAP AS SCHEDULED BELOW UNLESS NOTED OTHERWISE ON PLANS AND/OR DETAILS.
STAGGER ALL SPLICES AT MINIMUM:

BAR SIZE	VERTICAL BARS	HORIZONTAL BARS	CORNER BARS
#4 AND SMALLER	24 BAR DIAMETERS	48 BAR DIAMETERS	33 BAR DIAMETERS
#5 AND LARGER	40 BAR DIAMETERS	60 BAR DIAMETERS	42 BAR DIAMETERS

LAP WELDED WIRE FABRIC 6" ON THE FULL WIDTH, WHICH IS GREATER.
ALL REINFORCING SHALL MEET ASTM A-31, GRADE 60. REINFORCING FOR WELDED SHALL MEET ASTM A-36, GRADE 60. ALL WELDED WIRE FABRIC (WWF) SHALL MEET ASTM A-185.
CONCRETE PROTECTION FOR REINFORCING: 3" AT FOUNDATIONS; 2" AT FORMED SURFACES LATER EXPOSED TO SOIL OR WEATHER; 1 1/2" AT ALL OTHER FORMED SURFACES; 3/4" AT SLABS.
ALL SLABS ON GRADE SHALL BE 4" THICK WITH 6 IN. AND 4 IN. AT MID-DEPTH UNLESS NOTED OTHERWISE ON PLANS. SEE ARCHITECTURAL PLANS FOR THE INSTALLATIONS. SEE DETAILS FOR CONTROL AND/OR CONSTRUCTION JOINTS.
FLOOR SLABS ON GRADE SHALL HAVE A NON-CONTROL JOINTS LOCATED TO FORM APPROXIMATELY SQUARE PANELS OF NOT MORE THAN 100 SQUARE FEET. CONSTRUCTION JOINTS MAY BE SUBMITTED AT CONTRACTORS OPTION. CONTROL JOINTS SHALL BE CONTROLLED ON CHECKED CONTRACTORS WITH THE POSSIBLE.
NO HOLES OR OPENINGS SHALL BE ALLOWED AND/OR FOOTINGS ARE PERMITTED WITHOUT ENGINEERS APPROVAL.
NO ALUMINUM SHALL BE BURIED OR IN CONTACT.
PROVIDE 2 X4, 4" X 4 LINEAR TEMPORARY DIMENSION, ON ALL SIDES OF OPENINGS IN ALL CONCRETE.
LOCATION OF CONSTRUCTION JOINTS, SUBSTRATION JOINTS AND BRICK LEDGES SHALL BE APPROVED BY ARCHITECT OR ENGINEER.
EXPOSED EDGES OF CONCRETE SHALL BE CHAMFERED 3/4".
CONDUIT OR PIPE SHALL NOT EXCEED 1/4 OF SLAB THICKNESS AND SHALL BE PLACED BELOW THE LAYER OF REINFORCING.
CONCRETE WITHOUT CONDUITS OR PIPES SHALL BE A TRIBED EXCEPT WHERE DETAILED OPENINGS ARE PROVIDED.

WOOD:
W1 STRESS INCREASE FOR CONSTRUCTION WITH ROOF LINE LOAD SHALL NOT EXCEED 15%.
W2 ALL FASTENERS SHALL BE IN ACCORDANCE WITH INCREASE 2304.9.
W3 PROVIDE STANDARD OR MASTERS FOR ALL BOLT HEADS AND NUTS THAT WOOD OTHERWISE BEAR ON WOOD SURFACES.
W4 ALL BEARING WOOD PLATE ANCHORS TO FOUNDATION FOR 1 1/2" DIAMETER AND UNDERLAP SHEET FOR PLATE MASTERS AT ALL SHEARWALLS AT 48" o.c. MAXIMUM, EXCEPT AS NOTED IN SHEARWALL SCHEDULE. MINIMUM 2 BOLTS PER SQUARE WOOD PLATE.
W5 ALL METAL CONNECTORS SHALL HAVE KILN APPROVAL AND SHALL BE INSTALLED WITH THE FASTENERS OR NAILS SPECIFIED BY THE MANUFACTURER. ALL FASTENERS AND HARDWARE IN CONTACT WITH PRESSURE TO BE HOT DIP GALVANIZED.
W6 WOOD FRAMING SHALL HAVE A MAXIMUM MOISTURE CONTENT OF 19% AND THE FOLLOWING MINIMUM DIRECTIONS PROPERTIES:
SPF (#2)
Fb = 875 PSI
Fc = 1150 PSI
Fv = 70 PSI
Fcp = 425 PSI
E = 1,400,000 PSI
W7 ALL PARALLEL STRAND LUMBER (PSL) AND LAMINATED VENEER LUMBER (LVL) FRAMING MEMBERS SHALL HAVE THE FOLLOWING MINIMUM DIRECTIONS PROPERTIES:

PSL	LVL
Fb = 2900 PSI	Fb = 2600 PSI
Fc = 2900 PSI	Fc = 2500 PSI
Fv = 290 PSI	Fv = 285 PSI
Fcp = 650 PSI	Fcp = 750 PSI
E = 2,000,000 PSI	E = 1,900,000 PSI

W8 ALL WALLS SHALL BE 2 x 6 STUDS AT 16" o.c. UNLESS NOTED OTHERWISE ON PLANS.
W9 UNLESS SHEARWALLS SHALL BE 1/2 x 2x6, UNLESS OTHERWISE SHALL NUMBER OF 2x STUDS SUPPORTING LINES, HAS AND CLEARED SUPPORT STUDS AT 8" o.c. MAXIMUM VERTICALLY.
W10 PLYWOOD SHEATHING SHALL BE APPLICATED WITH EXTERIOR GLUE AND SHALL MEET ALL PRODUCT STANDARD 4 IN. PLYWOOD SHEATHING SHALL BE CONTINUOUS OVER 2 SPANS MINIMUM WITH JOINTS STAGGERED. PLYWOOD THICKNESS SHALL BE:
ROOF 19/32" THICK WITH 40/20 INDEX (SEE PLYS/PS)
WALL 19/32" THICK WITH 40/20 INDEX
W11 PLYWOOD PANELS SHALL NOT OVER THE CENTER LINE OF SUPPORTING MEMBERS. EDGE HANDLING SHALL BE NOT LESS THAN 3/4" FROM PLYWOOD EDGE AND NOT LESS THAN 3/8" FROM EDGE OF SUPPORT.
W12 DIAPHRAGM HANDLING:
TYPICAL DIAPHRAGM
UNLOCKED
BOUNDARY HANDLING ..... 2/3" DIA 3.7" (16" o.c.)
EDGE HANDLING ..... 2/3" DIA 3.7" (16" o.c.)
FIELD HANDLING ..... 2/3" DIA 3.7" (16" o.c.)

WOOD FRAMING:
W1 WOOD FRAMING FABRICATION AND GENERAL CONTRACTOR SHALL CERTIFY THAT THEY HAVE REVIEWED ALL SHOP DRAWINGS SHEETS BEFORE SUBMITTING FOR REVIEW BY STAMPING EACH SHEET, ONLY COMPANY LETTERHEAD STATING THE SAME, FOR EACH SUBMITTAL. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND/OR GENERAL CONTRACTOR. SHOP DRAWINGS SUBMITTED FOR ENGINEERS REVIEW ARE ONLY CHECKED FOR GENERAL CONFORMANCE WITH THE DESIGN CONCEPT OF THE PROJECT AND GENERAL COMPLIANCE WITH THE CONTRACT DOCUMENTS. NO RESPONSIBILITY IS ASSUMED BY THE ENGINEER FOR THE CORRECTNESS OF DIMENSIONS, DETAILS, QUANTITIES OR PROCEDURES SHOWN ON THE SHOP DRAWINGS.
W2 SHOP DRAWINGS SHALL BE PREPARED BEFORE WITH THE CURRENT MATERIAL STANDARDS: F.F.A.
W3 DESIGN, FABRICATE AND ERECT WOOD FRAMING IN ACCORDANCE WITH THE LATEST PTY DESIGNER INFORMATION FOR LEAST SIZE AT PLACE CONNECTED WOOD FRAMING. DESIGN DETAILS TO CONFORM TO THE CONTRACTORS SHOWN ON THE DRAWINGS. NEW CONFIGURATIONS SHOWN ARE FOR PRIMARY PURPOSES ONLY AND ARE TO BE DETAILED AS REQUIRED BY THE DESIGN CONTRACTOR.
W4 FABRICATOR SHALL SUBMIT DESIGN AND DETAILS TO THE ARCHITECT FOR APPROVAL PRIOR TO FABRICATION. SUBMITTALS SHALL INCLUDE MATERIAL PROPERTIES, HANDLING DIAGRAMS, FORCE DIAGRAMS, DIMENSIONAL DATA, CONNECTOR INFORMATION, BEARING REQUIREMENTS AND LAYOUT PLACING PLANS.
NOTE:
THE FABRICATOR SHALL CERTIFY THAT THE FORCE DESIGNATION HAS BEEN THE CONSTRUCTION DRAWINGS AND IS EQUIVALENT WITH THE ORIGINATION AND METHODS OF SUPPORTING THE FRAMES. THE FORCE DESIGNS SHALL BE STAMPED BY A LICENSED ENGINEER.
W5 STUDS MEMBERS SHALL HAVE A MAXIMUM MOISTURE CONTENT OF 19% AND THE FOLLOWING MINIMUM DIRECTIONS PROPERTIES:
Fb = 875 PSI
Fc = 775 PSI
Fv = 70 PSI
Fcp = 425 PSI
E = 1,400,000 PSI
MINIMUM SPECIAL GRAVITY = .47
W6 ROOF FRAMES SHALL BE DESIGNED FOR THE FOLLOWING MEMBERS:
UNLOADED 30 PSI PLUS DRIFTING
DEAD LOAD (INITIAL) 15 PSI
DEAD LOAD (BOTTOM CHORD) 6 PSI
SPLIT PIER DESIGN LOADS
W7 MINIMUM TRUSS MEMBER FOR A 2X4. ALL FRAMES TO HAVE A MINIMUM OF 4 MEMBERS. NO OPENINGS ARE ALLOWED.
W8 STRESS INCREASE FOR CONSTRUCTION WITH ROOF LINE LOAD SHALL NOT EXCEED 15%.
W9 STRESS INCREASING TO WALL PLATE FOR THE LEAD THEN OR EQUAL TO 1/2" X 2X4 WHICH ENGINEERS NOTE.

DESIGN LOADS & SOIL PRESSURES:
CONTRACTOR: CODE: 2003 IBC
DESIGN LOADS
ROOF: 25 PSI
SHOW LOAD:
ROOF SHOW LOAD, PI: 25 PSI
EXPOSURE CONDITIONS, Cs: 0.9
IMPORTANCE FACTOR, I: 1.0
THERMAL FACTOR, Ct: 1.0
WIND LOADS:
BASIC WIND SPEED: 90 MPH
IMPORTANCE FACTOR, I: 1.0
EXPOSURE: C
SEISMIC:
SEE GROUP: 1
DESIGN CATEGORY: B
IMPORTANCE FACTOR, I: 1.0
SIC: 0.07
SIC: 0.042
SDS: 0.075
SDI: 0.018
SITE CLASS: D
BASIC SEISMIC FORCE RESISTING SYSTEM: WOOD SHEARWALLS
ANALYSIS PROCEDURE: E.L.F.
NO DESIGN SOIL PRESSURE: 2000 PSF

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REVISIONS

No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

STRUCTURAL

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	S1
Scale	As Indicated

Fab Lab Expansion – Addition to existing building

Relationship to Strategic Plan: Board Goals: "Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate" and "Improve the College's relationship with the community" and "Enhance programs through innovation to improve the overall student experience."

Case: The current Fab Lab was a retrofit of an unused space in the Cessna Building. The Fab Lab is experiencing crowded conditions that have come from the heavy usage it now experiences on a daily basis. We are seeing increased use from all categories of users; community members, ICC students, area high school student classes and groups, Greenbush (educational cooperative) and several of our area public and private middle schools are bringing students to the Fab Lab now and most are asking to use the facility more frequently in the future. The Fab Lab footprint was never sufficient to serve these groups, and as the facility is used more by our own engineering students, the situation will only grow worse.

This construction project expands an existing fabrication laboratory in Independence, Kansas, which is one of some 700 members of the Fab Foundation, originated at the MIT Center for Bits and Atoms. The current facility, 1,755 square feet, opened in October 2014. It has to-date more than 180 paid-memberships, some from as far as Wichita (118 miles). In response to current user needs and future demands, this project will add an 80 foot by 100 foot (8,000 sq. ft.) lab adjacent to the current fab lab. A primary goal is to allow for dedicated space for use by entrepreneurs and innovators, so they will not have to compete with community and educational users for lab resources. The projected 3,600 square feet for entrepreneur space includes an "innovation room" and "entrepreneur's bullpen." Private-sector users will also have access to an in-house "entrepreneur-in-residence" to aid their business development ideas. The expansion also allows for upgraded and expanded equipment suitable with greater prototyping capabilities, along with entrepreneurial-supportive features: a welding booth and a paint and powder coating booth. There will also be an area for entrepreneurs to lease a small office, and secure facilities to store materials.

The need for this project is reflected through statistics that describe economic conditions of the region: statistics for Montgomery County, in which the project is located; and statistics that correspond with the Southeast Kansas Comprehensive Economic Development Strategy (CEDS) region.

Montgomery County is facing increased economic distress. The U.S. Bureau of Labor Statistics reports Montgomery County with a 6.7 percent unemployment rate in June of 2016, significantly higher than the national figure of 4.9 percent. The American Community Survey shows 18.2 percent of population below poverty level, compared to 13.6 percent in Kansas as a whole.

It is likely that available statistics do not reflect major negative economic events that still hinder future growth. In October of 2015, Mercy Hospital in Independence closed (190 jobs lost), leaving the town of 9,200 among the largest isolated communities in the nation with no full-service hospital

or emergency room facility. In March 2015, two other major employers closed in Montgomery County (an Amazon.com distribution facility and the Southwire manufacturing plant), for an additional loss of 500 jobs. The Southeast Kansas CEDS report echoes this discouraging trend for Montgomery County and its immediate 12-county region. The 2014 CEDS report stated: "Unfortunately, the [the southeast Kansas CEDS area] continues to experience unemployment rates that are higher than the state average." The report adds that the economic development agency Kansas, Inc., rates Southeast Kansas as the most distressed region in Kansas, and has the lowest income of any CEDS district in the state.

To mitigate this economic distress, the Southeast Kansas CEDS Strategy outlines several objectives, and this project closely aligns with several. For instance, CEDS Strategy Objective #1 is to help with business start questions. The project includes an "Entrepreneurs Bullpen" and "Innovation Room" for exclusive use of business innovators, where they can share ideas and expertise. In-house advisors are available at no charge to aid business innovators in the best usage of advanced manufacturing equipment to attain their vision.

This project also aligns with the CEDS Strategy Objective #5, "Attracting and Retaining Business and Industry." The objective reads: "Encourage and support entrepreneur programs and educational endeavors." This project aligns with this objective. Not only is the project the sole National Fab Lab Network facility in the region, but the fab lab includes an "entrepreneur-in-residence." This experienced staff member mentors and encourages entrepreneurs, and guides the innovators to helpful resources that further develop their ideas. Furthermore, this project adds more entrepreneur-supportive features such as a coating lab, welding lab, and offices and lockers available for lease at a reasonable fee. All these features create an entrepreneur-supportive environment. These features also align with the Kansas Department of Commerce Strategic Plan titled: "Cooperating and Integrating the CEDS with Kansas' Economic Priorities" in which Priority Number 7 is to encourage "Rural and high-growth entrepreneurial ventures."

As the project is located at Independence Community College, the project fills the need of numerous organizations which use the project space as an educational tool. Continual workshops and classes will give formal training to students (and community members) on how to use the fab lab for creative uses. ICC will offer specialized training for entrepreneurs on ways to incorporate creative thinking with fab lab use.

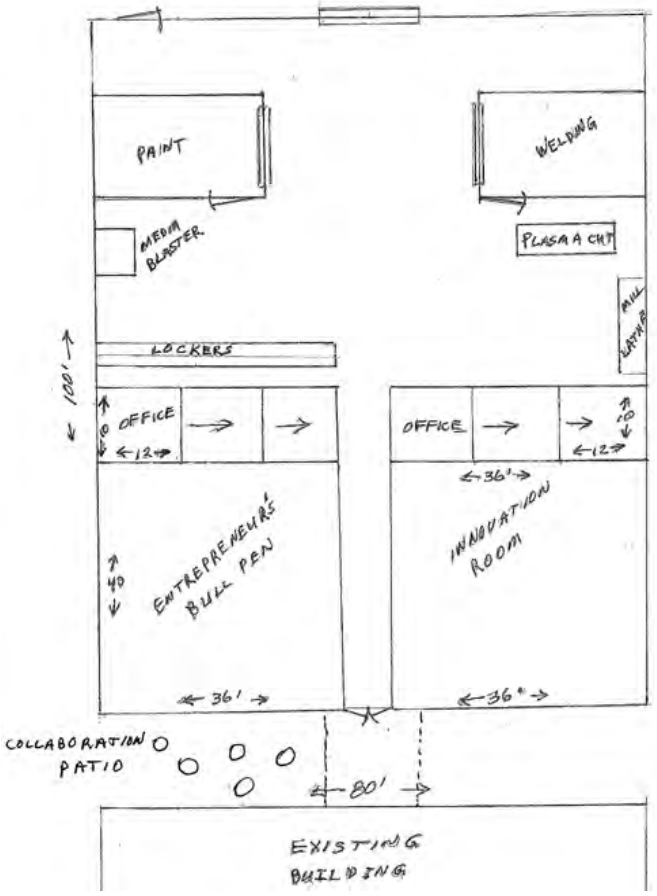
This project positively impacts two EDA funding priorities. The first priority is "Economically Distressed and Underserved Communities." The Southeast Kansas CEDS region and the immediate area around the project site have both suffered disproportionate economic distress and job losses. This project boosts the region's competitiveness by making available to innovators an expansive fabrication laboratory, supported by advanced manufacturing prototyping equipment and an entrepreneurial friendly environment.

The second EDA funding priority is the National Strategic priority in which the EDA "especially encourages projects that support increasing manufacturing, including advanced manufacturing." This project introduces advanced, additive manufacturing to a region that has customarily only

investigated subtractive manufacturing, opening new avenues of thinking and product innovation in an isolated region.

The region's eligibility is based on median income. The U.S. Census ACS 2014 statistics for Montgomery County shows the median income as $40,716. By contrast, the median income from the U.S. Census ACS 2014 shows the median income for the nation was $53,482. This means that the median income for Montgomery County was just 76.1 percent of the figure nationwide.

Planned Improvement: Build an additional facility of 8,000 square feet either attached to or adjoining the existing Cessna Learning Center on the main campus of Independence Community College. The new facility will provide these solutions to the continuing needs of our rapidly growing user base:



- **Metal Fabrication –**

o Space will be provided for our existing metals equipment, including our plasma cutting table, mill, lathe and media blaster.

o The area will include a new booth to add welding to our existing metals capability.

o Additional space will serve to house metal working equipment that will be donated in the future.

- **Paint and Finishing –** Space will include a paint booth so that projects can be painted safely with the proper ventilation and safety equipment.

- **Member Storage** – Lockers will be made available for members and students to store their small projects and personal effects.
- **Office Space** – While not as exciting as other aspects of creative space, we need some work space where we can go about the business of administering and operating Fab Lab ICC and the leaders of our partner programs.
- **Entrepreneurs Bull Pen** – This open area is available to Fab Lab member entrepreneurs to run their businesses in an open, collaborative area where the inspirations and ideas can flow freely. The Bull Pen is office space without the traditional cubicles.
- **Innovation Room** – This room will serve as a place for meetings, classes, gatherings, meals and other activities. There will be no "permanent" Fab Lab equipment; therefore, the room can be scheduled for private as well as collaborative meetings and classes. The design and "look" of the room will foster creativity and innovation.

Cost: $700,000
Source of Funds: $350,000 from EDA, $50,000 from IAP, $100,000 from college, 200,000 from gifts
Begin: 2017

Proposed site:

Contour Map

MONTGOMERY COUNTY

GIS Department
P.O. Box 507
Independence, KS 67301
Phone: 620-330-1050
Fax: 620-330-1117

Property Ownership Map
Montgomery County, Kansas
prepared under the direction of
Kansas Department of Revenue
Division of Property Valuation
and
Montgomery Board of County Commissioners

This map is for tax purposes only.
This map is not a legal survey.
This map is not intended for conveyances.

0 75 150 300
Feet

Date of Map: 6/15/2016

1 inch = 150 feet

Montgomery County makes every effort to produce and publish the most current and accurate information possible. The data is provided "as is" without warranty or any representation of accuracy, timeliness or completeness. The burden for determining accuracy, completeness, timeliness, merchantability and fitness for or the appropriateness for use rests solely on the requester. The County makes no warranties, express or implied, as to the use of the Data. There are no implied warranties of merchantability or fitness for a particular purpose. The requester acknowledges and accepts the limitations of the Data, including the fact that the Data is dynamic and is in a constant state of maintenance, correction and update.
---Montgomery County GIS Department

Legend
Centerline
O Parcels

Recital Hall – Addition to existing building

Relationship to Strategic Plan Areas: Academic Excellence, Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: The current Fine Arts Building is not nearly big enough for its current needs, let alone any expansion of the music, art, or theatre programs. The music practice room has become a catch-all for choir practice, band practice, community band, instrument storage, class instruction, and one-on-one instruction. The building has almost no storage capability to accommodate the significant theatre set storage needs of the Inge Center and the theatre program, many of which are currently stored at ICC West. One of the two art labs is also used as classroom space. The Inge Theatre is used by two academic programs, the Inge Center, the college for occasional events, and various community groups. When sets are on stage, the theatre cannot be used for other events, including music performances. In addition, the Inge Theatre is not well-suited to music events, since its acoustical capabilities are poor.

Planned Improvements; All of these problems listed above could be alleviated by the construction of a music recital hall and storage space. This recital hall would seat 150-200 people and be located immediately adjacent to the building to the east of the Inge Theatre. Such a facility would allow all music practice to move out of the current facility, freeing the current practice room to be renovated into an acoustically correct lecture hall. The new lecture space would allow the art labs to be fully used as labs instead of instructional space, allow a new large instructional space for Music Appreciation and Art Appreciation, and provide an additional large lecture space for the college. The burden on the Inge Theatre would then be reduced by four on-campus groups: the Choir, Chamber Singers, Band, and Recitals could now all be held in the new facility. The new recital hall would include storage space for the Inge Theater sets, which would save staff time (compared to moving sets from ICC West) and expand storage capability.

Examples of existing recital halls in this size range:

Alfred Newman Recital Hall, USC

Recital Hall, University of Minnesota, Morris Campus

Evangel University Recital Hall

Cost: Approximately $1M
Source of Funds: $500,000 from Capital Reserve Fund (pipeline funds), $500,000 from gifts
Begin: 2018

Culinary Lab – Buildout of unfinished space

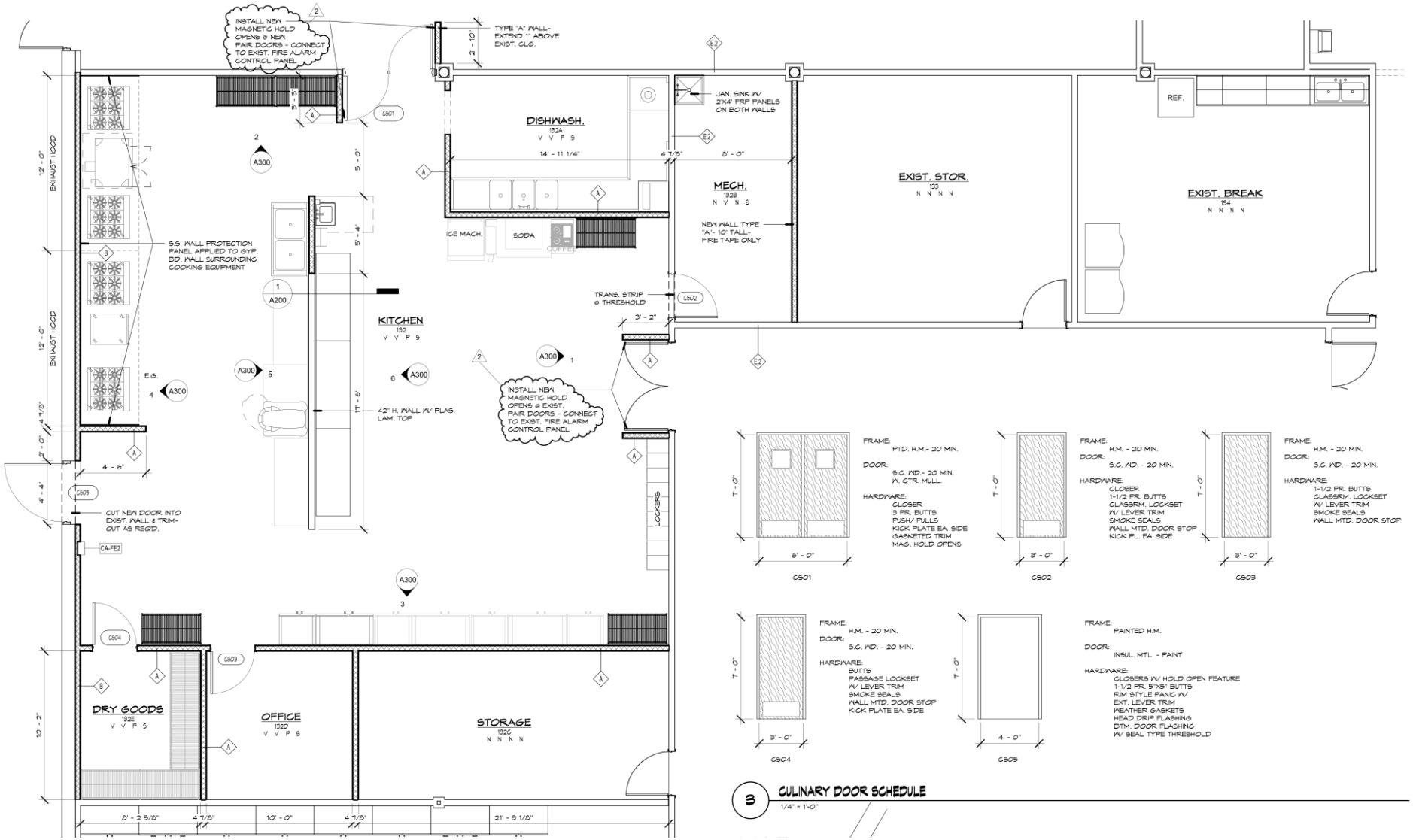
Relationship to Strategic Plan Areas: Academic Excellence, Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: The college currently has two culinary-related programs: "Culinary Arts" and "Culinary Arts and Hospitality." Both are 15 credit-hour programs designed to offer a simple credential to students that would lead to a basic level of employment in a food-related setting. Historically, neither of these programs has enrolled any significant number of students. Because of low enrollment, the college would hire an adjunct to teach the courses. But the root cause of the low enrollment was a lack of a teaching facility; without a facility, recruitment was difficult; without students, a full-time instructor did not seem to be warranted; without students or full-time instructor, it seemed pointless to expand the facilities, and the cycle would repeat. This is despite reports of widespread interest in the program from prospective students.

Planned Improvements: The college should build a culinary lab in the final unfinished space at ICC West. The size of the space is appropriate for such a lab, the space is adjacent to the community room (which means the lab could be used for catering that space), the program is consistent with the other workforce preparation programs at the facility and with the Board of Trustees goal to develop further workforce preparation programs.

Cost: Approximately $293,000
Source of Funds: $75,000 from repair and renovation fund, $98,000 from capital mill levy, $45,000 from ICC Foundation, $75,000 from gifts
Begin: 2016

(A floorplan follows on the next page)



3 CULINARY DOOR SCHEDULE

1/4" = 1'-0"

Indoor Athletic Practice Facility – New Construction

Relationship to Strategic Plan Areas: Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: Our current facility is far too small for the number of teams and athletes we have. It does not allow large teams to practice indoors during winter or poor weather, some of our teams don't have locker rooms, there is no space for cheer and dance to practice, and intramural opportunities are limited.

Planned Improvement: Indoor Athletic Training Facility with Weight Room, located behind the Villas.

- This facility would benefit Football, Baseball and Softball by allowing them to practice during inclement weather.
- Both basketball teams and the volleyball team would benefit by having a quality weight room, and reduce wear and tear on the floor in the gymnasium from practices by other sports teams.
- All teams would benefit in recruiting more quality athletes who are going to other Community Colleges because of their indoor facilities.
- An extra court would provide a place to house Intramurals and practice space for Cheer/Dance.
- Provide local high school coaches and their teams another place to practice during the winter.
- An indoor facility would allow us to increase the size of our current athletic training room in the gymnasium to provide better service and rehab for our injured athletes.
- Provide locker rooms for Baseball and Softball who currently don't have them.
- Revenue source from rental to community events throughout the year.

Cost: approximately $1M
Source of Funds: $250,000 from Capital Reserve Fund (pipeline funds), $750,000 from gifts
Begin: 2019

ICC West Expansion - Design Phase

Relationship to Strategic Plan Area: Academic Excellence. Board Goals: “Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate” and “Improve the College’s relationship with the community” and “Enhance programs through innovation to improve the overall student experience.”

Case: The ICC West Campus is already too small for its current purposes. Every classroom, lab, and storage space is already at full capacity. The building does not have offices for all of the employees working there, and has only one space for the public, which is heavily used. With the addition of the culinary lab, there is no unimproved, undesignated space left at the facility – no further growth is possible. The purchase of the 4.1 acres immediately adjacent to the rear of the building would allow the cost-effective expansion of the campus without the need to construct additional parking or the hiring of additional building supervisors or maintenance personnel.

Planned Improvement: An architectural plan should be developed that would establish design and costs for a facility that occupies the undeveloped land on West Main. Simultaneously, a fundraising plan should be developed which would be a “Phase Two” for ICC West.

Cost: $25,000
Source of Funds: Regular college budget
Begin: 2019

Main Campus "Courtyard" Project – Design Phase

Relationship to Strategic Plan Area: Service Excellence. Board Goals: "Enhance programs through innovation to improve the overall student experience."

Case: The College has made significant steps forward in the student life area with the completion of the lower level of the student union. However, many of the amenities that are present at larger or better equipped campuses still need to be considered or provided. With the exception of the bookstore, the college has no retail space that could provide goods and services the students want and need. Social space remains minimally developed, as the current social spaces provide only modest amenities.

Planned Improvement: An architectural plan should be developed that would establish design and costs for a facility that provides revenue-producing amenities located adjacent to the dorm area. The committee envisioned an anchor retail space patterned after a convenience store, but larger, perhaps with a dominant visual feature like a climbing wall. The bookstore may or may not be relocated to this space as well. Encircling this anchor retail space would be a series of other spaces that can be added as demand warrants, providing goods to students (such as specialty food, coffee, electronics) or services (such as cosmetology, tanning, fitness, and gaming). Simultaneously, a fundraising plan should be developed.

Cost: $25,000
Source of Funds: Regular college budget
Begin: 2021

Maintenance Plan – Ongoing Maintenance and Capital Equipment Replacement

Relationship to Strategic Plan Area: Support Excellence. Strategic Plan Core Value: Responsiveness – "ICC Looks to the future by responding to the emerging needs of its stakeholders."

Case: The ICC campus is a 68-acre area, with facilities and equipment valued in the hundreds of millions of dollars. Any organization of that size should have a plan that organizes and prioritizes the existing building maintenance needs and new capital equipment needs, with a focus on resolving health and safety issues. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.

Cost: Approximately $350,000 annually

Source of Funds: Already included in existing college budget

Introduction

The information collected in compiling the Plan assists ICC to prioritize the exiting individual building needs, with a focus on resolving health and safety issues. In addition, any new facilities, additional classroom construction or acquisition of new facilities, or site improvements are also included in the plan. The plan organizes and prioritizes the existing building needs and new facility needs. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.

ICC campus is a 68-acre area.

Determine:

In order to develop the list of projects in this Plan, input was solicited from maintenance staff, professional consultants/contractors and ICC staff. Staff also created a survey and solicited input employees regarding the conditions of their facilities. This plan incorporates their feedback, where appropriate. The survey asked the Director of Maintenance to rate the exterior (lighting, grounds, parking lot, etc.) and interior (heating, air conditioning, floors, etc.) of the classroom/facility by marking "Good", "Fair", and "Poor", and note any additional comments. This plan incorporates their feedback. ICC will focus on any emergency safety needs, safety needs, and "poor" ratings.

- Survey monkey- with ratings for facilities
- Student Satisfaction Survey- are facilities rated???
- Survey – repair/renovation list
- Building Inspections, formal & informal

Project Funding & Budgets:

HVAC Systems have a typical lifespan of 15 to 20 years. Practicing good preventative maintenance and servicing as required will prolong the duration of the equipment. I have asked a representative from Trane to inspect our existing HVAC units so we can more accurately plan for replacement costs and equipment needs. The Maintenance Department is also making strides to utilize the staff resources we have available and eliminate contractor services which we can perform in-house, thus cutting expenditures to our budget.

Measure Success:

- MHEC Report (Global Risk Consultants)
- Fire Marshal Reports
- Reduce Preventative maintenance appearing on repair/renovation list
- OSHA measures
- DHS Recommendations

Location:	Exterior Rating:	Interior Rating:	Comments:
Student Union	Good	Good	Exterior windows need washed; continue landscaping west side; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Field House:	Good	Good	East doors need replaced; HVAC system is aged; possible ADA issues will need to be resolved; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Academic Building	Good	Fair	Moisture issues on west wall lower level need to be addressed, will require excavating and resealing concrete walls; exterior windows need washed; possible ADA issues will need to be resolved; flooring in classrooms needs replaced; interior classrooms need painted; windows in several locations need replaced; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Fine Arts Building	Good	Good	Moisture enters building on south side by music department. Work needs to be done to change exterior grade to keep water away from door; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Cessna Learning Center	Good	Good	Addition will be added spring 2018; Parking lot needs to be chip sealed in locations.
Administration Building	Fair	Good	Exterior landscaping required; water/wet ground issue on east side steps needs to be resolved; windows in multiple locations need to be replaced/upgraded; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC system operating adequately. Parking lot needs chip sealed and resurfaced in areas.
ICC West	Good	Poor	Exterior is in good shape, parking lot needs chip sealed and resurfaced; Interior has moisture issues and flooring throughout most of the building needs to be replaced.
Maintenance Building	Fair	Good	Working well; parking area needs to be enlarged.

5-Year Plan:

Student Union-General

Built: July 1973.
Cost: $292,000
Square Footage: 15,790

Remodeled: 3/9/2006
Cost: $70,632.79 (figures provided pre 3/2017)

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union						
RT AH #1 Trane Ser. # K06K18257A Installed 2007	Replace	15-20 Years			*22-23	Operating as designed
HVAC-(Ground) Carrier Unit #3205Q06339 Installed 2005	Replace	15-20 Years			*20-21	Operating as designed
RTU #1 (kitchen) Ser. #649100733L Installed 2006		15-20 Years		*$12,000 equipment + labor	*19-20	Earliest would be needing replaced if maintained without an extreme circumstance
AH #1 Boiler & Chiller Ser. #K06K18257A Installed 2007	5/2017 8/2017	15-20 Years		$5220.13 $3055.27	*22-23	Repair Boilers & Boiler Maintenance performed in 2017 ($8275.50) Currently operating as designed.
Roof	2/2007 Replace		Yes, 15 year		22-23	Vendor: Siplast
Fire Panels/System	April 2018			$11830	17-18	D & A Electric
Painting (Exterior)						
Painting (Interior)	2014; upper level					
Kitchen	Relocated prep station				16-17	Due to current location in front of fire panels
Dining Hall Floors	Strip and re-surface	1-year	No	$350	17-18	Work completed by ICC custodians
Floors	1/07 & 3/15			$2727.95		Carpet
Floors (Upper level)					16-17	Tiles
Floor Cleaning Equipment	2020	7-years	Yes/1-year	$6500.00	20-21	Floor scrubber and burnisher
Doors	Replace				18-19	Outside kitchen doors
ADA restroom stalls	12/2006			$6746	05-06	
Windows	Washing	Annually	No	*Lift Rental	17-18	Wash windows – By Maintenance Staff
Treasure Chest (Paint &	12/12 & 2/13			$6923		

Electrical)						
Fireside Room	10/31/06			5486.63		

Remodel Treasure Chest: 2/25/2013
Cost: $ 6748 +

Remodel Cyber Cafe: 2015
Cost: $36,680 +

Remodel Lower level S. Union (Administrative offices relocated and space for student activities and clubs added)
Cost: $$??

Student Union-Cafeteria

The Student Union kitchen was remodeled in March 2007. This project cost $136,551.52

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union-Caf						
Furniture (Tables/Chairs)	3/2015			27,247.08		
Dishwasher	1/2013			7,888.00		
Freezer	11/2012			14,801.00		
Kitchen Equipment	2/2010			787.79		
Painting (Interior)						
Floors						
Doors						
Windows						Clean annually
Roof Top Access						Permanent access needs to be installed.
Security System/Monitoring	Install			$3,500		15- cameras installed by ICC staff

Fieldhouse

Built: November 1971

Cost: $442,250.00

Square Footage: 26,966

Gym Floor refinish:

Locker room remodel:

Restroom Remodel:

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fieldhouse						
Boilers (Water Heater)				TBD		Operating as designed
RTU #1 – Info needed		15 to 20 Years				Operating as designed
RTU #2 – Info needed		15 to 20 Years				Operating as designed
RTU #5 Carrier Ser. #1999G20732 Installed 1999	Replace	15 to 20 Years		TBD	*14-16	Operating as designed
RTU #6 Trane Ser. #122912314L Installed 2012	Replace	15 to 20 Years		TBD	27-28	Operating as designed
RTU #7 Trane Ser. #6491010618L Installed 2006	Replace	15 to 20 Years		TBD	21-22	Operating as designed
RTU #8 Trane No info		15 to 20 Years		TBD		Operating as designed
RTU #9 Trane Ser. #649101486D Installed 2006	Replace	15 to 20 Years		$25,000 (unit only does not include labor)	21-22	Operating as designed
Unit #10 (WBB) Amana Wall Unit Ser. #10253506AE		15 to 20 Years		TBD	Watch	Operating
AT - North Wall Unit Does not run Westpoint No info available		15 to 20 Years				Do not replace – not needed
AT – East Wall Unit Amana Ser. # 10729010CE		15 to 20 Years			watch	Operating
Roof	2016 resurfaced	15 years	Yes	$125,00		Hail damage repaired
Painting (Exterior)						
Painting (Interior)						

Floors (Gym, New)	3-12-97			$235,000		
Floors (Gym, Refinish)	6-29-11			$21,900		Floor refinished
Floors (Gym, Basic refinish)	December 2017			$3,000	18-19	Annual refinish
Doors	Replace East Doors			$5,000	18-19	
Security Monitoring	Install 9 Cameras			$2100	18-19	Staff will provide labor
Windows					18-19	Clean as needed
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Bleacher repairs	1-27-08			$40,113		
Bleacher repairs					17-18	Replace motor/wheel mechanism
Bleacher handrails	6-30-12			$10,771		
Fire Panel Upgrade				$27,250		D & Al Electric

Fine Arts

Built: August 1972

Project Cost: $346,543.00

Square Footage: 20,927

Name/Building/ Project	Update/ Replace	Life Expectancy	Warranty ? Yes/No, Length	Cost	Next Budget Year	Notes
Fine Arts						
AHU #1 Ser. #K06J13331A Installed 2006	Watch &/or Replace	15 – 20 Years		$25,000 unit only	21-22	Operating as designed
CU #1 (Theatre) Ser. #C06J09678 Installed 2006	Watch &/or Replace	15 – 20 Years		$50,000 unit only	21-22	Operating as designed
RTU #1 (Air only) Ser. # C06J09677 Installed 2006	Watch &/or Replace	15 – 20 Years		$90,000 unit only	21-22	Operating as designed
RTU #2 (Heat only) Ser. #F06J10036 Installed 2006	Watch &/or Replace	15 – 20 Years		$70,000 unit only	21-22	Operating as designed
Boilers (Water heater)	Watch &/or Replace	15 – 20 Years		TBD		Operating as designed

Roof	Resurfaced Mar. 2016	15 – 20 Years	Yes-Siplast	TBD		Repaired due to hail damage
Fire Panels/System				$13,900	20-21	D & A Electric
Painting (Exterior)	7/26/12			6303.75		
Painting (Interior)	2016			125,000		Hail damage repaired
Floors	Upgrade			$13,990	19-20	
Doors	5/31/2011			10648.12		Tile
Doors	3/30/05			8750.00		Theatre Dance Floor
Doors	4/29/2009					Outer lobby doors
Windows	May 2016			7000		Theatre door
Restrooms	August 2016			7500	15-16	Steel rolling fire door
Lights				2500	16-17	Magnetic Door holders
Ceiling Repairs	4/29/2009			12,030.79		
Crown Moulding	9/30/2012			1393.73		Foyer
Desks	6/30/2013			3440		Lobby Hallway
Floor Scrubber	11/21/2013			2855		
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Security Cameras				$1,400	18-19	Install 6 cameras

Academic Building

Built: August 1971

Project Cost: $736,207

Square Footage: 43,782

Renovations:

5/2015-8/2015- The ICC bookstore was relocated to be housed next to the ICC library.

Cost: ??

Restrooms Renovated: $14, 049

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Academic Building						
RTU # 1 (Heat only) Ser. #F06J10037 Installed 2006	Replace	15 to 20 years		$10,000 unit only	21-22	Communication Issues; Operates as designed
RUT #2 (Air only) Ser. #C06509699 Installed 2006	Replace	15 to 20 years		$90,000 unit only	21-22	Communication Issues; Operates as designed
RTU #3 AIR/HEAT Ser. # C06J9674 Installed 2006	Replace	15 to 20 years		TBD	21-22	Operating as designed
RTU #4 (Heat only) Ser. # F06J10038	Replace	15 to 20 years		TBD	21-21	Communication Issues; Operates as designed

Installed 2006						
RTU #5 (Air only) Ser. #C06J09673 Installed 2006	Replace	15 to 20 years		TBD	21-22	Communication Issues; Operates as designed
Boilers (hot water heater)	TBD			TBD		
Roof	February 2016	15 years	Yes-Siplast	125,000		Hail damage repair
Fire Panels/System	Upgrade			$20,737	18-19	D & A Electric
Painting (Exterior)					19-20	Upgrade campus
Painting (Interior)					17-18	Maintenance painted hallways
Paint classrooms					18-19	To be performed by ICC staff
Balcony (Library)						
Floors – Carpet Broadloom	Replace	10- 15 years		$2.33/sq. foot	19-20	Labor and materials (average classroom 1200 sq. ft.)
Floors Carpet Tile				$3.11/sq. foot	19-20	Labor and materials (average classroom 1200 sq. ft.)
Floors – VAT/VCT	Replace	20 – 30 years		$4.50/sq. foot	19-20	Labor and materials (average classroom 1200 sq. ft.)
Doors	Update			2500	16-17	Magnetic Door Holders per Fire Marshal
Doors	Update			6,000	15-16	Panic Bars replaced on upper level , west , outer doors
Windows	Replace damaged			$4500	18-19	Several locations in library, west door
Restrooms	6/30/09			14,049.21	09-10	
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Library Carpet	6/2011			$19,094	10-11	
Security Cameras				$2,800	18-19	Install 12 cameras

Cessna Learning Center

Built: August 1996

Project Cost: $1,000,000

Square Footage: 8,008

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Cessna Learning Center						
RTU #1 – (NE unit) Trane Ser. # 151111553L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed

RTU #2 – (SE Unit) Trane Ser. # 151111535L	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #3 (NW unit) Trane Ser. # 151111604L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #4 (SW unit) Trane Ser. # 151111571L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #5 (West) Trane Ser. # 14206BGW3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Rtu #5 (Inside West) Trane Ser. # 14235STX2V		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (East) Trane Ser. # 14206BEM3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (Inside East) Trane Ser. # 14235SYK2V Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Boilers (Water Heater)						
Roof	12/29/09; Fall 2015;3/2016 resurfaced hail damage	15 years	Yes-Siplast	24,975	31-32	Murrell Roofing; Wray Roofing
Fire Panels/System	9/2016			$4,533	16-17	
Painting (Exterior)	2013					
Painting (Interior)	5/2013			$4220		
Floors	2/2013			$5778		CLC E & CLCW
Doors	Update			2,500	16-17	Magnetic Door Holder; per Fire Marshall
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Windows						
Security Cameras	Install			$1,400		6 - Cameras (installed by ICC staff)
Solar Panels	2015				Westar	

Administration Building

Acquired: June 8, 1968?

Cost: $35,000

Square Footage: 5,440

Renovations: 3/2015

-Updated painting, carpeting, floor underlayment in north & south end of building, increased office space

Cost: $37,208 +

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Administration Building						
HVAC UNIT #2 (MID-BUILDING Carrier Ser. # 1308G30124 Installed 2013		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
HVAC UNIT #1 (South) Carrier Ser. # 1707X83571 Installed 2017	2017	15-20 years			32-33	Operating as designed
HVAC	TEC Updated			3,000	15-16	
Ceiling Tiles	3/2015				14-15	South end of bldg.
Ceiling Tiles				5000	16-17	Lobby and hallways
Boilers						
Roof	7/27/12		Yes	24,380.00		
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	3/22/10			5676.00		New Carpet
Windows	Replace select			$2,500	18-19	Various windows that have lost gas seal
Restrooms	3/29/05		5,969.00			
Hot Water Tank	5/2015		Yes	500.00		Replaced
Security Cameras				$1,400	18-19	Install 6 Cameras

Multi-Purpose Building

This facility was originally built as part of the Dorm structure in April 1970. It was originally built to house the Dorm Director. This facility has transformed over the years. In December 2003 it was remodeled and house the “Pirate Cove” Academy, which was the ICC daycare program.

Cost: $35,000
Square Footage: 1,625

Pirate Cove Remodel
12/30/2003
Cost $117,684.00

Fitness Center Remodel:
1/30/2013
Cost: $19,325.00

Football Offices Remodel:
12/30/2015
Cost: $3750 +
Weight Room Addition Cost: ??

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Multi-Purpose Building						
International Comfort Products (Coach's office) Ser. # C153442454 Installed 2015		15 to 20 Years			30-31	Operating as designed
Carrier Ser. # 1516E09347 Installed 2015		15-20 Years			30-31	Operating as designed
Carrier (inside unit) Ser. # 4114X20957 Installed 2014		15-20 Years			29-30	Operating as designed
Roof						
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)	December 2015;July 2017			n/a		
Floors	December 2015					
Doors						
Windows						
Restrooms	December 2015					

ICC West

Acquired: 10/6/2006
Cost: $395,500.00
Renovation Costs: $1,495,313.32
Vet Tech Renovation Cost: $886,873.87
Culinary Renovation Cost: $152,744 +

Square footage: 40,499

The ICC West campus is located at 2615 W. Main in Independence. The facility is housed on 5.1 acres. It currently houses Allied Health, Cosmetology, Vet Tech, and community outreach courses. This facility was purchased in 2006 and fully renovated in August 2010. During the 2011-12 fiscal year, the ICC West was renovated to accommodate the Vet Tech program.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
ICC West						
RTU #1 Trane Ser. #950100259D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #2 Trane Ser. # 950100223D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #3 Trane Ser. #950100286D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #4 Trane Ser. #113910921D Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #3 VET TECH Ser. # 113910960L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #5 Trane Ser. #950100250D Installed 2009		15-20 Years		TBD	24-25	Operating as designed
HVAC (VET TECH #1 S. GROUND UNIT) Ser. # 110110019L Installed 2011		15-20 Years		$15,000	26-27	Operating as designed
HVAC (VET TECH #2-S. Side Ground Unit) Ser. # 113910969L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
Boilers (hot water heaters)				TBD		
Roof				TBD		
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						Cosmetology painted 2017
****Floors (Cosmetology)**	Replace					
****Floors (Wood Center)**	Replace				**	
****Floors (Classroom)**	Replace				**	
****Floors (Hallway)**	Replace				**	
Floor (Multiple classrooms, hallways, labs, woods room)	Replace		No		16-17	Vet Tech Surgery, cosmetology, classrooms, halls
Doors	Update		No	5,000	16-17	Magnetic Door Holders per Fire Marshall
Windows						
Sign	6/30/12			$47,024.54		
Sprinkler System						
Culinary Addition					15-16 &	

					16-17	
Cosmetology Expansion					18-19	Emergency Exit Door, 2 partitions with doors

*****The floor replacement project is going to require addressing the moisture issues in this building. Testing of the subfloor has been performed and saturation levels are extremely high. Flooring types will be chosen based on suitability to the applications.***

Dorms

Bricks:
Built: April 1970
Cost: $514,000.00
Square Footage: 13,680
Renovations: 8/2015- Mold remediation (resulted in new carpet, paint, bed mattresses, and ventilation system)

Captains Quarters:
Built: 6/15/2001
Cost: $5,910,000
Square Footage: 43,774

ICC houses two dorm units that are owned by ICC. The units named "Bricks" are the original dorm structure that were built in April 1970. Ninety-six (96) units were built for a cost of $514,000.00

The "Brick" units are currently being managed by Bluffstone, all maintenance needs are being performed by Bluffstone staff.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Dorms						
HVAC	TBD					
Boilers	TBD					
Roof	TBD					
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	6/30/13			$7,674.00		
Doors						
Windows						
Sign						
Sprinkler System						

Maintenance Facility

Built:
Cost:
Square Footage: 2400

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Maintenance Facility						
Sterling Gas Heater		15 to 20 Years				
Window AC Unit (Director's Office)		10 Years				
Window AC/Heat Unit (Staff Office)		10 Years				
Hot Water Heater – ABS installed 1991		15-20 years				Operating as designed
Roof						Metal roof
Fire Panels/System						
Painting (Exterior)						Metal Building – No paint
Floors						Concrete
Doors						2 overhead and 1 service
Windows						2 small-ok

Parking Lots

Drive E/F was replaced in 2017 for the amount of $89,900. For the purpose of maintaining the life-span of our paved/concrete surfaces we will be spraying cracks and crevices several times throughout the growing year to prevent vegetation from further degrading the surfaces. Ideally we will work on attaining a bid to fill cracks and seal compromised areas. With approval I will work on attaining bids.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Parking Lots						
Drive E/F Fine Arts	4/27/12;7/2017			$56,883.00/$89,900		
Drive C (Student Union)	Replace			Estimate $75,000	18-19	Would be ideal to have work down while CLC addition is being done, we may save on trucking.
Drive A (Maintenance)						Satisfactory
Drive B (Dorms)				$1500.00	18-19	Speed bump needs to be installed
ICC West	Fill Cracks/Seal			Requires estimate	19-20	
Drive D (Admin)	Fill Cracks/Seal			Requires estimate	18-19	

Fleet

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fleet						
2000 Ford F450	9/25/10			53262.00		Running as designed
1993 Ford F-150						Running as designed
2002 Dodge Caravan						Running as designed
2003 Ford Escape (Inge)						Running as designed
2004 Ford Taurus						Running as designed
2001 Chevy Express Van						Steering going out/will need to be replaced
ICC West Ford Ambulance						Running as designed
1988 Ford AT Van						Running as designed
21-Passenger Shuttle						To be put on Purple Wave to auction
Enclosed Trailer (athletics)						Operating as designed
2009 Friesen Trailer						
2005 Carry On Trailer						

Grounds

The gas lines were replaced from the main located north of the Field House to the lateral lines connecting the Administration Building, Field House, Student Union, Academic Building and Fine Arts. The next big project will need to be working on the electrical wiring for campus light poles. Much of the electrical system is in excess of 40 years old and electrical issues (current going to poles) is occurring. The lack of adequate lighting poses a safety risk to the campus in the evenings.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Grounds						
Water Tower/Lines	11/6/2000			$175,000.00		
Campus lighting (light poles)				Need estimate		40 + year old wiring: various locations are having issues – shorting of electrical current
Football Practice Field						
Baseball/Softball Fields						
Sidewalks	6/30/2013			$44,338.29 Need estimates for improvement projects.		Replaced multiple sidewalks. Need culverts and work on sidewalks between CLC and Admin/AC buildings; various locations need patched/repaired

Dam Improvements	6/30/2013			$15,463.00		

Equipment

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Equipment						
Scoreboards						
Videotron	6/30/11			$50,000		Located at Shulthis Stadium
Observatory						Repair leaks in roof/repaint
Cosmo						
Vet Tech						
Allied Health						
Classrooms						
Mower	February 2016	7 years	No	9,000	15-16 RR	Hustler- Sandbagger
Mower	5/29/11	7 years	No	10,365.27		Hustler #2 needs replaced
Mower	Over 9 years old	7 years	No	9,000		Operating as designed
Golf Cart #1				$4,500	18-19	Golf Cart needs replaced
Golf Cart #2						Operating as designed
Golf Cart #3						Operating as designed
Snow blower						Virtually Brand New
Sprayer for de-icer						Virtually brand new

Appendix C

Independence Community College Accessibility Report and Plan

During the spring 2018 semester the Associate Dean for Tutoring and Accessibility and the ICC Compliance Officer toured every building on the main and west campuses utilizing an ADA checklist in each area. Many areas were found to be out of compliance. A representative from the Great Plains ADA Center presented to campus and toured facilities; offering advice and confirming checklist items. ICC has a responsibility to maintain student access to programming and use of facilities.

Explanation of Priority Levels

Priority Level High – ICC is out of compliance and could face repercussions if item is not remedied

Priority Level Medium – ICC is out of compliance and could face repercussions if item is not remedied but there is a workable temporary solution or issue has smaller impact to students and employees

Priority Level Low – This item would improve overall Accessibility at ICC

Year One

Priority Level	Compliance Need	Estimated Cost
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$0**
High	**Investigate and budget funds installation of elevator in Student Union**	**$0**
High	**Update restroom signage in all buildings to match accessibility level**	**$250**
High	**Update restrooms in Academic Building Lower Level Faculty**	**$1500**
High	**Update restrooms in Academic Building Upper level**	**$2000**
Medium	**Update Administration Building main entrance hand rail**	**$300**
High	**Replace/modify all restroom sink knobs/levers**	**$100**
Medium	**Update/modify accessible parking signage outside Cessna building**	**$100**
Medium	**Update/modify accessible parking signage outside Administration building**	**$100**
Medium	**Update/modify accessible parking signage outside Fine Arts Building**	**$100**
High	**Update/modify accessible parking signage outside Student Union**	**$100**

DRAFT

High	**Install ramp for access to Field House floor**	**$1000**
High	**Update restrooms in Fine Arts building**	**$2000**
High	**Update lower level restrooms in Student Union**	**$2000**
High	**Update upper level restrooms in Student Union**	**$7500**
High	**Update restrooms in Field House**	**$2000**
Low	**Continuous accessibility training and implementation**	**$200**
		$19250

During the investigation it was found that ICC has used "ambulatory" restrooms as the wheelchair accessible restrooms. ICC must provide wheelchair access to a restroom in every building. The first step towards compliance is to update all campus restroom signage. The current "Faculty Restrooms" located on the first floor of the Academic Building should be updated to meet ADA standards (lowering mirror, adding grab bars, etc.)

Elevator access is crucial in the Student Union and a priority in the Academic Building. Students must have access to student programming in the lower level of the Student Union and have access to both levels of the academic building. Current pathways to both buildings are not compliant.

The Administration Building handrail does not meet standards. The entrance has a ramp and is marked as accessible. Replacing the handrail should be relatively easy and inexpensive.

The Field House court is not accessible due to a ledge/step up into the gym. A ramp could be created to allow access. New doors may have to be purchased to accommodate ramp access.

In all ICC restrooms there is an accessible sink. However, many restrooms do not have the proper sink knobs/levers on the appropriate sink. This issue can be corrected quickly and with little cost because the appropriate sink knob/lever is on another sink in the same restroom.

Restrooms in Student Union are not accessible. The upper level restrooms doorway does not allow wheelchair access and the stall width does not meet standards. The lower level restrooms do not meet stall width requirements and are not accessible due to ramp/stairway issues.

The Fine Arts building restrooms are not accessible due to stall width requirements.

The Field House restrooms stall partitions should be updated to allow wheelchair access.

For restrooms not meeting stall width requirements it is recommended ICC purchase new dividers and move plumbing as necessary.

All restrooms must lower or modify the bio-hazard container to meet accessibility requirements.

Accessible parking signs on campus must be 60 inches above the ground from the bottom of the sign. This needs to be corrected across campus. In addition, areas need repainted and/or dimensions adjusted.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars.

DRAFT

Year Two

Priority Level	Compliance Need	Estimated Cost
High	**Investigate and budget funds installation of elevator in Student Union**	**$7500**
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$7500**
Medium/Low	**Provide access to Fab Lab machines**	**Expansion should remedy**
Low	**Continuous accessibility training and implementation**	**$200**
Medium	**Replace cosmetology reception counter**	**$600**
		$15800

The cosmetology counter should be adjusted to allow wheelchair patrons access to view receptionist and pay for services.

The Fab Lab machines are partially accessible. The expansion should remedy accessibility issues. Staff should remain aware of patron needs and remedy accessibility needs as they are presented.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Three

Priority Level	Compliance Need	Estimated Cost
Medium	**Budget funds for installation of elevator in Academic Building**	**$7500**
High	**Budget funds for installation of elevator in Student Union**	**$7500**
Low	**Continuous accessibility training and implementation**	**$200**
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

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Year Four

Priority Level	Compliance Need	Estimated Cost
High	**Investigate and budget funds installation of elevator in Student Union**	**$7500**
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$7500**
Low	**Continuous accessibility training and implementation**	**$200**
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Five

Priority Level	Compliance Need	Estimated Cost
High	**Install elevator in Student Union**	**$2500**
Medium	**Install elevator in Academic Building**	**$2500**
Low	**Continuous accessibility training and implementation**	**$200**
		$5200

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Total Cost: $70650

Appendix D

Independence
COMMUNITY COLLEGE

Technology Plan 2018-2023

Board Submitted April 26, 2018

Eric Montgomery
Director of Information Technology
Independence Community College

Revision 2.5 (Final Draft)

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Revision History Table

Revision	Author	Date	Description
1.0	Eric Montgomery	3-1-2018	Initial Draft
2.0	Eric Montgomery	4-8-2018	Peer Review Revisions
2.1	Eric Montgomery	4-9-2018	Grammar and Spelling checks
2.2	Eric Montgomery	4-10-2018	Added Appendix A, B, C, D, F, G
2.3	Eric Montgomery	4-11-2018	Added Appendix E, H
2.4	Eric Montgomery	4-11-2018	Added Device Ages
2.5	Eric Montgomery	4-19-2018	Final Draft for Review

Mission Statement

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Vision Statement

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment.

Introduction

The Technology Plan, a guiding document for all of campus, is a revolving action plan providing comprehensive, medium-range planning for the next five years. It covers all areas of campus, including instructional and administrative functions (Records, Enrollment, etc.). Key features include goals for addressing the five major components of technology for effective education (learning, assessment, teaching, infrastructure, and productivity)[1]; initiatives and projects for the next five years; and a plan for continuous updates. Implementation will rest heavily with the Department of Information Technology, but also involve all campus users of technology.

The following document is a culmination of research surrounding multiple colleges, community colleges as well as four-year universities, Educause, Gartner and the National Education Technology Plan.

Prior IT Accomplishments

Several accomplishments have been made in the past three-year period of time, including the following:

Server Upgrades

The College migrated to an improved server environment that also included an enterprise level backup utility system to improve the performance of the Ellucian Power Campus Enterprise Resource Planning system.

Operational Enhancements

- Dynamics GP implementation which revamped our current Financial System.
- Implementation of the Power Campus ERP, moving away from the prior implemented Jenzebar system.
- Online Self Service and Portal for Students.
- Desktop Virtualization Interface development, which enabled students to access course material from a remote location through a private cloud, thus enhancing their levels of access and convenience.
- Complete Network, Wi-Fi, and datacenter replacement.

[1] https://tech.ed.gov/files/2017/01/NETP17.pdf

Campus Technology Committee Membership

The Technology Advisory Committee reports to Council of Chairs. All advisory members are recruited by the Director of Information Technology. Currently there are three vacancies we are trying to fill within the committee.

Member	Role
Eric Montgomery	Director Information Technology ICC
Brett Gilcrest	Division Chair ICC
Brian Southworth	Division Chair ICC
Eric Rutherford	Division Chair ICC
Tonda Lawrence	Division Chair ICC
Laura McClure	Technology Instructor USD #446
Melissa Ashford	Faculty ICC
John Eubanks	Faculty ICC
Cody Westerhold	Student Affairs

Planning, Budgeting, and Effectiveness

1. Planning: Provide strategic long-term planning for campus-wide technology including infrastructure, hardware, software, and support services.

    a. Create a comprehensive, campus-wide technology plan for the next five years (2018-2023). The plan should include definitions of priorities, guidelines for decision-making, proposals for annual budgets for maintenance and replacement schedules when needed.

        i. The five-year plan should be updated annually and provide the basis for annual action plans.

        ii. The evidenced-informed planning process is expected to involve the regular assessment of campus technology needs.

2. Budgeting: Guide technology planning and decision-making processes allocating budgeted funds for technology purposes.

    a. Work with the Chief Financial Officer to develop budgeting and spending policies that accurately document total campus spending on technology.

    b. Review monthly/annual reports from Great Plains Dynamics regarding departmental budgeting and spending for technology.

    c. Create policies that guide the selection of hardware and software funded within existing budgets.

    d. Propose, annually, priorities for technology expenditures.

3. Enhancing Technology's Effectiveness: Strengthen the effectiveness of campus-wide technology through proposals for and evaluation of Information Systems' functions. In the near future, these should include:

    a. Developing technology replacement cycles for all categories of equipment.

b. Establishing college-wide information technology policies, procedures, and standards, including those involving emerging technologies.

IT Department Service and Support Strategy Changes

Over the last three years, the department of Information Technology has revamped the previous infrastructure to meet ever demanding needs. Due to the current change in infrastructure and the need to become more concentric around integration and less facilitation the department needs to implement a Centralized Support Technology.

Centralized Support Technology: To address concerns regarding staffing, after hours support and communication disconnects. The decision was made to propose moving the current help desk infrastructure to a 24x7x365 staffed outsourced solution starting July 2018. The goal was to include the IT staff in more projects and general meetings, while improving IT services and support at all campus locations.

Technology and Institutional Planning

Recognizing that Information Technology is a foundational tool for nearly all campus departments, the Technology Advisory Committee provides faculty, staff, community members, local businesses, administration and students with a voice in planning for technology. This technology plan is ratified by the advisory committee prior to submitting to the board of trustees for final approval whenever substantive changes are made, new policies are written, or new initiatives are added. The plan becomes effective upon board of trustee approval.

Guiding Principles

1. Technology resources must be focused on efforts that directly support priorities in the academic arena.

2. We will seek to work together rather than to create or expand duplicate solutions.

3. Academic and administrative users will strive to communicate their needs and goals as completely and clearly as possible to the Department of Information Technology.

4. The Department of Information Technology will actively solicit input from users and each other on product and service requirements and will include their input in our technology decision-making process.

5. We will work collaboratively as a community to evaluate and manage technology deployment projects utilizing project management best practices.

6. We will employ open standards and best practices where feasible and define our college technology architecture (specifications and guidelines.)

7. We will encourage exploration of technology innovation at Independence Community College.

8. We will provide and support tools and applications that facilitate electronic collaboration of the faculty, staff and students over diverse locations, in line with college goals.

9. The college should ensure that electronic information is readily available to those who need it to accomplish their jobs, regardless of either the physical location of the user or the information.

10. Institutional data should be well defined and accurate. Wherever feasible, information will be captured once, as close to the authoritative source as possible, electronically validated and shared with those who need access.

11. We will promote an environment that provides protection from unauthorized or inadvertent access, sabotage or disasters and ensures the availability, integrity and confidentiality of information yet does not unduly hinder the college from conducting business as usual.

12. As a college community, we will adopt an IT service lifecycle process that provides robust and cost-effective enterprise services.

13. Highly routine manual processes will be automated when real benefits can be achieved and documented.

14. We will consciously establish quality objectives for each technology service and measure performance against those objectives. We will proactively identify and efficiently resolve all issues associated with the quality of our services.
Users should understand what they can expect in terms of service availability and responsiveness. Service levels will vary depending on the classification of a service - e.g. pilot or production. In some cases, we may consciously decide that perfection is not the level of quality necessary and may seek 'good enough'.

15. We will facilitate training and support for approved technology purchased by the college.

Prioritization Rubric

The following table is the rubric upon which ICC prioritizes technological needs. Program Review drives these prioritizations. However, in the case of state government, federal government, or other funding agency mandates, these technology needs will receive top priority by the College.

Number	Criteria	Weight
1	Extent to which request is identified in institutional program review	80%
2	Role of the technology in supporting curriculum or College services	10%
3	Extent to which the request represents a collaborative effort to use technology resources more effectively	5%
4	Sustainability of the technology in terms of ongoing support requirements and replacement costs	5%
Maximum Points		100%

Information Technology Strategic Plan

Significant changes were made to goals and objectives in order to make them more strategic and less tactical/operational in nature. Reviewing HLC recommendations, Student and Employee Satisfaction Survey results affirmed that the goals and objectives as stated within the Technology plan are in alignment with the Mission and Vision of Independence Community College.

Goal #1 Student Success

Key Performance Indicator(s):

- 1st to 2nd term retention rates
- 1st to 2nd year retention rates
- Graduation and completion rates
- Student satisfaction with Wi-Fi, mobile technologies, classroom and lab technologies, and technology training

Objectives	Dependencies	Responsible Party	Fiscal Year
1.1 Enhance the First Year Experience to support new student transitions and first-to-second year retention rates.	Website, Portal		
1.2 Support the use of technology that expands outreach to high school students/teachers for assessing and addressing basic skills needs prior to students entering ICC.			
1.3 Assess the viability of a Smartcard system to enhance the use of electronic student identification technology that enables integrity of learning	Hardware, Software, 3rd Party		
1.4 Enhance student training offerings to support their success in using new technologies.	Website, Portal, Technology Documentation		
1.5 Utilize business intelligence solutions (such as digital dashboards) to make informed decisions to support student success and communicate college-wide retention and degree-completion indicators.	Argos, Dashboards, Portal		
1.6 Collaborate with Institutional Research to identify technologies that compile student learning outcomes, assess program effectiveness, and manage data and documentation for regional and specialized accreditation standards.	Surveys, Dashboards, Portal		
1.7 Collaborate campus wide to assess and prioritize technology solutions that enhance student learning, success, and satisfaction.			
1.8 Evaluate and implement tools to audit the ICC learning management system, and portal to ensure ADA compliance.			
1.9 Evaluate and implement a 24x7 365 help desk solution to support student success.	Funding, Board Approval		

Goal #2 Innovation

Key Performance Indicator(s):

- % of network uptime
- Campus constituent satisfaction with communication technologies, including the portal
- # of courses using mobile technologies
- Cost savings from desktop virtualizations
- Increase student use of mobile technologies in the classroom

Objectives	Dependencies	Responsible Party	Fiscal Year
2.1 Collaborate with faculty and administrators to pilot mobile technologies projects that use technology to support alternate delivery systems.	Training		
2.2 Expand desktop virtualization throughout disciplines to enhance remote access to campus systems and applications.	Training, Licenses		
2.3 Evaluate and implement security technologies to ensure the privacy and integrity of information resources (such as password management).	Software		
2.4 Identify technologies (such as constituent relationship management solutions and communication tools) that support of ICC's Strategic Enrollment Plan.			
2.5 Extend laptop and tablet purchasing within ICC's bookstore for students.	Vendor Collaboration		
2.6 Investigate a Bring Your Own Device, BYOD, program for all faculty and staff, including a possible technology stipend.	Vendor Collaboration, Board Approval		

Goal #3 Operational Efficiencies

Key Performance Indicator(s):

- Identification and deployment of ERP audit recommendations
- Senior leader and departmental manager satisfaction with access to quality data for decision-making and reporting, as measured on campus surveys
- Time savings from technologies deployed to enhance operational efficiencies
- Faculty and staff satisfaction with document management strategy

Objectives	Dependencies	Responsible Party	Fiscal Year
3.1 Assess opportunities to enhance the use of existing and new technologies (such as workflows, Forms, and automation of manual processes) to improve college operational efficiencies.	ERP		
3.2 Collaborate with Human Resources to identify ways to use technology efficiently to recruit, hire, onboard, and train highly qualified candidates that have diverse skill sets.	Security, Training		
3.3 Continue to enhance training to support faculty and staff in effectively using new and existing technologies in their efforts.	Training, Technology		
3.4 Provide for disaster recovery/business continuity plan.			
3.5 Utilize business intelligence solutions (such as digital dashboards) to make informed decisions to support institutional effectiveness and departmental success.	Argos, Portal		
3.6 Explore opportunities shareware, and open source to expand capacity and reduce costs.			
3.7 Identify classroom equipment configurations and technology that address the needs of members of the College community.			
3.8 Develop a document management strategy that establishes a standard methodology and collaboration tools for storing, sharing, and updating documents internally.	Training, Documentation		
3.9 Conduct an independent audit of the Power Campus Enterprise Planning Resource system and third party applications to identify opportunities to meet institutional needs and optimize enterprise systems	ERP		

Goal #4 Engagement

Key Performance Indicator(s):

- # of distance education/online student enrollments
- Community Outreach
- Grants revenue

Objectives	Dependencies	Responsible Party	Fiscal Year
4.1 Collaborate with Departments to identify grant opportunities, and utilize resources	3rd Party		
4.2 Work with College and local community members to investigate technology to more fully integrate ICC with community.	Public Relations		
4.3 Deploy technology to expand/improve communications and relationship with external constituencies.	Software		
4.4 Identify opportunities to use technology in support of the institutional vision for enrollment growth, course offering efficiencies, and quality services.	ERP, Portal		

Next Steps

The next step will be to outline the action items that will achieve each goal and its objectives set forth in the implementation grids. The College values the importance of metrics and accountability and the Technology Plan incorporates measurements to provide evidence of progress and achievement of the goals set forth in the plan. The Implementation Grids contain suggested Key Performance Indicators (KPIs). Baseline and target measurements of the selected KPIs should be established to insure progress can be properly monitored during the life of the plan.

An important culmination of this process is communicating the plan to the College community. This will ensure the vision for technology use is shared among all of the constituencies served. Future communication on both changes to and progress on the plan should also be conveyed on a continuing and timely basis.

This plan should serve as a basis for the annual operational plan which outlines tactical action items that align to the goals and objectives. Additionally, as some goals are dependent on funding, the Technology Plan will feed into the budgeting process for technology for the coming five years.

Radical shifts in the environment that invalidate some of the planning assumptions should trigger a review of the plan for continued relevance. Without this examination, new opportunities could be missed.

Plan Maintenance

The Technology Plan will be reviewed and updated each Fall Semester based on information learned from the assessment activities of the prior academic year. Changes to the campus strategic plan, and the identification of new needs and opportunities. This cycle allows ICC to decide what funding should be requested prior to the budget proposals being submitted in April/May. New actions will be added to the plan and the budget requests will be made to support them. Completed actions will be removed or become part of the Technology Plan archive.

Appendix A

Network Acceptable Use Policy

I. Purpose

The College Network incorporates all electronic communication systems and equipment at the Independence Community College (the "College"). This Network Acceptable Use Policy ("AUP") sets forth the standards by which all Users may use the shared College Network.

The College Network is provided to support the College and its mission of education, service, and research. Any other uses (other than permitted personal use as discussed below), including uses that jeopardize the integrity of the College Network, the privacy or safety of other Users, or that are otherwise illegal are prohibited. The use of the College Network is a revocable privilege.

By using or accessing the College Network, Users agree to comply with this AUP and other applicable College policies which may be implemented from time to time, as well as all federal, state, and local laws and regulations. Only Users are authorized to use and/or access the College Network.

The term "User" refers to any faculty, staff, or student associated with the College, as well as any other individual with access to computers or other network devices that have been approved by the Chief Information Officer for connection to the College Network. This definition includes, but is not limited to, contractors, visitors, and temporary affiliates.

II. Principles

General requirements for acceptable use of the College Network are based on the following principles:

1. Each User is expected to behave responsibly with respect to the College Network and other Users at all times.
2. Each User is expected to respect the integrity and the security of the College Network.
3. Each User is expected to behave in a manner consistent with College's mission and comply with all applicable laws, regulations, and College policies.
4. Each User is expected to be considerate of the needs of other Users by making every reasonable effort not to impede the ability of others to use the College Network and show restraint in the consumption of shared resources.
5. Each User is expected to respect the rights and property of others, including privacy, confidentiality and intellectual property.
6. Each User is expected to cooperate with the College to investigate potential unauthorized and/or illegal use of the College Network.
7. Each User is expected to respect the security and integrity of College computer systems and data.

III. Prohibitions

Without limiting the general guidelines listed above, unless expressly agreed to by the Chief Information Officer, the
following activities are specifically prohibited:

1. Users may not attempt to disguise their identity, the identity of their account or the machine that they are using.
2. Users may not attempt to impersonate another person or organization. Users may likewise not misuse or appropriate the College's name, network names, or network address spaces.
3. Users may not attempt to intercept, monitor, forge, alter or destroy another User's communications. Users may not infringe upon the privacy of others' computer or data. Users may not read, copy, change, or delete another User's data or communications without the prior express permission of such other User.
4. Users may not use the College Network in a way that (a) disrupts, adversely impacts the security of, or interferes with the legitimate use of any computer, the College Network or any network that the College connects to, (b) interferes with the supervisory or accounting functions of any system owned or managed by the College, or (c) take action that is likely to have such effects. Such conduct includes, but is not limited to: hacking or spamming, placing of unlawful information on any computer system, transmitting data or programs likely to result in the loss of an individual's work or result in system downtime, sending "chain letters" or "broadcast" messages to lists or individuals, or any other use that causes congestion of any networks or interferes with the work of others.
5. Users may not distribute or send unlawful communications of any kind, including but not limited to cyberstalking, threats of violence, obscenity, child pornography, or other illegal communications (as defined by law). This provision applies to any electronic communication distributed or sent within the College Network or to other networks while using the College Network.
6. Intentional access to or dissemination of pornography by College employees, temporary staff, contractors, or vendors is prohibited unless (1) such use is specific to work-related functions and has been approved by the respective manager or (2) such use is specifically related to an academic discipline or grant/research project. This

provision applies to any electronic communication distributed or sent within the College Network or to other networks while using the College Network.
7. Users may not attempt to bypass network security mechanisms, including those present on the College Network, without the prior express permission of the owner of that system. The unauthorized network scanning (e.g., vulnerabilities, post mapping, etc.) of the College Network is also prohibited.
8. Users may not engage in the unauthorized copying, distributing, altering or translating of copyrighted materials, software, music or other media without the express permission of the copyright holder or as otherwise allowed by law. Information on the Digital Millennium Copyright Act can be found at:http://www.copyright.gov/legislation/dmca.pdf and the Copyright Act at: http://www.copyright.gov/title17/.
9. Except as allowed under the Personal Use Policy or the Policy on Use of College Resources in Support of Entrepreneurial Activities. Users may not use the College Network for private business, commercial or political activities, fundraising, or advertising on behalf of non-College organizations, unlawful activities, or uses that violate other College policies.
10.Users may not extend or share with public or other users the College Network beyond what has been configured accordingly by the Department of Information Technology. Users are not permitted to connect any network devices or systems (e.g., switches, routers, wireless access points, VPNs, and firewalls) to the College Network without advance notice to and consultation with the Department of Information Technology at the College.
11.Users are responsible for maintaining minimal security controls on their personal computer equipment that connects to the College Network, including but not limited to: current antivirus software, current system patches, and strong passwords.
12.Users may not violate any laws or ordinances, including, but not limited to, laws related to copyright, discrimination, harassment, threats of violence and/or export controls.

IV. Review and Penalties

The College reserves the right to review and/or monitor any transmissions sent or received through the College Network. College access to electronic mail on the College Network is permitted in accordance with the College's Policy on the Privacy of Electronic Information. Access to other transmissions sent or received through the College Network may occur in the following circumstances:
1. In accordance with generally accepted, network-administration practices.
2. To prevent or investigate any actual or potential information security incidents and system misuse, if deemed necessary by authorized personnel.
3. To investigate reports of violation of College policy or local, state, or federal law.
4. To comply with legal requests for information (such as subpoenas and public records requests).
5. To retrieve information in emergency circumstances where there is a threat to health, safety, or College property involved.
Penalties for violating this AUP may include:
6. Restricted access or loss of access to the College Network;
7. Disciplinary actions against personnel and students associated with the College.
8. Termination and/or expulsion from the College, and Civil and/or criminal liability.
The College, in consultation with its legal counsel, may contact local or federal law enforcement authorities to investigate any matter at its sole discretion.

V. Policy Updates

The College reserves the right to update or revise this AUP or implement additional policies in the future. Users are responsible for staying informed about College policies regarding the use of computer and network resources and complying with all applicable policies. The College shall provide notice of any such modifications or amendments by email to the College community. Any such modification shall be effective immediately upon notice being provided regardless of whether subscriber actually reads such notice. The current version of this policy can be found at ??.

VI. Additional IT Acceptable Use Policies

Additional policies related to the acceptable use of other IT systems and services at the College can be found at ?? .
Data Network Infrastructure Policy
Policy on the Privacy of Electronic Information
Personal Use Policy
Policy on Use of College Resources in Support of Entrepreneurial Activities

Data Network Infrastructure Policy

As with any large public utility, such as basic telephony services or electrical distribution, the College

communications infrastructure needs to be centrally planned, managed and maintained. It is only through centrally coordinated information technology strategic planning and implementation that the core technology goals of the institution are met.
An aggregation of separate, discrete, and privately-managed backbone or "backbone-like" data, voice or video networks does not constitute a utilities infrastructure that can meet these institutional goals nor does it provide for the best and most efficient return on the College's investment in this infrastructure.
To ensure a high-performance, high-availability, production-quality communications infrastructure at Independence Community College, the Department of Information Technology must provide a number of components and architectural considerations, as described below.
To ensure reliability, security and efficient use of limited resources, the Department of Information Technology must
develop and implement the physical connectivity design: how buildings connect to the campus fiber infrastructure. The design architecture for the physical layer consists of all campus buildings being designated as hubs or spurs, based on the fiber path and proximity to other buildings. All spur buildings connect to a high-speed switch port in an adjacent hub building. All hub buildings connect to high-speed switch ports in the Cessna Learning Center not only for security and high-reliability considerations, but also for high-performance connectivity to the Department of Information Technology's production systems and to the Internet.
To ensure compatibility, mobility, bandwidth and security, the Department of Information Technology must design, implement and maintain the campus networking architecture. This higher layer architecture is currently based on high-speed switching technologies, with support for virtual LANs and Layer 3 switching, incremental bandwidth upgrades where appropriate (based on proactive traffic management), and support for meshed topologies to allow for
load balancing and alternate paths.
To ensure compatibility and high performance, the Department of Information Technology must maintain campus Internet connectivity. This connectivity is presently based on redundant high speed links to Cable One and AT&T, which requires a single campus entity for coordination and management.
To ensure reliability, the Department of Information Technology must support a 8Å~5-staffed operations center to provide proactive performance monitoring and to react immediately to any unscheduled outages. This also includes maintaining appropriately configured spares of all network electronic components.
To ensure security, only appropriate Department of Information Technology personnel will be permitted to monitor traffic over backbone links through network protocol analyzers (sniffers). The design of both the fiber physical connectivity and of the networking architecture do not allow random, unauthorized traffic eavesdropping across the links: all fiber terminations are in locked cabinets, port mirroring is permitted only through the secured network management system, and the nature of network switching eliminates the shared topologies of earlier network systems. In any case, the Department of Information Technology continues to maintain that the emphasis on security needs to be at the host system level.
To ensure reliability, security and high performance, the Department of Information Technology must provide central management of network devices and systems to the wall-plate in all Independence Community College locations. Any and all data network electronics must be managed by the Department of Information Technology. This includes any and all 802.11 WiFi wireless access points and switches. Note: On-campus resident students will not be allowed to use networking equipment (i.e. home routers, hubs).
In addition to the requirement that only the Department of Information Technology can install and maintain switches and routers on the campus data network, no device with multiple network interfaces (including, but not limited to, VPN gateways, firewalls, and servers) can be connected to the network without advance notice to and consultation with the Department of Information Technology. This advance notice must be submitted in the form of a Help Desk ticket. Failure to provide this advance notice will result in said devices being isolated from the network, and unable to communicate on the network. If the connection of said device is of an emergency nature (such as replacing an existing device), the ticket can be marked as Critical and we will receive immediate notification.

Policy on the Privacy of Electronic Information

I. Introduction and Purpose of this Policy

This Policy clarifies the applicability of law and certain other College policies to electronic mail and the College's Policy on the privacy of electronic information. Users are reminded that all uses of the College's information technology resources, including electronic mail, are subject to all relevant College policies and relevant state and federal laws, including federal copyright law.
Appropriate use of College electronic resources includes instruction, research, service, and the official work of the offices, departments, recognized student and campus organizations, and other agencies of the College, and as

described below, incidental personal usage by faculty, staff, and students. Since resources are not unlimited, the College may give priority for resources to certain uses or certain groups of users in support of its mission. Consistent with the College's non-discrimination policy, the use of information resources should not be denied or abridged because of race, creed, color, sex, sexual orientation, religion, national origin, age, or physical disability.

II.Privacy of Email Files

The College encourages the use of electronic mail and respects the privacy of users. It does not inspect or monitor electronic mail routinely, nor is the College responsible for its contents. Nonetheless, users of electronic mail systems should be aware that, in addition to being subject to authorized access as detailed below, electronic mail in its present form cannot be secured and is, therefore, vulnerable to unauthorized access and modification by third parties. Receivers of electronic mail documents should check with the purported sender if there is any doubt about the identity of the sender or the authenticity of the contents, as they would with print documents.

Users of electronic mail services also should be aware that even though the sender and recipient have discarded their copies of an electronic mail record, there may be back-up copies of such electronic mail that can be retrieved on College systems or any other electronic systems through which the mail has traveled.

College electronic mail services may, subject to the foregoing, be used for incidental personal purposes provided such use does not interfere with College operation of information technologies including electronic mail services, burden the College with incremental costs, or interfere with the user's employment or other obligations to the College.

Access by authorized College employees to electronic mail stored on the College's network of computers may be necessary to ensure the orderly administration and functioning of College computing systems. Such access, gained for purposes such as to back up or move data, ordinarily should not require the employee gaining access to the electronic mail to read messages. The College requires employees, such as system administrators, who as a function of their jobs routinely have access to electronic mail and other electronically stored data to maintain the confidentiality of such information.

Access to electronic mail on the College's network of computers that involves reading electronic mail may occur only where authorized by the College officials designated below and only for the following purposes:

1. Troubleshooting hardware and software problems, such as rerouting or disposing of undeliverable mail, if deemed necessary by the Chief Information Officer or his or her authorized designee.
2. Preventing or investigating unauthorized access and system misuse, if deemed necessary by the Chief Information Officer.
3. Retrieving or reviewing for College purposes College-related information*.
4. Investigating reports of violation of College policy or local, state, or federal law*.
5. Investigating reports of employee misconduct. *
6. Complying with legal requests for information (such as subpoenas and public records requests)*; and
7. Retrieving information in emergency circumstances where there is a threat to health, safety, or College property involved*.

*The system administrator will need approval from the President and General Counsel or their designee(s) approved by the President to access specific mail and data for these purposes. The extent of the access will be limited to what is reasonably necessary to acquire the information for a legitimate purpose.

In addition to the foregoing, when a College employee leaves employment or when a student graduates or otherwise withdraws from the College, a system administrator may, with approval of the unit head to which the employee was assigned or in which the student was enrolled, remove the departing employee's or student's email files from College systems in order to conserve space or for other business purposes. An employee's email may be retained and

accessed by the unit as necessary for use in connection with College business. A student's email should be deleted unless otherwise required in connection with College business. In all such cases the extent of the access will be limited to what is reasonably necessary to acquire the information for a legitimate purpose. Units and departments are encouraged to make arrangements for disposition of email files with departing employees and students in advance of their departure.

III. Privacy of data, other than electronic mail, stored on College computers and networks

As is the case with electronic mail, access by authorized College employees to electronic data stored on the College's network of computers may be necessary to ensure the orderly administration and functioning of College computing systems. Such access may require the employee gaining access to the data to read specific files. The College requires system administrators and other employees who, as a function of their jobs, routinely have access to electronically stored data, to sign statements agreeing to maintain the confidentiality of such information.

In order to conduct its business without interruption, the College must have access to data stored on College

computers and networks. Accordingly, for legitimate business purposes, the head of any College administrative unit or department may in his or her discretion authorize the accessing or retrieval of any files other than electronic mail stored on College computers under that unit or department's control. Where necessary and appropriate, College network support personnel may assist with retrieval of such information on behalf of a unit or department, even if the information is stored at a site other than the unit or department's computer systems.
There is no guarantee of privacy or confidentiality for documents or data stored on College-owned equipment.
IV. Public records consideration
Electronic mail and other data stored on College computers may constitute a public record like other documents subject to disclosure under the Kansas Public Records Act or other laws, or as a result of litigation. However, prior to such disclosure, the College evaluates all requests for information submitted by the public for compliance with the provisions of the Act or other applicable law.
Destruction of such records is governed by the Records Retention Policies of one's unit of employment. Information about such policies is available from one's supervisor. Incidental personal electronic mail may be destroyed at the user's discretion.
V. Conclusion
Wherever possible in a public setting, individuals' privacy should be preserved. However, there is no guarantee of privacy or confidentiality for data stored or for messages stored or sent on College-owned equipment. Persons with questions about the applicability of this Policy to specific situations should contact the Human Resources Department.
Violations of College policies governing the use of College electronic resources, including mail services, may result in restriction of access to College information technology resources in addition to any disciplinary action that may be applicable under other College policies, guidelines or implementing procedures, up to and including dismissal. Suspected violations of College Policy may be reported to helpdesk@indycc.edu.

Personal Use Policy

The use of the College's resources and services for non-official purposes is permitted only in compliance with the following criteria:
1. The cost to the College must be negligible.
2. The use must not interfere with a College employee's obligation to carry out College duties in a timely and effective manner. Time spent engaged in the non-official use of College resources is not considered to be College work time.
3. The use must in no way undermine the use of College resources and services for official purposes.
4. The use neither expresses nor implies sponsorship or endorsement by the College.
5. The use must be consistent with state and federal laws regarding obscenity, libel, or the like, and state and federal laws and College policies regarding political activity, the marketing of products or services, or other inappropriate activities.
6. Users should be aware that internal or external audit or other needs may require examination of uses of College resources or services and should not expect such uses to be free from inspection.
Application: Each case will depend upon the particular circumstances and other important factors such as materiality or reasonableness. The ultimate control, therefore, lies with each employee's supervisor, as that person should have direct knowledge of the behaviors and needs of the individual employee.
Appropriateness of Practices: Employees should consult with their supervisors in advance if they have any questions about appropriateness of certain practices. A supervisor's decision cannot, however, circumvent other policies and procedures of Independence Community College that may restrict personal use beyond the limitations cited herein. For example, the use of the College's telephones, fax machines, mail services, and vehicles must comply with existing College policies, and the use of College resources in political activity is prohibited.
Telephones and Fax Machines: Only calls related to College business may be charged to College lines or calling cards. Personal calls may not be billed to College telephone numbers. Personal long distance calls may be made from College telephones only when these calls are placed as credit card, collect, third number (non-College) calls. This telephone policy also applies to the use of College fax machines.
Mail Services: College Mail Services states, "The campus mail system will be used solely for the distribution of U.S. mail delivered to the Campus Mail Center and for intra-College mail, including publications produced by the College or its related units but excluding student publications." The College mail system will not be used for the distribution of non-College related publications that are designed primarily for free circulation, nor for printed publications containing only advertising or designed primarily for advertising purposes. Use of the campus mail system for real estate advertising, chain letters, or private use for personal advantage is specifically prohibited. Individuals or departments that abuse the campus mail service will, at a minimum, be billed regular first class

postage for all copies distributed.
Vehicles: A supervisor also cannot allow the use of a State vehicle that is not in compliance with Motor Pool Policy.
Political Activity: Political activity by College employees is regulated by Federal and State law and College policy. No employee may use College funds, vehicles, equipment, supplies, or other resources in connection with partisan political activities. This includes the use of College electronic resources.

Reason for Policy

Public Trust: The College deals constantly with the public's perception of how we conduct the business of the College. All College employees must be constantly mindful of the public trust that we discharge, of the necessity for conducting ourselves with the highest ethical principles, and avoiding any action that may be viewed as a violation of the public trust. As custodians of resources entrusted us by the public, government entities, and private donors, we
should always be mindful of how we utilize these resources. As members of a campus community, we should also be
mindful of our responsibility to act so that others are not deprived of access to these same resources as they perform their duties. These resources include, but are not limited to, employee's time, facilities, supplies, and equipment, such as telephones, fax machines, and computers.
Accountability: In any business environment, however, accountability must be balanced with a consideration of the needs of employees to carry on normal day-to-day responsibilities related to their personal lives. The complex task of balancing accountability to the State with the life-needs of employees calls for the College to provide direction for managers when weighing these two essential obligations.

Support of Entrepreneurial Activities

Independence Community College values and supports entrepreneurial activity by faculty. Consistent with the College's goal to support the economic development of the Independence and the State of Kansas, entrepreneurial activities of College faculty are considered part of their duties. Faculty use of College resources in support of appropriate entrepreneurial activities may be allowed provided these activities do not conflict with applicable policies regarding use of public facilities for private gain. Incidental and minimal use of office, library, personal desktop work stations, storage servers, communication devices, or clerical staff is permitted.
For the purpose of this policy, "entrepreneurial activities" performed by a member of the College faculty as part of College duties are activities that contribute to the College's economic development, technology transfer or other public service goals. Examples include environmental or educational issues, a startup company in which the College expects to acquire an equity position through licensing College intellectual property, or activities in support of the development of a licensing agreement with an established company. Where activities are undertaken purely for an employee's personal gain without connection to the College's mission, use of College resources in support of such activities is not appropriate except as otherwise allowed by College policy.
Consulting activities undertaken as allowed are not considered entrepreneurial activities that are part of the faculty member's College duties unless they are so noted.
While this policy is meant to clarify and encourage such activity, faculty should be aware that other current College policies remain in place and are thus applicable to certain aspects of entrepreneurial activity.

Appendix B

Technology Purchasing Policy

The following policies relate to adding network lines, adding additional computers and printers, and computer installations. These policies are necessary in order to control the total College costs related to the support and replacement of the computers and related items and to provide a more timely installation of new computers. Each computer or printer network line incurs costs related to installation, upgrading, support, software licensing, Internet connection, etc. The following policies have been adopted to help control the total costs for this computer support.

Replacing a computer or printer. A new computer/printer purchase is considered a replacement when an older computer or printer is returned to the Department of Information Technology. The replacement of a computer or printer must be initiated by the Division Chair and have appropriate budget funds allocated. It also requires the approval of the Academic Dean, Departmental Directors or their designated representatives.

Adding a computer or printer. A new computer/printer purchase is considered an additional computer or printer when an older unit is not returned to the Department of Information Technology. The addition of a computer or printer must be initiated by the Division Chair and approved by the Academic Dean (academic departments), Departmental Directors or their designated representatives (administrative departments).

Redeployment of computer. To request a redeployment of an existing computer, please submit a request to helpdesk@indycc.edu. **Files existing on the computer will not be transferred**.

Network lines. A Division Chair should contact the Department of Information Technology to request installation of a new network line or for the re-activation of an unused network line. The Department of Information Technology will charge the department the cost of the line installation.

ICC provides each employee with a Primary Office computer that will be replaced on a regular basis. Additional computers, e.g. computers for certain research needs or specialized job requirements, are allowed with the approval of the Academic Dean (academic departments) or Departmental Directors or their designated representatives (administrative departments). Additional computers will not be automatically replaced through the normal annual budget process.

Notebooks. Because notebook computers cost more than desktop systems, the purchase of an additional notebook computer or a notebook computer to replace a desktop unit must be approved by the Academic Dean (academic departments), Departmental Directors or their designated representatives (administrative departments) before the purchase is initiated.

Mobile devices. Purchases of iPads and other approved tablet devices are authorized for College employees who are vice presidents, deans, associate/assistant vice presidents, and associate/assistant deans. Other employees needing such a device must demonstrate the need and purpose for the device and have approval in the form of an email or signed letter from their

Academic Dean (academic departments) or Departmental Director (administrative departments) requesting that a tablet device be purchased. Tablet devices are not considered an employee's primary computer and are not part of the replacement cycle used for departmental capital budgeting.

Non-standard systems. The campus computer standards are the Lenovo, HP, and Apple lines of computers. The purchase of any non-standard computer is an exception and requires approval from the Academic Chair and Dean for academic departments or Departmental Director or their designated representatives for administrative departments.

Printers. The standard printer for departments is a high-end laser printer. All printers should be connected to the campus network; every printer should provide printing services for several computers. Non-networked printers will not be installed without approval from the Academic Dean (academic departments), Departmental Director or their designated representatives (administrative departments).

Projectors. The purchase of a display device (projector, flat panel display, etc.) must be initiated by the Division Chair and approved by the Academic Dean (academic departments), Departmental Director or their designated representatives (administrative departments).

Externally funded purchases. Unless otherwise specified in the applicable grant or contract agreement, all computer technology purchased with external funds is the property of Independence Community College, and as such is subject to the ICC computer software, network, support, and disposal policies, as well as ICC software agreements.

Warranty. A three-year warranty is required on all computer and projector purchases.

Software. Departments must contact the Department of Information Technology before purchasing any software. ICC has purchased site licenses and/or volume licenses for many software packages. It is possible that the software you need is already available at no additional cost.

All software license agreements/contracts must be reviewed by the Department of Information Technology and the Business Office and signed by the Chief Financial Officer.

Appendix C

Computer Software Policy

1. Independence Community College licenses the use of computer software from a variety of outside companies. Independence Community College does not own this software or its related documentation and unless authorized by the software developer, the institution does not usually have the right to reproduce it except for backup purposes, and fair use.

2. With regard to Client/Server and network applications employees shall use the software only in accordance with the license agreements.

3. Employees shall not download or upload illegal software over the Internet.

4. Employees learning of any misuse of software or related documentation within the College shall notify the Department of Information Technology.

5. According to applicable copyright law, persons involved in the illegal reproduction of software can be subject to civil damages and criminal penalties including fines and imprisonment. Independence Community College does not condone the illegal duplication of software. Employees who make, acquire, or use illegal copies of computer software shall be disciplined as appropriate following the guidelines set forth in the Network Acceptable Use Policy and / or the appropriate employee Handbook. In addition, violations of the Computer Software policy could result in a suspension of the individual/s computer account and access to Independence Community College resources.

6. Any doubts concerning whether any employee may copy or use a given software program should be raised with the Department of Information Technology before proceeding.

I am fully aware of the software use policies of Independence Community College and agree to uphold those policies.

_____ _____

Signature Date

Appendix D

Technology Life Cycle

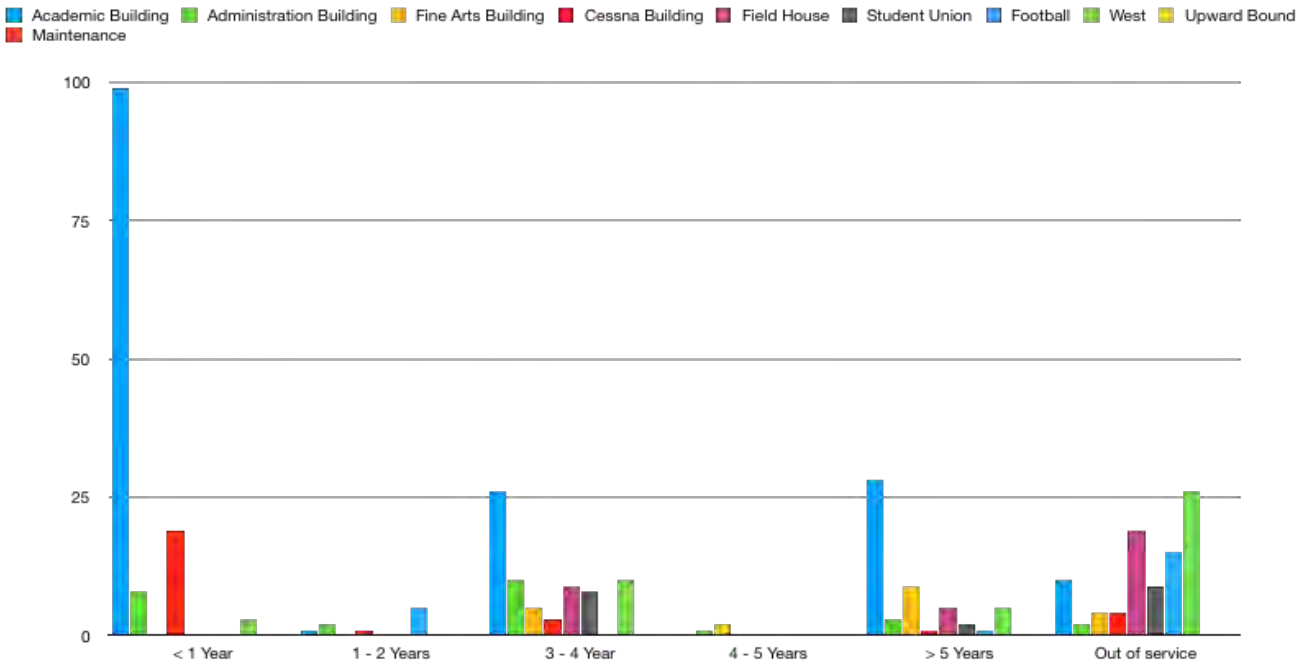
Device	Life Cycle in Years
Network Infrastructure	
Network Equipment	7-10
Facility wiring	10-20
Data Center	
Servers / Storage	5-8
UPS / Batteries	3
Devices	
Desktops	6
Zero / Thin Clients	8
Laptops	3-5
Tablets	3-5
Printers	5
Digital Classrooms	10
Projectors	5
Wi-Fi	Upon Review

Current End User Device Age

End User Devices

	< 1 Year	1 - 2 Years	3 - 4 Year	4 - 5 Years	> 5 Years	Out of service
Academic Building	99	1	26	0	28	10
Administration Building	8	2	10	1	3	2
Fine Arts Building	0	0	5	2	9	4
Cessna Building	19	1	3	0	1	4
Field House	0	0	9	0	5	19
Student Union	0	0	8	0	2	9
Football	0	5	0	0	1	15
West	3	0	10	0	5	26
Upward Bound						
Maintenance						
Totals	129	9	71	3	54	89

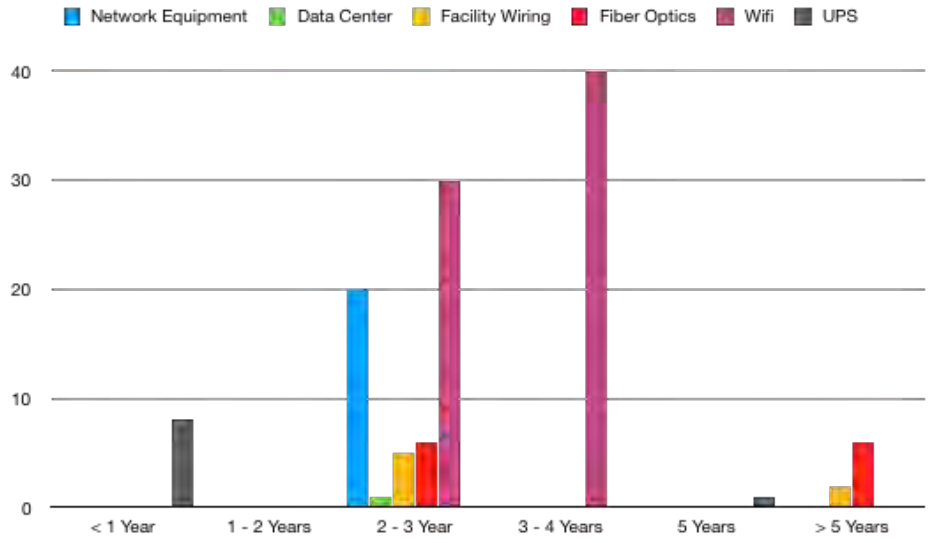
Decommissioned = 117



Current Infrastructure Age

Infrastructure

	< 1 Year	1 - 2 Years	2 - 3 Year	3 - 4 Years	5 Years	> 5 Years
Network Equipment	0	0	20	0	0	0
Data Center	0		1	0	0	0
Facility Wiring	0	0	5		0	2
Fiber Optics	0	0	6	0	0	6
Wifi	0	0	30	40	0	0
UPS	8	0	0	0	1	0



Appendix E

Technology Replacement Plan

Overview

The Technology Replacement Plan sets general replacement guidelines for computer technology within college IT standards. In 2018 the Technology Committee was revamped removing it as a standing committee and implementing an Advisory committee. The Advisory Committee will assess needs, guide priorities, and set goals in relation to the area of Technology. The intent of this plan is to guide college technology replacement.

The plan includes recommendations regarding projections for replacement and associated costs considerations to be used in planning. These projections and replacement guidelines are applicable to equipment for faculty, staff, management; equipment for instructional computer labs; and equipment needed to support the college administrative, teaching, and learning, and supporting applications.

The Technology Replacement Plan guidelines will:

- Identify redeployment strategies for older equipment.
- Identify computers and related equipment that have become obsolete and should be liquidated.
- Inform replacement costs projection in accordance with Total Cost of Ownership for budgeting and planning purposes.

Criteria to Replace Computers and Related Equipment

The criteria to replace college computers and related equipment will be reviewed annually by the Technology Advisory Committee and modified as needed. Current criteria are as follows.

Age and model of computer/workstations or peripheral equipment within the following replacement:

- Desktop hardware and peripherals 6 years
- Network hardware 7-10 years
- Wiring and physical infrastructure 10-20 years
- Wireless coverage standards reviewed by Information Technology Staff

The college Technology Advisory Committee will evaluate requests outside of these criteria based on documented and submitted needs within the program review process and available funds.

Technology Advisory Committee will collaborate with college and IT personnel to assist with prioritization of need.

- Review administrative departments on 2-year cycle to see if delay replacement can be delayed by 1-2 years.
- Review use of re-deployed computers for computer labs and faculty.
- Look at possibility of adding memory to existing lab computers.
- Review multi-media equipment replacement needs to determine if replacement can be delayed a year or more.

Redeployment

Computers and related equipment for personnel, existing instructional computer labs, and classrooms will be redeployed, with documented rationale, if the equipment has not been aged out as defined by the Technology Life Cycle. If the equipment has been aged out the equipment will **NOT** be redeployed.

Liquidation

Computers and related equipment that have been replaced by new or redeployed units will be liquidated in accordance with the Kansas Board of Reagents policy:

- Equipment has aged out of the Technology Life Cycle
- Equipment has a history of disrepair
- Equipment is older than three years and cannot economically be repaired, or for which parts cannot be acquired
- Equipment has no other college identified use

Costs and Projections for Planning

While every attempt was made to verify information, equipment changes occur continuously within each office/department. This working document may be subject to change. The college will utilize asset tracking to determine and verify age and need prior to equipment being purchased.

Total Cost of Ownership

In the Information Technology industry, Gartner, Inc. is regarded as a leading information technology research and advisory company. The Gartner Group (now Gartner, Inc.) originally introduced the concept of **Total Cost of Ownership (TCO)** in 1987.

Gartner defines total cost of ownership (TCO) for Information Technology (IT), as "…a comprehensive assessment of information technology (IT) or other costs across enterprise boundaries over time…including hardware and software acquisition, management and support, communications, end-user expenses and the opportunity cost of downtime, training and other productivity losses[2]". Total cost of ownership analysis attempts to define both the obvious costs for acquisition and ongoing support and the so-called "hidden" costs of ownership across the full ownership life or life cycle of the acquisition. The Gartner model uses the IT Key Metrics Data (ITKMD) to calculate a price for infrastructure and operations with recommended IT staffing levels.

[2] Gartner IT Glossary 2016. http://www.gartner.com/it-glossary/total-cost-of-ownership-tco/

In defining ownership life[3], The Technology Advisory Committee takes into account the following areas influencing the useful lifespan of IT systems:

- **Economic life**. - The number of years for which the IT system provides more value to than it costs to own, operate, and maintain. When ongoing costs exceed returns, the IT system is considered to be beyond its economic life.
- **Service life**. - The number of years the IT system is actually in service providing appropriate functionality and performance for the requirements.
- **Depreciation life -** The number of years over which financial systems charge depreciation expense.

While the economic life may be a factor in which upgrades should be planned, the service life is more often the defining factor. The Technology Advisory Committee uses the service life for determination of equipment life. In IT, discrete systems and technologies present different life cycles to analyze. For example, tablets and laptops exceed their service life in functionality and usefulness faster than Enterprise server systems. If a computer can no longer do the job needed by the staff, faculty or student, then upgrades are mandatory because the device has reached the end of its useful service life.

Costs of ownership span beyond the procurement process itself. In the life cycle graphic shown, an IT system or technology requires different types of IT effort, as it moves from a new deployment to an aging service. The various phases include Planning, Procurement, Deployment, Management, Support and Disposition. Each phase requires IT to provide specific IT knowledge and task execution. The ongoing cost of ownership incorporates all expenses for staff, equipment and support to execute those tasks.

The Department of Information Technology have made operational and architecture choices to minimize the ongoing costs of ownership and better position the available staff to support the technology expansion and increased sophistication.

[3] Total Cost of Ownership TCO Explained, Business Encyclopedia, ISBN 978-1-929500-10-9. https://www.business-case-analysis.com/total-cost-of-ownership.html

Due to decreased staff and increased TCO the Department of Information Technology would like to investigate the plausibility of a Bring Your Own Device, BYOD, initiative. The BYOD program would work in conjunction with the Technology Replacement Plan. Faculty and Staff at Independence Community College would receive a possible stipend to purchase their own technology, while the replacement plan would be garnered to apply only to infrastructure needs and Labs.

Appendix F

Helpdesk Statistics

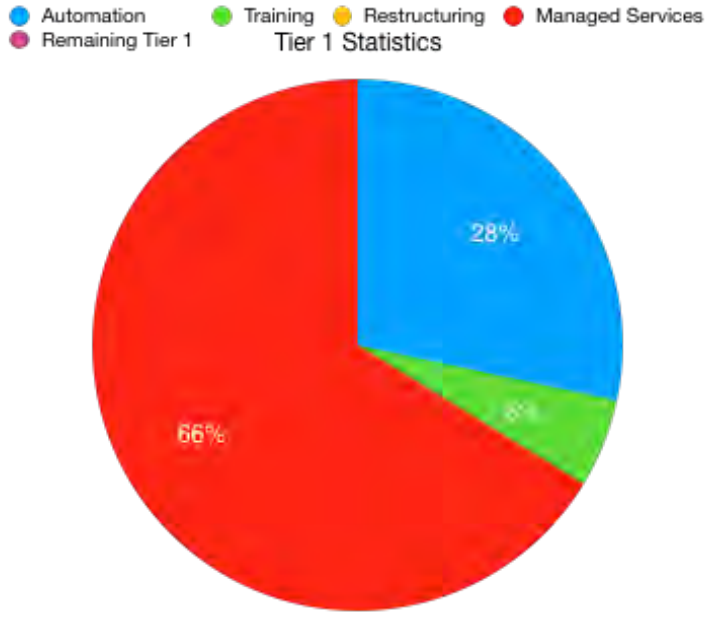
Help Desk Statistics

Tier 1	2,166
Tier 2	822
Printer	254
Management	143
Reports	57
Total	**3,442**

Tier 1 Statistics

Automation	614
Training	117
Restructuring	0
Managed Services	1435
Remaining Tier 1	0

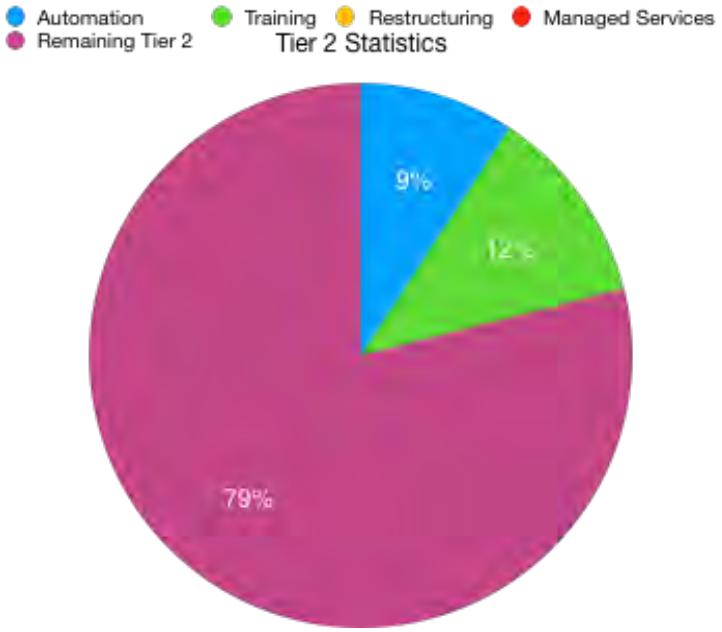
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Tier 1 - Work by ICC IT Staff



Tier 2 Statistics

Automation	76
Training	97
Restructuring	0
Managed Services	0
Remaining Tier 2	649

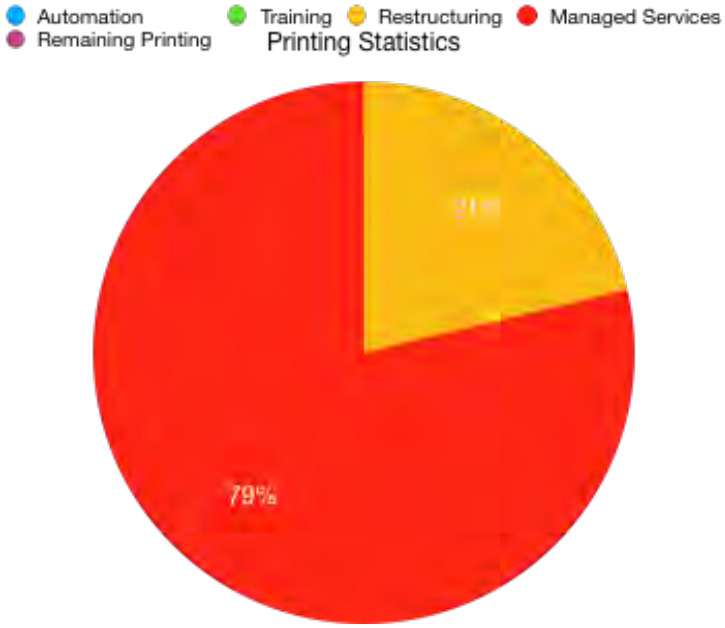
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Tier 2 - Work by ICC IT Staff



Printing Statistics

Automation	0
Training	0
Restructuring	54
Managed Services	200
Remaining Printing	0

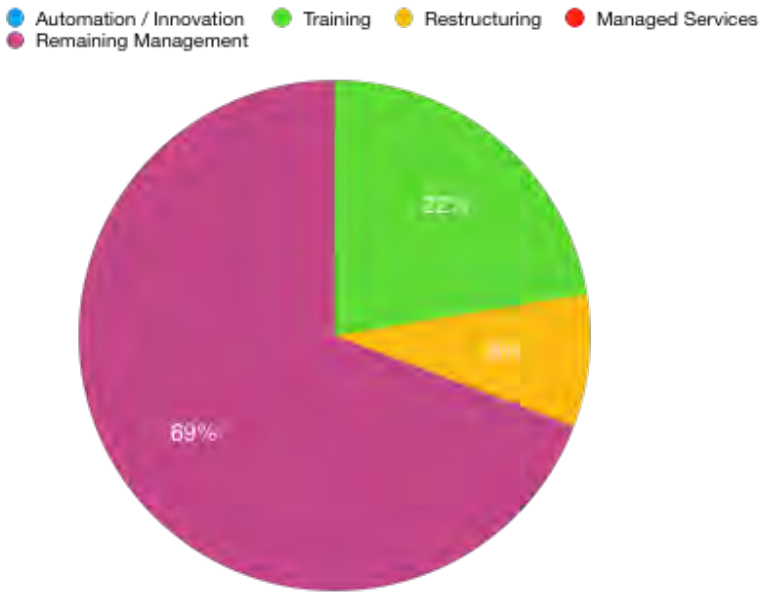
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Printing - Work by ICC IT Staff



Management Statistics

Automation / Innovation	0
Training	32
Restructuring	12
Managed Services	0
Remaining Management	99

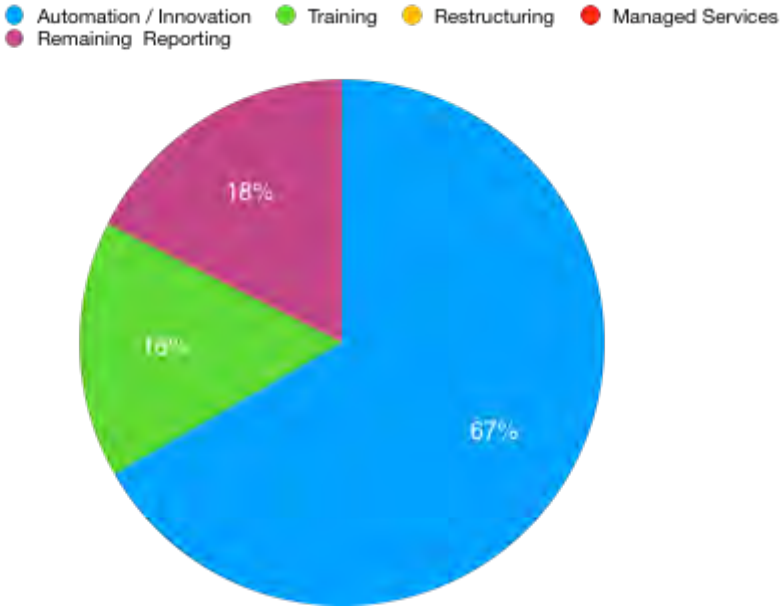
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Management - Work by ICC IT Staff



Reporting Statistics

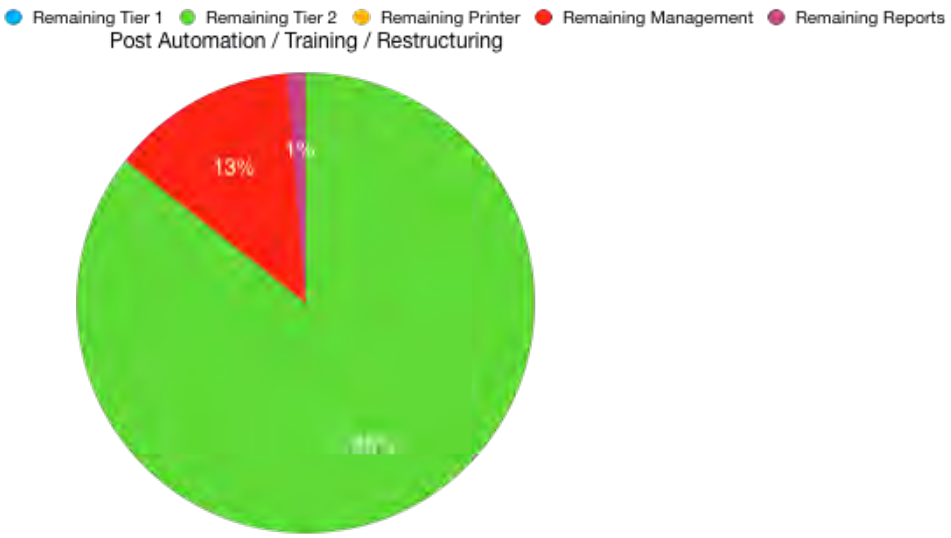
Automation / Innovation	38
Training	9
Restructuring	0
Managed Services	0
Remaining Reporting	10

Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Reporting - Work by ICC IT Staff



Remaining Workload

Remaining Tier 1	0
Remaining Tier 2	649
Remaining Printer	0
Remaining Management	99
Remaining Reports	10
Total	**758**

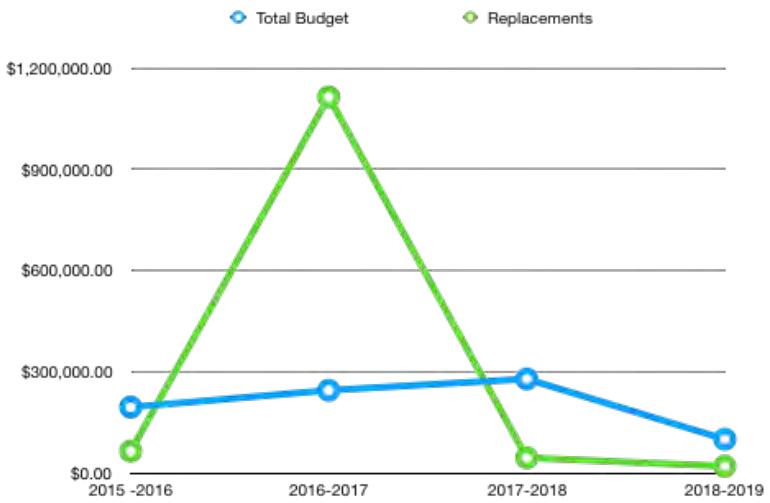


Appendix G

Budget vs Expenditures

Budget

Fiscal Year	Total Budget	Replacements
2015 -2016	$195,082.00	$65,000.00
2016-2017	$245,097.00	$1,115,080.00
2017-2018	$278,870.00	$45,000.00
2018-2019	$100,000.00	$20,000.00



Appendix H

TECHNOLOGY STEERING COMMITTEE BY-LAWS

Mission
To research and recommend flexible, integrated, systems and solutions that enable processes for: learning, student success, College communications and administrative functions.

Responsibilities

1. Study and evaluate the current and future areas of technology.
    a. Align technology goals in relation to higher education, business and emerging trends.

2. Anticipate and evaluate advances in instructional technology in order to stay current in providing educational resources.
3. Priorities defined by the steering committee will be provided to Cabinet by March 1.
    a. Priorities will be identified by strategic data driven processes based upon business office analytics, academic program review, pre-defined user group studies and areas of need as defined by:
        i. The strategic plan as defined by the board and adopted by the institution.
        ii. Existing status of instructional and business technology.
        iii. Existing status of student access and need of technology.

4. Prepare continuous summaries of the effectiveness of the committee's work as it relates to the strategic planning of the institution.

5. Review, modify and ratify the Technology Plan as it relates to the 1,3 and 5 year planning cycles.

Membership
Committee members will be chosen by the Director of Information technology to include institution faculty and staff, local staff or faculty from local educational institutions, employees of local businesses and Information Technology staff from other Higher Education institutions. The Director of Information Technology is a permanent member and facilitator of the committee. The Technology Steering Committee will be open for any to attend. Service for this Committee will be one academic year.

Meeting Frequency
The Technology Steering Committee will meet monthly. The steering committee may decide to meet more frequently if core responsibilities need to be met.

Communications
Minutes will be taken each meeting and will be distributed to all faculty, staff and administrators at the earliest possible date.

Appendix 103

Strategic Planning Review 2018-2019 PowerPoint

Strategic Plan Annual Review

Independence
COMMUNITY COLLEGE

Strategic Plan History

1. Work began in 2015
2. Board considered Mission and Vision – unchanged
3. 10 Member faculty and staff workgroup formed
4. Environmental scan – 52 community members
5. SWOT analysis – all employees
6. Board added goals
7. Public comment period
8. Operational plans created -2016
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Independence COMMUNITY COLLEGE

Principles

1. Continuous improvement
2. Excellence in three broad areas
3. Quantitative measures
4. Multiple opportunities for stakeholder input
5. Annual review
6. Direct tie between strategy, operations, and budget
7. Operational plans do not aim solely to improve a division internally, but instead focus on the **institutional goals**

Strategic Plan Review Process

1. Quarterly review of Operational Plan goals tied to Strategic Goals
2. Annual survey regarding mission and vision statements
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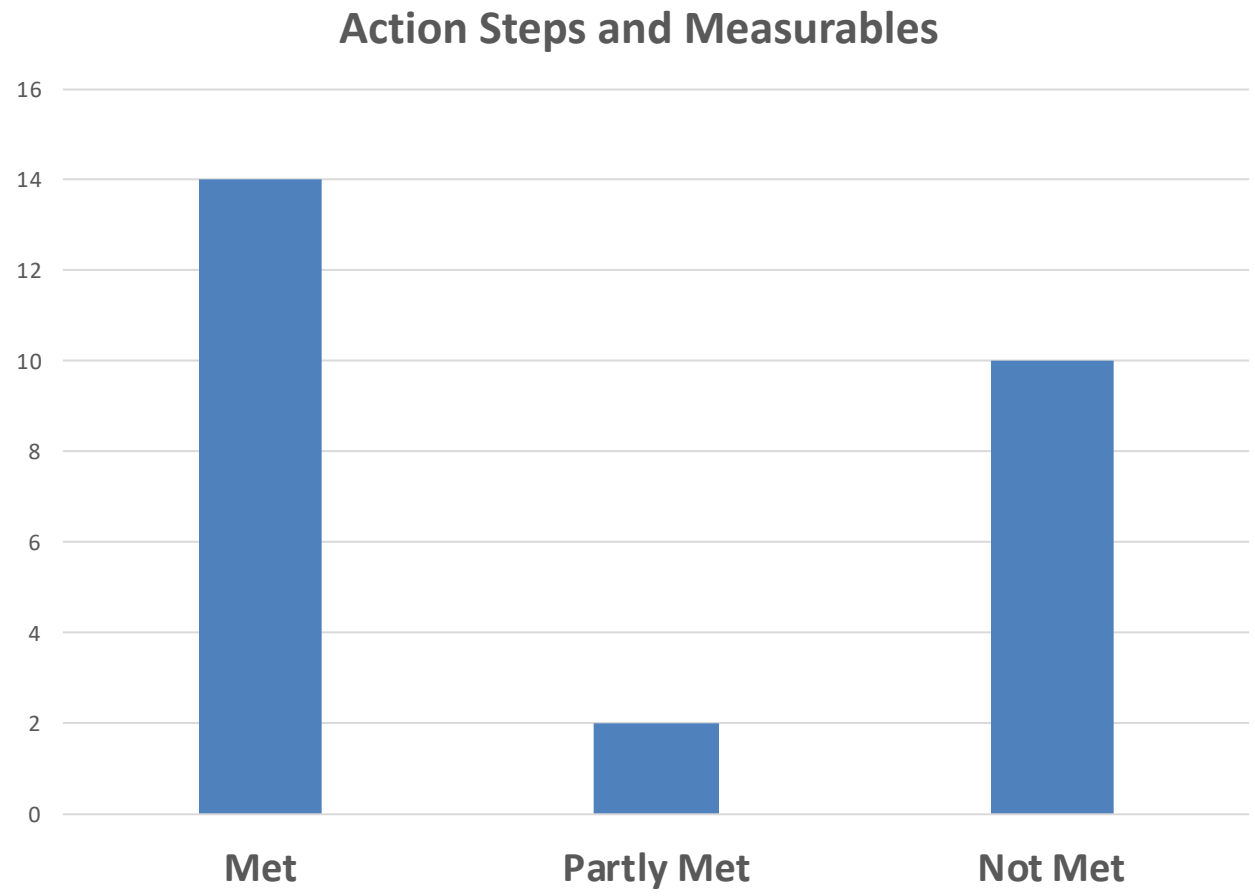
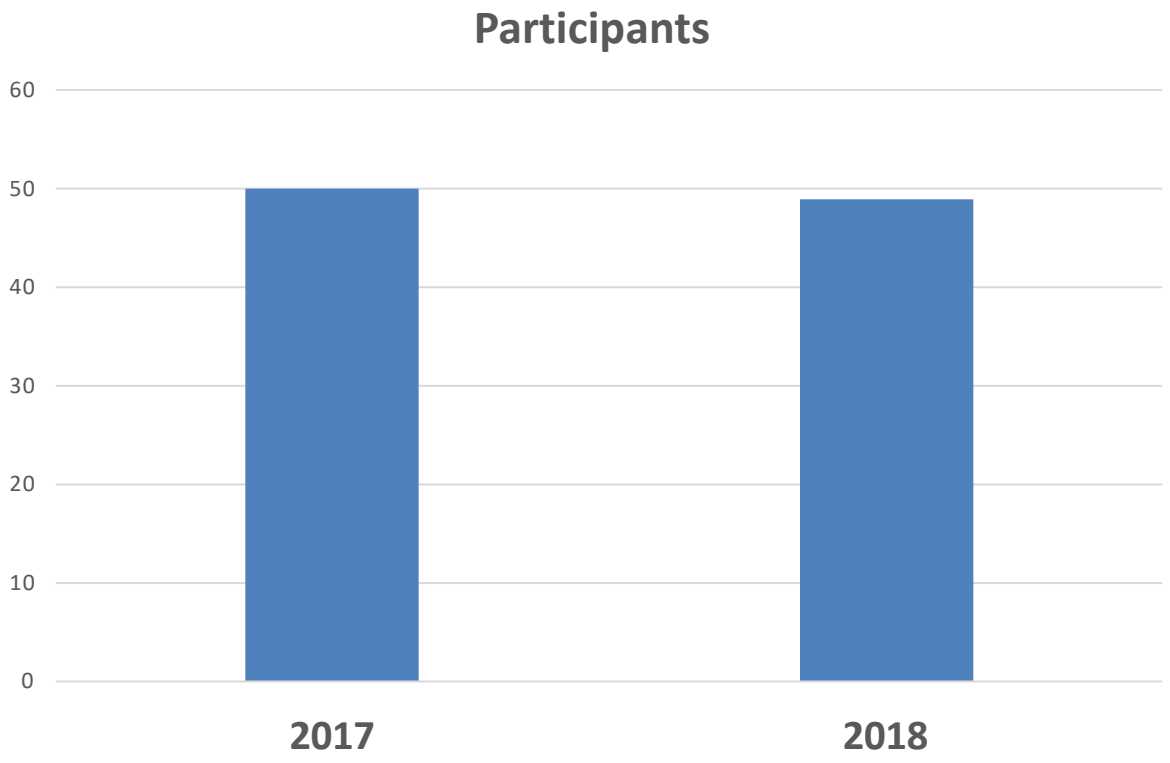
Strategic Plan Review



Independence
COMMUNITY COLLEGE

Mission and Vision Survey



Independence COMMUNITY COLLEGE

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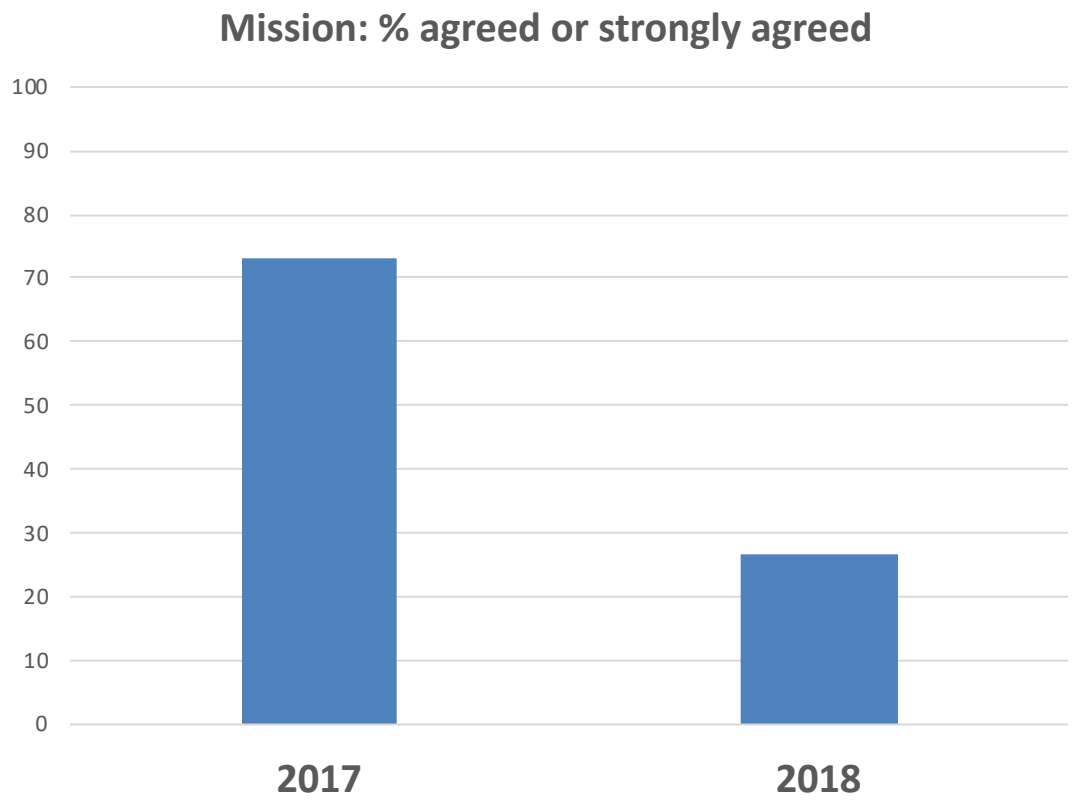

Independence COMMUNITY COLLEGE

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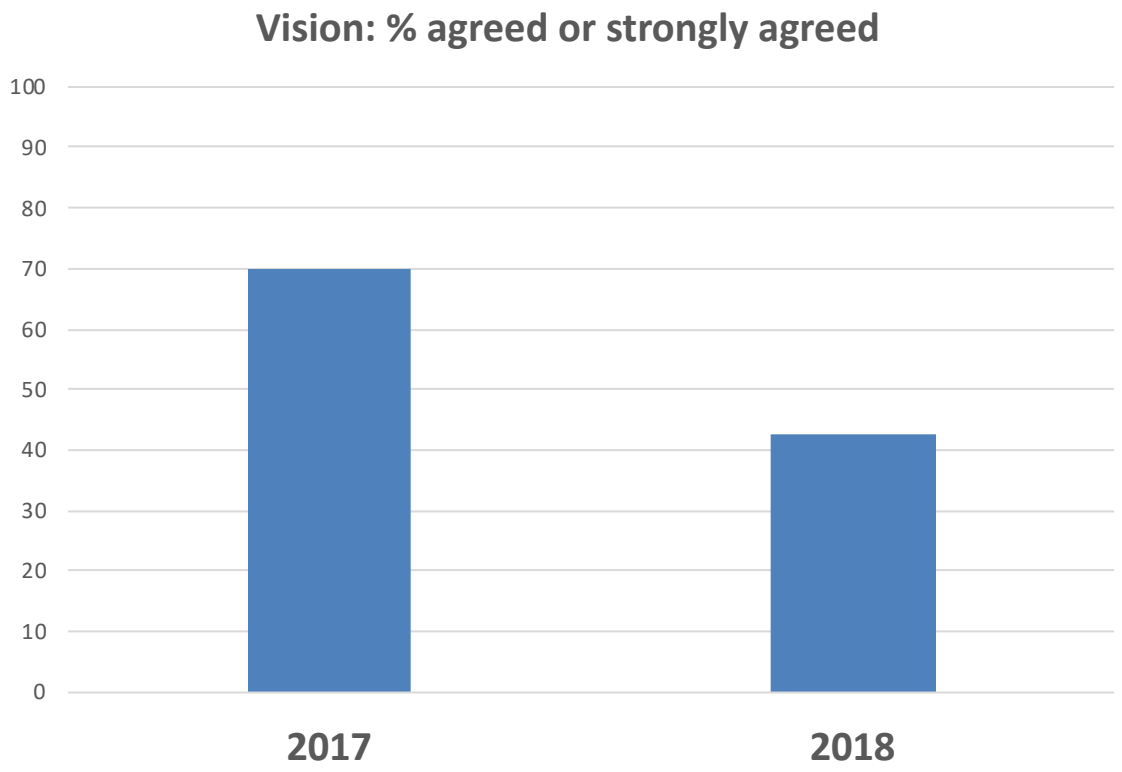

Independence
COMMUNITY COLLEGE

Recommendations for Strategic Plan

1. Significant emphasis on online
2. Financial commitment to recruitment of residential students
3. Reverse current year cash shortfall
4. Modify measurements used to include specific performance measures
5. Consider funding capital projects in perpetuity
6. Prioritize ADA and structural improvements
7. Prioritize remaining projects in Facilities Plan

Recommendations for Operational Plans

1. Priority should be given to what the data shows are the weakest areas or the areas of greatest return

Six-Year Enrollment by Age Group

Age	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
<18	11.0%	12.2%	12.5%	18.5%	15.3%	17.2%	**23.9%**
18-19	28.6%	30.6%	34.8%	35.9%	38.8%	40.1%	**10.9%**
20-24	26.5%	25.6%	25.8%	26.9%	27.8%	28.9%	**-13.8%**
25-44	22.8%	20.6%	17.4%	13.6%	13.4%	11.3%	**-60.9%**
45-64	9.4%	9.5%	8.2%	4.3%	4.4%	2.4%	**-80.2%**
65+	1.6%	1.4%	1.3%	0.7%	0.3%	0.1%	**-93.1%**

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65+	1.6%	1.4%	1.3%	0.7%	0.3%	0.1%	**-93.1%**

Montgomery County:
Started at 9406
Ended at 8577
% change: **-8.81%**

Independence COMMUNITY COLLEGE

Recommendations for Operational Plans

1. Priority should be given to what the data shows are the weakest areas or the areas of greatest return
2. Make full use of recruiting software for reporting purposes

Recommendations for Operational Plans

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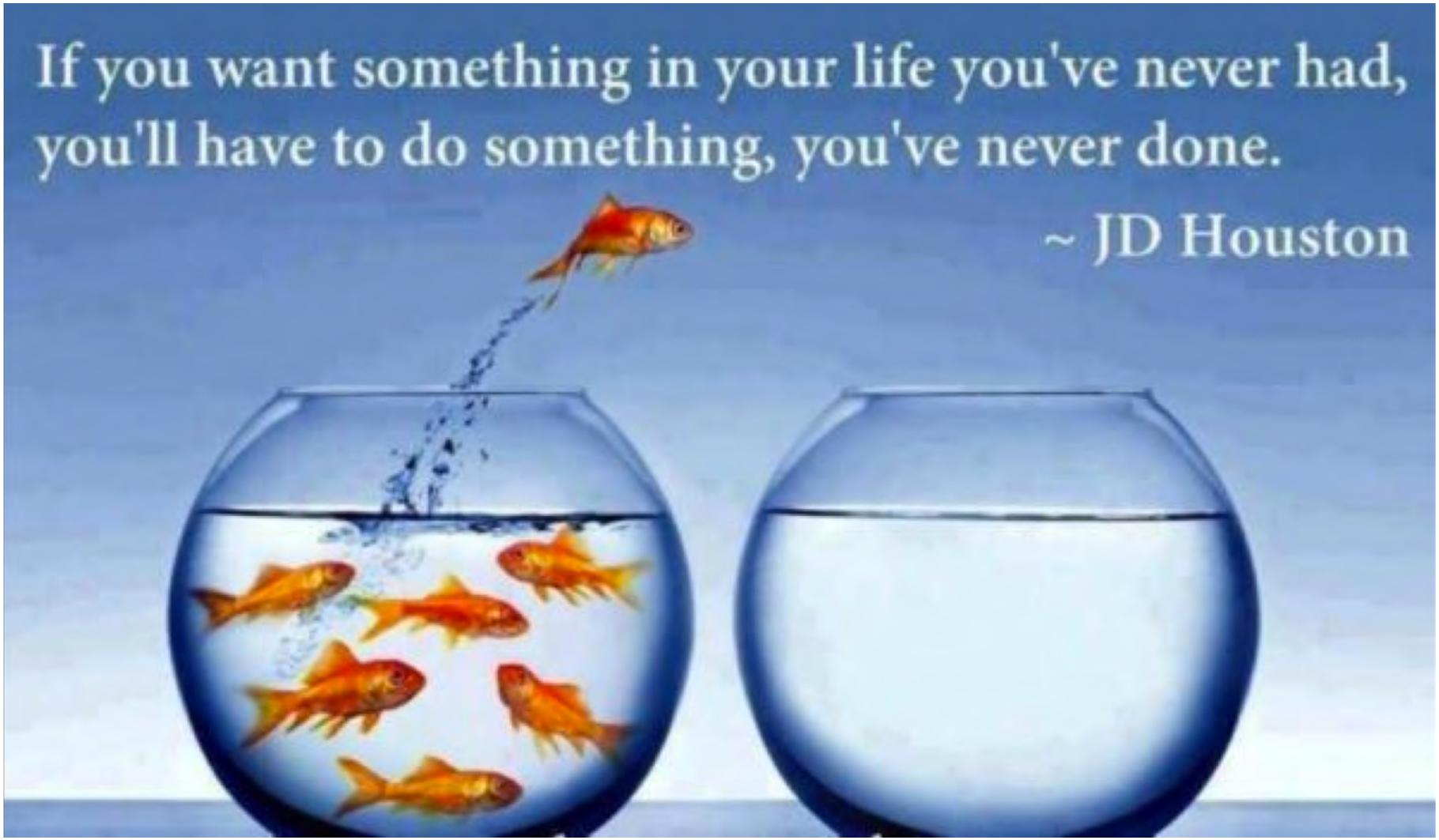
2. Make full use of recruiting software for reporting purposes

Other Tough Questions

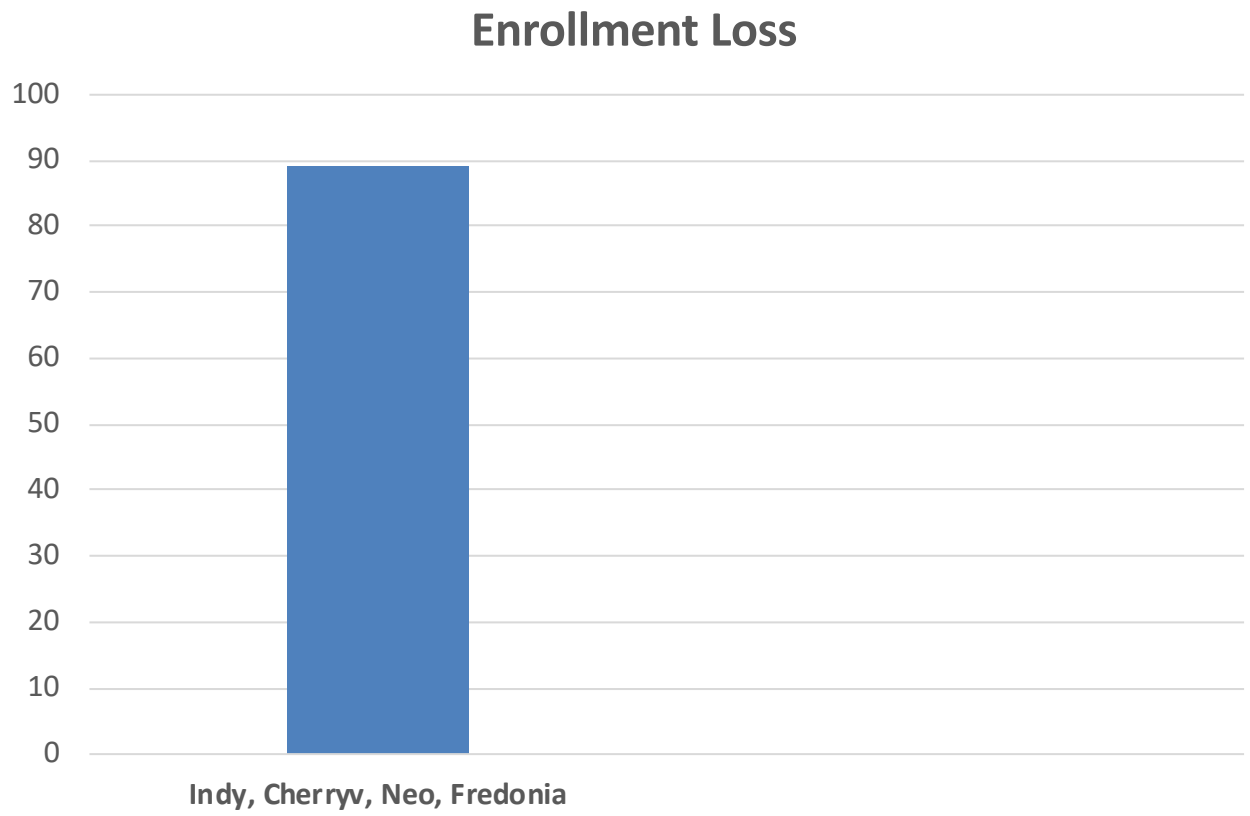
1. How to prevent a downward spiral in service area?
2. What is our risk appetite?


If you want something in your life you've never had,
you'll have to do something, you've never done.
~ JD Houston

Independence COMMUNITY COLLEGE

Other Tough Questions

1. How to prevent a downward spiral in service area?
2. What is our risk appetite?
3. How do we convey the net benefit of residential students?



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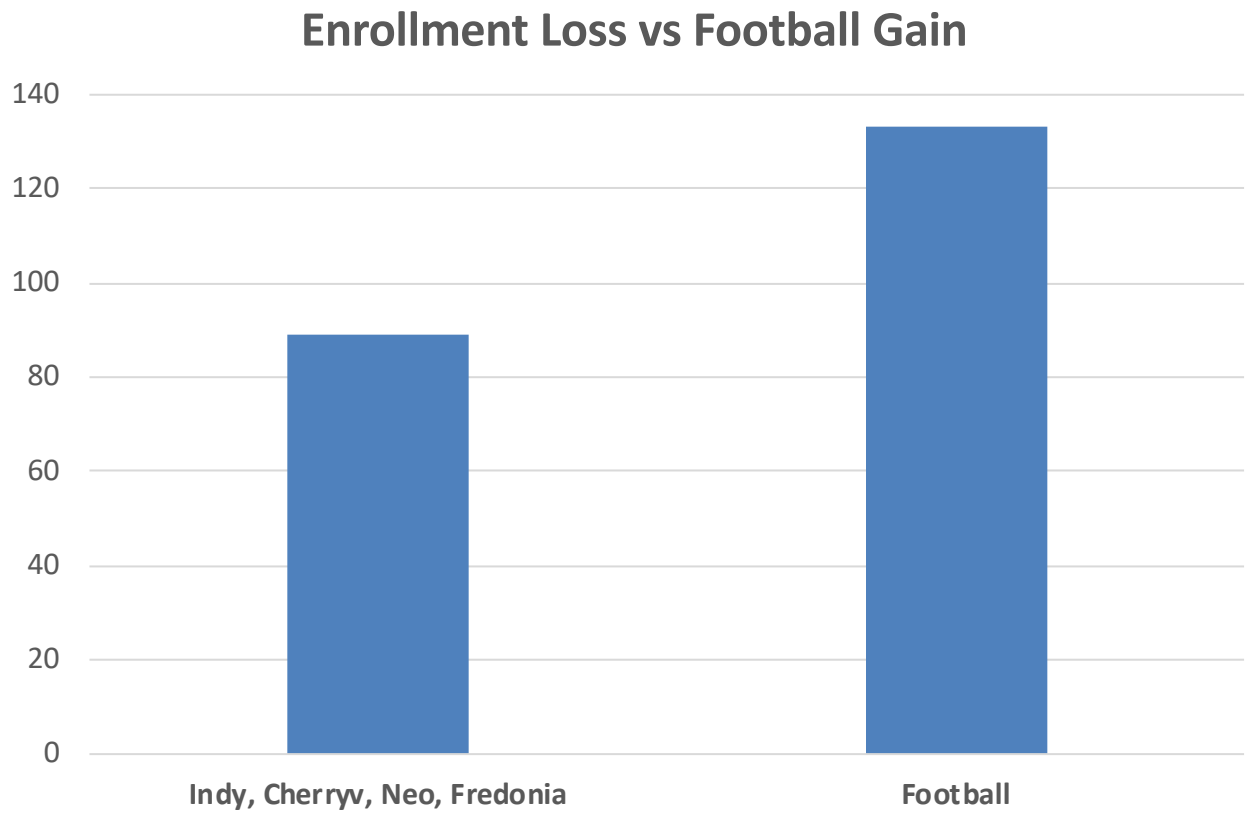
COMMUNITY COLLEGE



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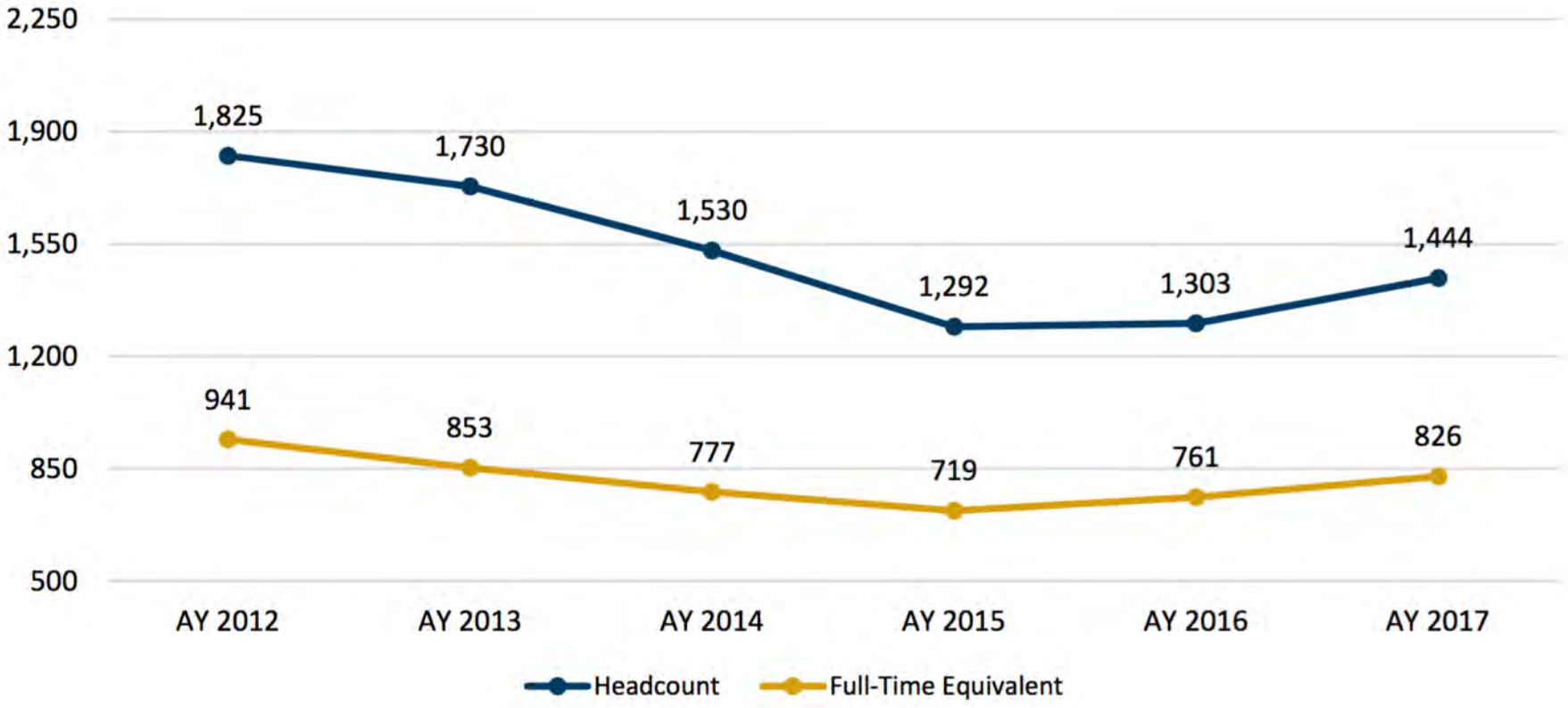
Headcount and FTE
Academic Year 2012 - 2017



Independence
COMMUNITY COLLEGE

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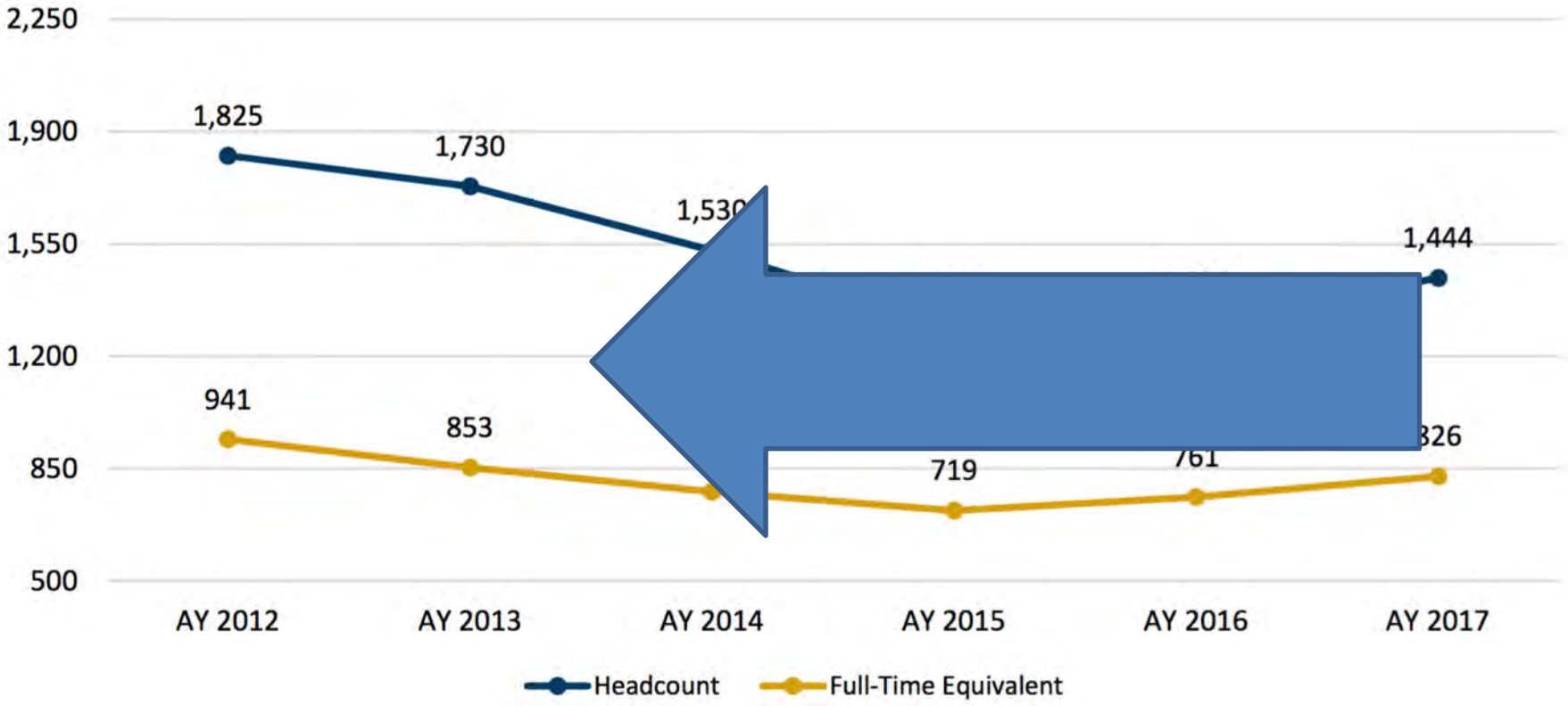

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Discussion

Appendix 104

Two Consecutive PowerPoints Which Guided the Board of Trustee's Discussions

Strategic Plan Annual Review

Independence
COMMUNITY COLLEGE

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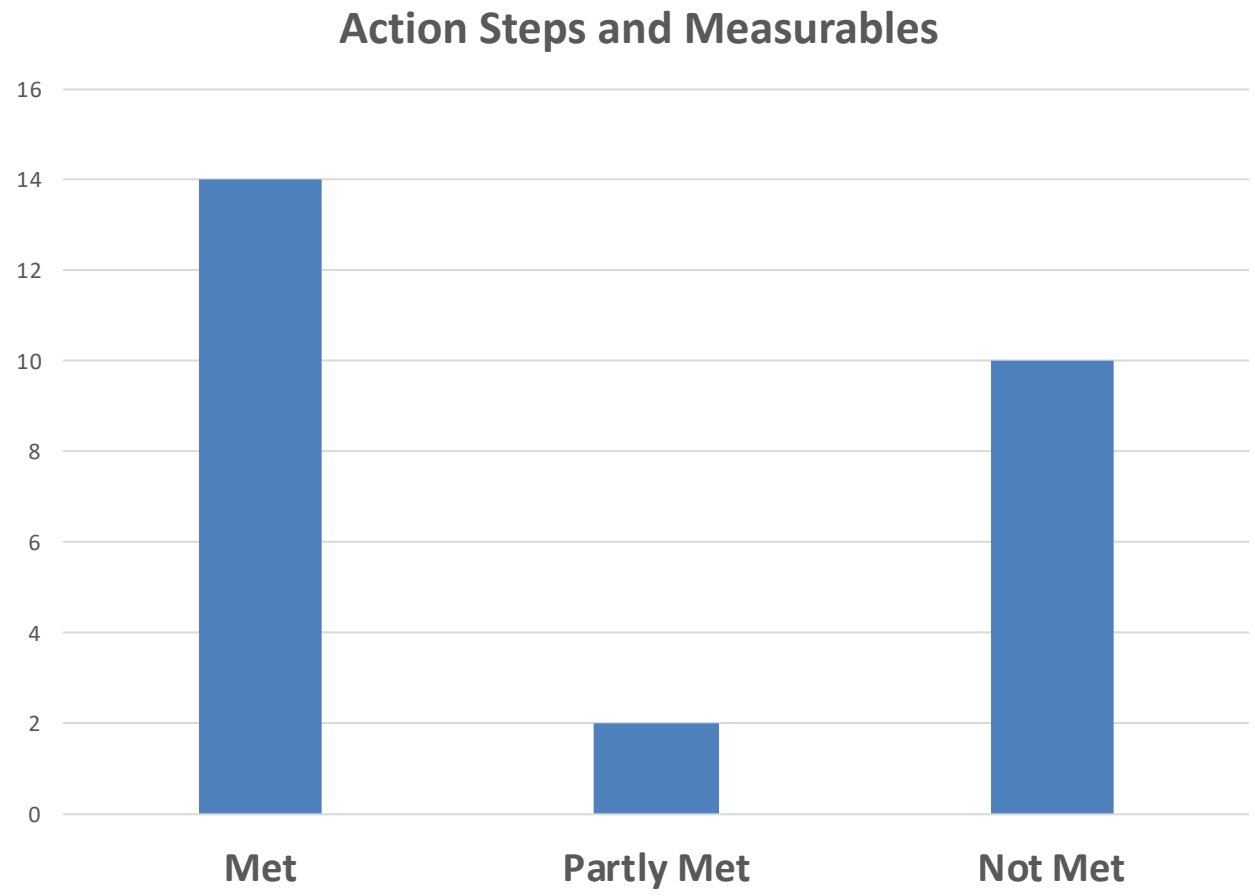
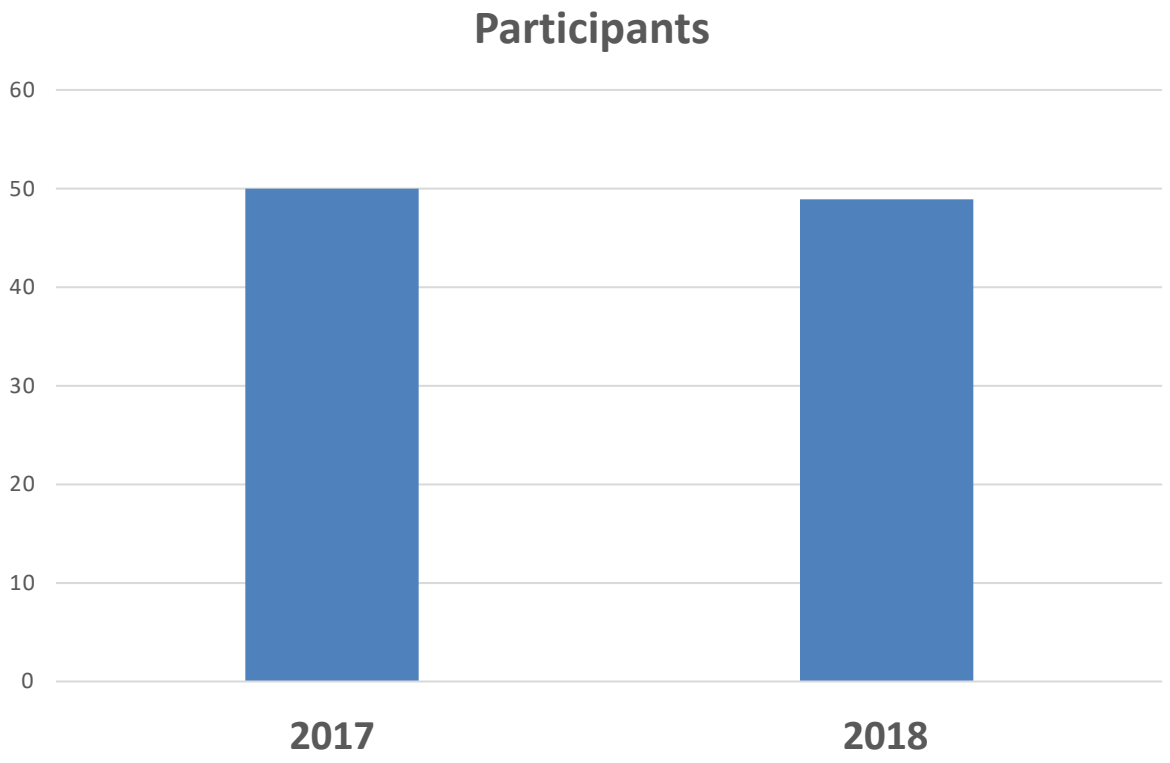
Strategic Plan Review



Independence
COMMUNITY COLLEGE

Mission and Vision Survey



Independence COMMUNITY COLLEGE

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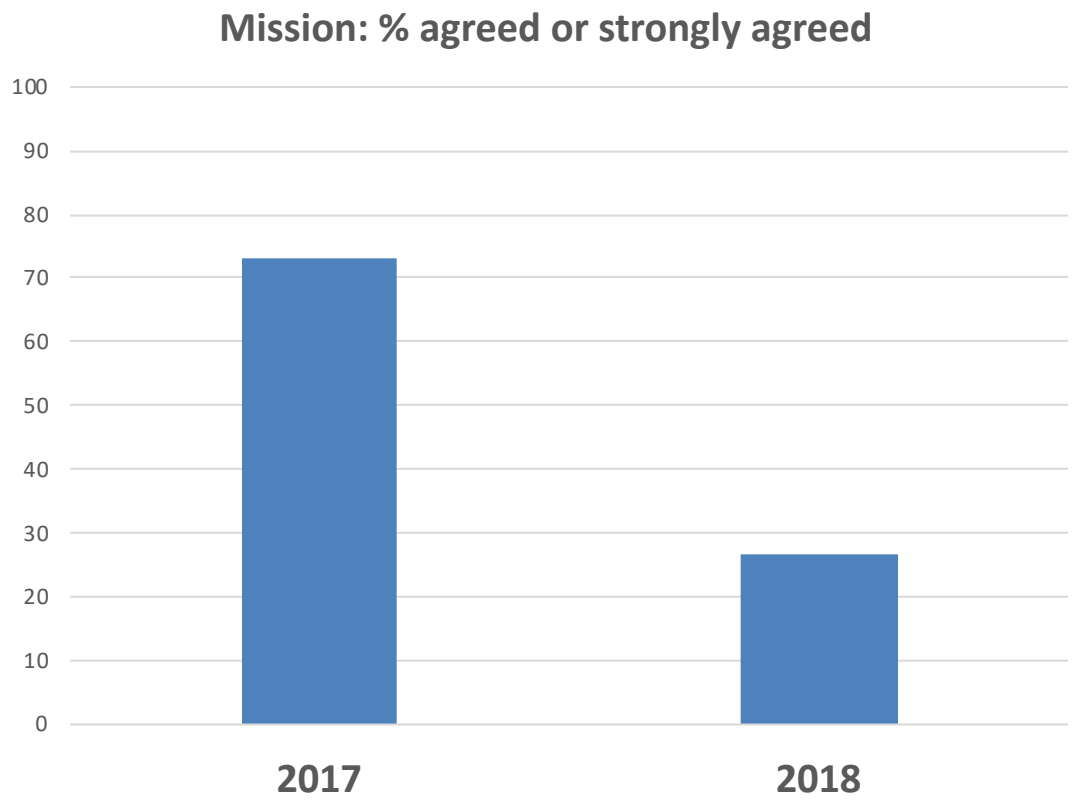

Independence COMMUNITY COLLEGE

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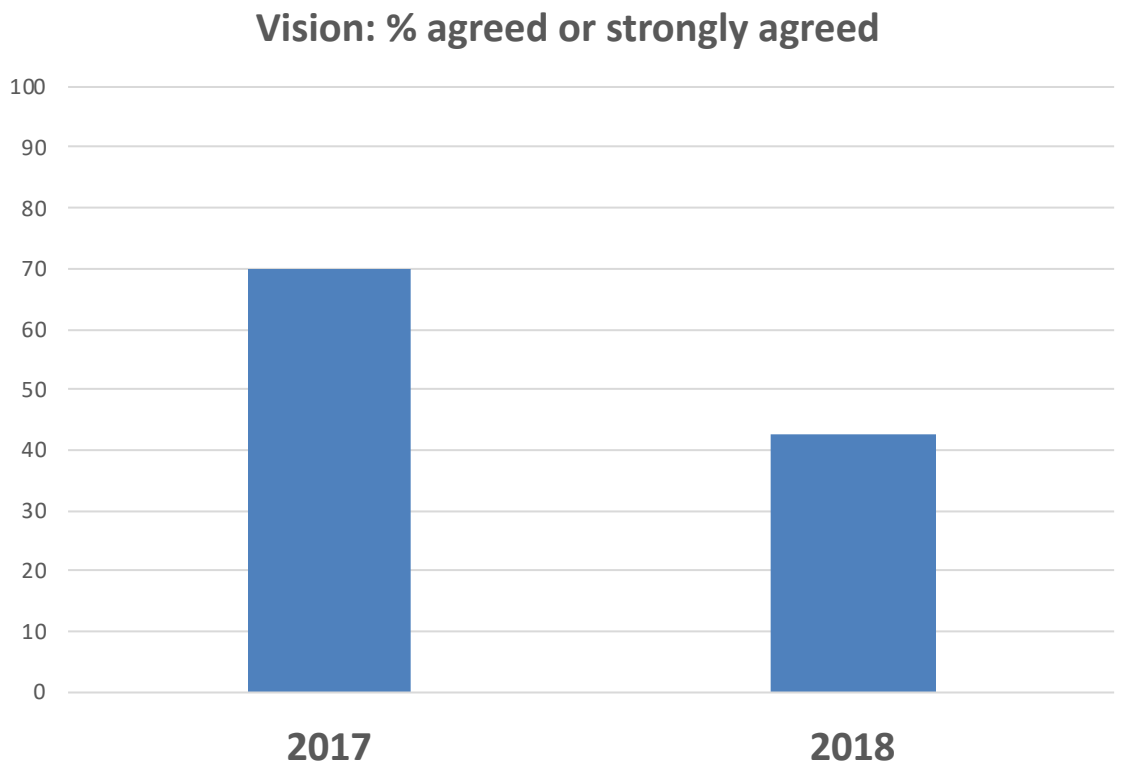

Independence
COMMUNITY COLLEGE

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1. Significant emphasis on online
2. Financial commitment to recruitment of residential students
3. Reverse current year cash shortfall
4. Modify measurements used to include specific performance measures
5. Consider funding capital projects in perpetuity
6. Prioritize ADA and structural improvements
7. Prioritize remaining projects in Facilities Plan

Recommendations for Operational Plans

1. Priority should be given to what the data shows are the weakest areas or the areas of greatest return

Six-Year Enrollment by Age Group

Age	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
<18	11.0%	12.2%	12.5%	18.5%	15.3%	17.2%	**23.9%**
18-19	28.6%	30.6%	34.8%	35.9%	38.8%	40.1%	**10.9%**
20-24	26.5%	25.6%	25.8%	26.9%	27.8%	28.9%	**-13.8%**
25-44	22.8%	20.6%	17.4%	13.6%	13.4%	11.3%	**-60.9%**
45-64	9.4%	9.5%	8.2%	4.3%	4.4%	2.4%	**-80.2%**
65+	1.6%	1.4%	1.3%	0.7%	0.3%	0.1%	**-93.1%**

Six-Year Enrollment by Age Group

Age	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
<18	11.0%	12.2%	12.5%	18.5%	15.3%	17.2%	**23.9%**
18-19	28.6%	30.6%	34.8%	35.9%	38.8%	40.1%	**10.9%**
20-24	26.5%	25.6%	25.8%	26.9%	27.8%	28.9%	**-13.8%**
25-44	22.8%	20.6%	17.4%	13.6%	13.4%	11.3%	**-60.9%**
45-64	9.4%	9.5%	8.2%	4.3%	4.4%	2.4%	**-80.2%**
65+	1.6%	1.4%	1.3%	0.7%	0.3%	0.1%	**-93.1%**

Six-Year Enrollment by Age Group

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<18	11.0%	12.2%	12.5%	18.5%	15.3%	17.2%	**23.9%**
18-19	28.6%	30.6%	34.8%	35.9%	38.8%	40.1%	**10.9%**
20-24	26.5%	25.6%	25.8%	26.9%	27.8%	28.9%	**-13.8%**
25-44	22.8%	20.6%	17.4%	13.6%	13.4%	11.3%	**-60.9%**
45-64	9.4%	9.5%	8.2%	4.3%	4.4%	2.4%	**-80.2%**
65+	1.6%	1.4%	1.3%	0.7%	0.3%	0.1%	**-93.1%**

Montgomery County:
Started at 9406
Ended at 8577
% change: **-8.81%**

Independence COMMUNITY COLLEGE

Recommendations for Operational Plans

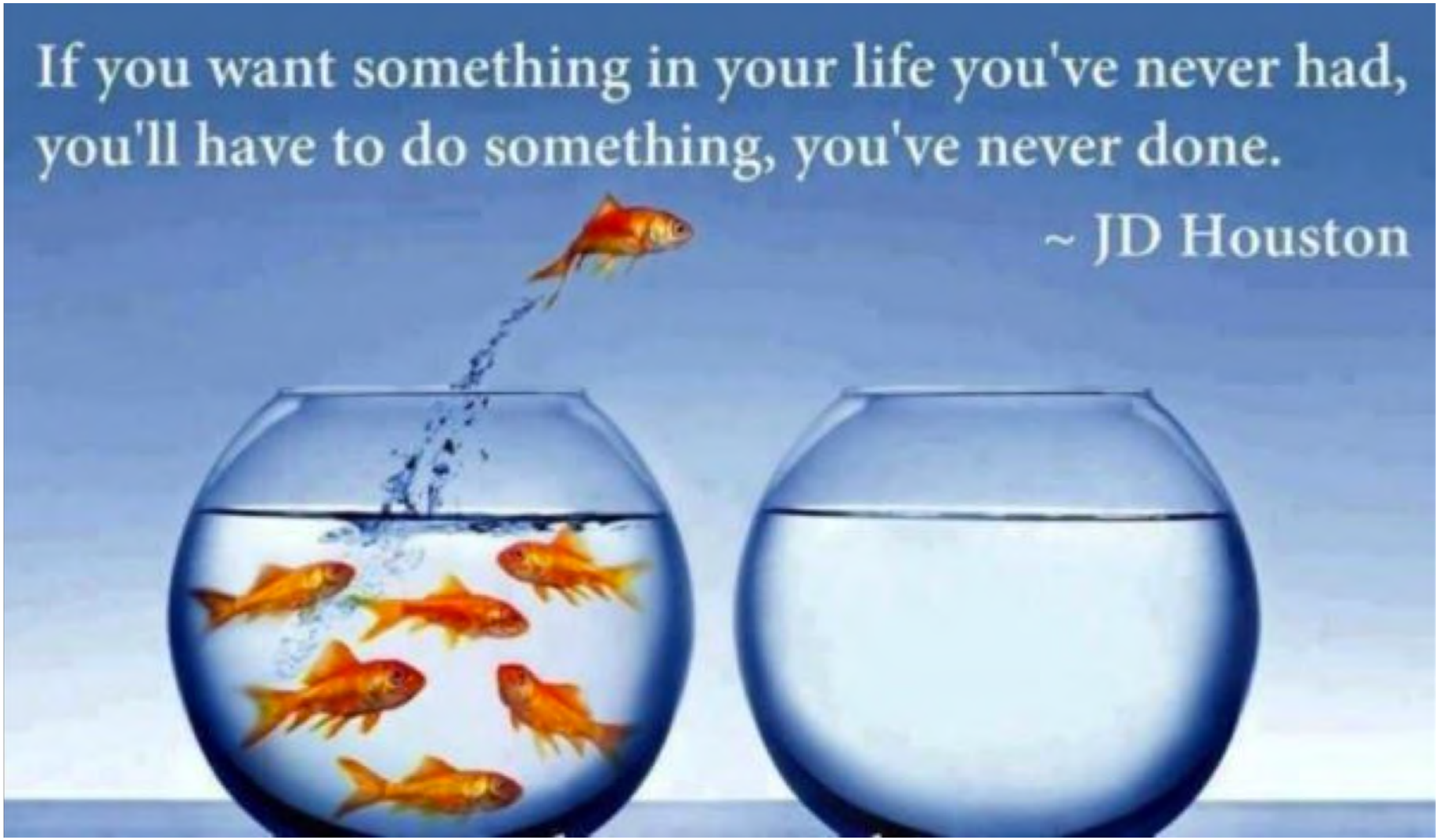
1. Priority should be given to what the data shows are the weakest areas or the areas of greatest return
2. Make full use of recruiting software for reporting purposes

Recommendations for Operational Plans

1. Priority should be given to what the data shows are the weakest areas or the areas of greatest return.
2. Make full use of recruiting software for reporting purposes

Other Tough Questions

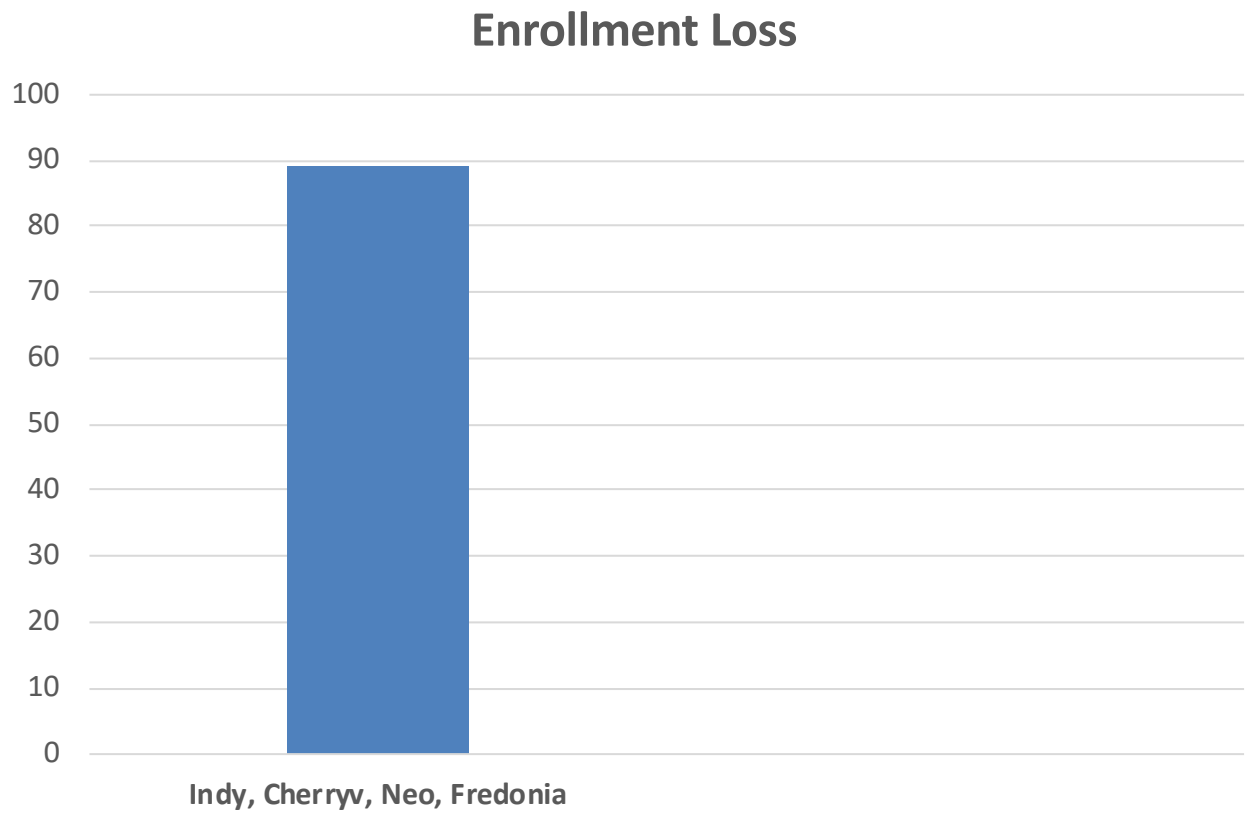
1. How to prevent a downward spiral in service area?
2. What is our risk appetite?


If you want something in your life you've never had,
you'll have to do something, you've never done.
~ JD Houston

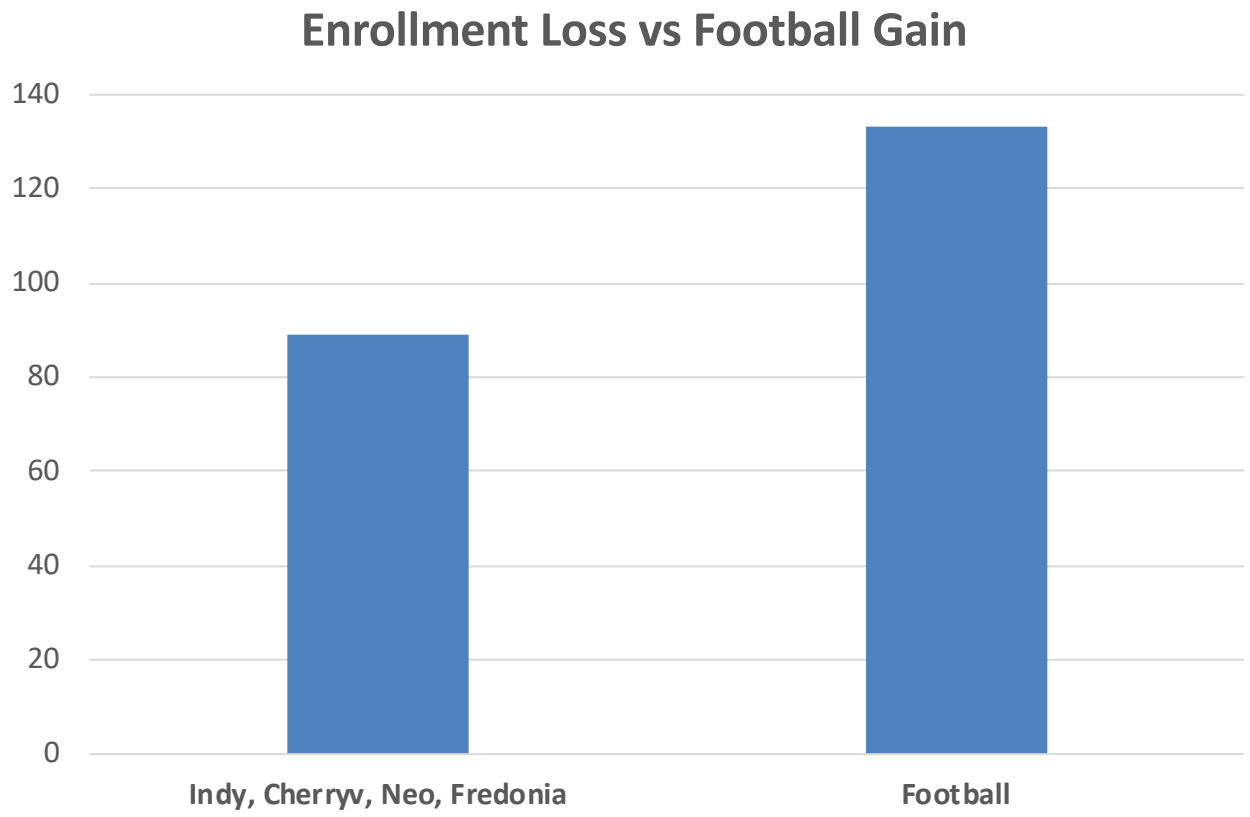
Independence COMMUNITY COLLEGE

Other Tough Questions

1. How to prevent a downward spiral in service area?
2. What is our risk appetite?
3. How do we convey the net benefit of residential students?

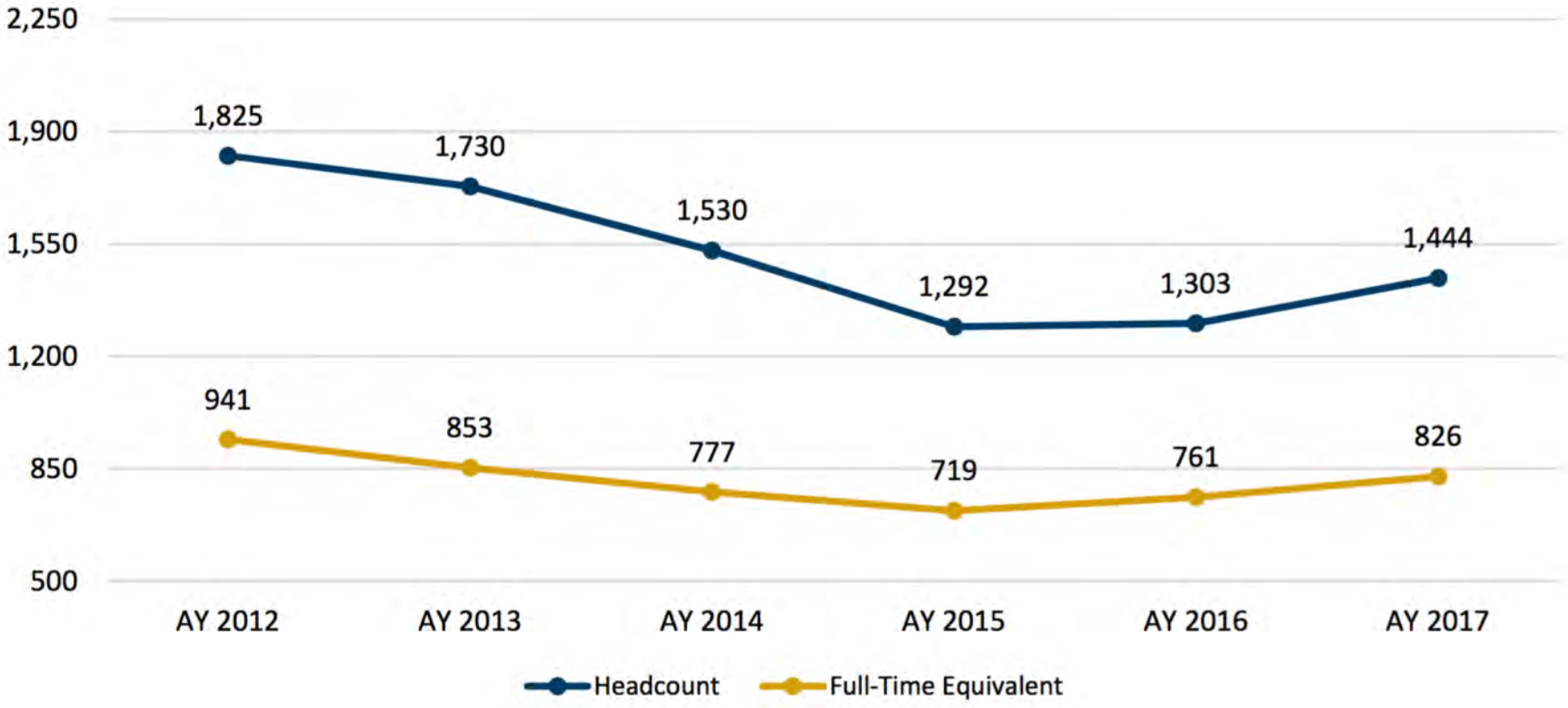


Independence
COMMUNITY COLLEGE



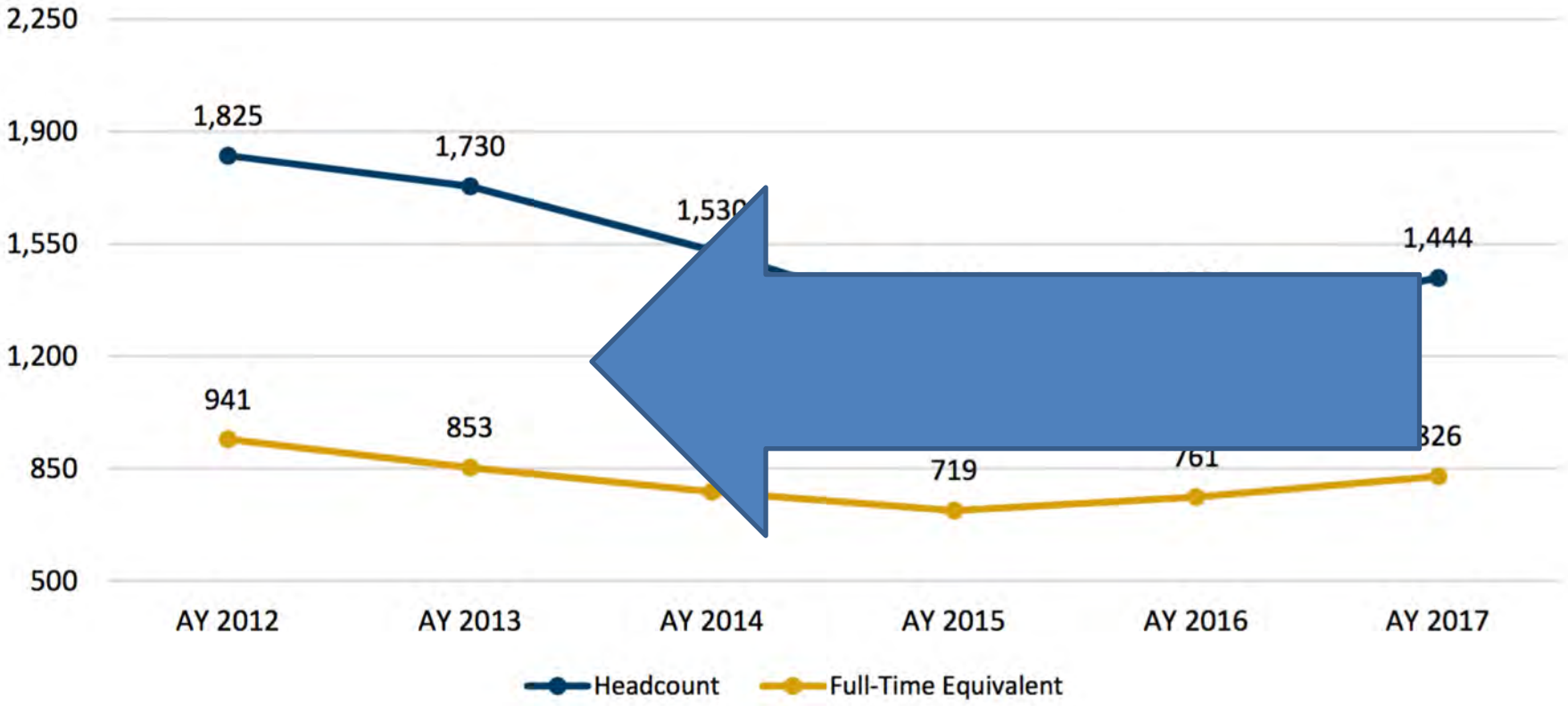
Independence
COMMUNITY COLLEGE

Headcount and FTE
Academic Year 2012 - 2017



Independence
COMMUNITY COLLEGE

Headcount and FTE
Academic Year 2012 - 2017



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COMMUNITY COLLEGE

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Independence
COMMUNITY COLLEGE

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COMMUNITY COLLEGE

Discussion

Strategic Plan Revision Proposal
2018

Independence
COMMUNITY COLLEGE

Principles

1. Continuous improvement
2. Excellence in three broad areas
3. Quantitative measures
4. Multiple opportunities for stakeholder input
5. Annual review
6. Direct tie between strategy, operations, and budget
7. Operational plans do not aim solely to improve a division internally, but instead focus on the **institutional goals**

Strategic Plan Review Process

1. Quarterly review of Operational Plan goals tied to Strategic Goals
2. Annual survey regarding Mission and Vision statements
3. Annual review of Strategic Plan Results
4. Board approves changes to plan based on previous year's review
5. Board approves budget in light of Strategic Plan

What Changed?

1. Significant emphasis on online
2. Financial commitment to recruitment of residential students
3. Reverse current year cash shortfall
4. Consider funding capital projects in perpetuity
5. Prioritize ADA and structural improvements
6. Prioritize remaining projects in Facilities Plan

Specifics

1. Ensure continuous improvement of educational quality.

Institutional Action Steps:

- Implement and complete 2018 assessment plan (draft plan is included as Appendix A of this document)
- Continue participation in Assessment Academy
- Prioritize structural improvements to main Academic Building

Specifics

2. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Institutional Action Steps:

- Consult with the academic division to determine if to achieve distinctiveness is the incorporation of "soft skills" or “cognitive skills” which might be taught through the entrepreneurship or other appropriate curriculum

Specifics

3. Improve the College's relationship with the community.

Institutional Action steps:

- Create 5-year Strategic Plan for Festival
- Implement at least one program per year designed to reach out to the non-credit needs and desires of our community members on the 45-64 age group, which the data shows has experienced the most significant decline in the last five years of any specific age group

Specifics

4. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- Further enhance the CP2 Program to create additional community participants
- Prioritize ADA improvements to existing facilities according to ADA Plan presented in Appendix C

Specifics

5. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- Meet or exceed needs identified by HLC
- Ensure campus-wide training in new accreditation pathway
- Prioritize needs identified by 2017 Cosmetology site inspection

Specifics

6. In anticipation of a decrease in public funding, create philanthropic structures and processes to increase private support, and tuition and fee support.

Institutional Action steps:

- Create a simple unrestricted quasi-endowment fund to be created with the current Capital Reserve account and any other available funds, for the primary but not exclusive purpose of funding capital projects in perpetuity.

Specifics

7. In recognition of the declining cash position of the College, create new structures, policies, and processes that create financial efficiencies, and bring anticipated expenditures into balance with anticipated revenue.

Institutional Action Steps:

- Some portion of academic scholarship dollars be devoted to the recruitment of residential students, separate from athletics and targeted toward academic programs in which residential enrollment growth is specifically desirable. That portion should be designed to produce residential enrollment growth of 10% per year.

Specifics

7. In recognition of the declining cash position of the College, create new structures, policies, and processes that create financial efficiencies, and bring anticipated expenditures into balance with anticipated revenue. (Continued)

Institutional Action Steps:

- Develop a completely new emphasis on online, in which online becomes its own virtual campus. The Director of Online should report directly to the President and should be a member of the President's Cabinet, and should be tasked with and evaluated on his/her success in reaching a minimum target of 25 new, unduplicated students in the fall semester of 2018 and a minimum target of an additional 25 new, unduplicated students in the spring semester of 2019.
- Reflect the 2017-2018 revenue decrease accurately in the 2018-2019 balanced budget, and do the same for any anticipated revenue decrease in the 2018-2019 budget.

Specifics

8. Systematize an approach to the remaining projects in the Facilities Master Plan (Appendix B). The projects that remain the Facilities Master Plan should be prioritized, based on campus need and donor partner potential.

Institutional Action Steps

- Using multiple measurement tools, survey the campus regarding priorities.
- Edit the Facilities Master Plan to remove finished projects, incorporate the ADA plan, and include any new necessary projects.
- Implemented edited plan, with the goals of: implementing an appropriate portion of the ADA plan, an appropriate portion of structural needs, and part or all of a prioritized capital project in the revised plan.

Specifics

9. Develop a new 5-year College Strategic Plan.

Institutional Action Steps

Environmental scan completed by Office of Institutional Research

- Create Strategic Planning Work Group with representation from Board of Trustees, Community, Employees, Students
- Identify aspirational peer for use as model (structure, not content)
- Conduct internal and external draft review/comment sessions

Independence COMMUNITY COLLEGE

Specifics

10. Begin planning/feasibility phase for Centennial Capital Campaign

Independence COMMUNITY COLLEGE

Input on Draft

1. Move feasibility phase of Capital Campaign to Section 6 (planning for reduction in public funding)
2. Clarify that residential revenue comes from students who live in dorms owned by ICC

Specifics

7. In recognition of the declining cash position of the College, create new structures, policies, and processes that create financial efficiencies, and bring anticipated expenditures into balance with anticipated revenue.

Institutional Action Steps:

- Some portion of academic scholarship dollars be devoted to the recruitment of residential students, separate from athletics and targeted toward academic programs in which residential enrollment growth is specifically desirable. That portion should be designed to produce residential enrollment growth of 10% per year in ICC-owned dorms.

Input on Draft

1. Move feasibility phase of Capital Campaign to Section 6 (planning for reduction in public funding)
2. Clarify that residential revenue comes from students who live in dorms owned by ICC
3. Move “structural improvements to academic building” to Section 8 (Facilities)

Input on Draft

4. Clarify Section 2, item 3: “Consult with the academic division and entrepreneurship program to determine if distinctiveness can be achieved the incorporation of "soft skills" or “cognitive skills.”
5. Increase community access to board meeting materials

Input on Draft

6. Add back concept of marginal cost pricing to online strategy
7. Clarify that there are recruitment goals in the recruitment section of the plan
8. Add a longer public comment period after plan is approved
9. Correct numbering of action steps - ”#8” appears twice
10. Add Technology Plan to appendices

Discussion

Appendix 105

June 2018 Board of Trustee's Minutes for Discussions Regarding Strategic Planning

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
June 14, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Jana Shaver
Norman Chambers
Terry Clark
Cynthia Sherwood

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Beverly Harris, Executive Assistant/Board Clerk
Eric Montgomery, Chief Information Officer
Taylor Crawshaw, Associate Dean of Tutoring and Accessibility Services
Brad Henderson, Marketing/Communications Director
Wendy Isle, Chief Business Officer
Jessica Morgan-Tate, Compliance Officer/Title IX
Keli Tuschman, Vice-President for Operations
Kris Kippenberger, Director of Maintenance
Ben Seel, Professor of Political Science
Anita Chappuie, Institutional Research Director

Guests
Steve McBride, Reporter
Andy Taylor, Montgomery County Chronicle
Liz Moore, Inge Foundation Director
Ron Osborn, Community Member

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Cynthia Sherwood moved to approve the agenda as distributed. Terry Clark seconded the motion and the motion carried 6-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Cynthia Sherwood led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Jana Shave read the College Mission Statement.
   F. Vision Statement – Norman Chambers read the College Vision Statement.
   G. Approval of May 24, 2018 Minutes – Mike Wood moved to approve the May 24, 2018 Board meeting minutes. Jana Shaver seconded the motion and the motion carried 5-0-1; Cynthia Sherwood abstained, as she was not present at the meeting.

II. INSTITUTIONAL OPERATIONS
   A. Accept Comprehensive Program Review Recommendation
      - Kara Wheeler provided an overview of the Associate of Science (AS) in Secondary Education Program and answered questions. Terry Clark moved to accept the Associate of Science in Secondary Education Program Review recommendation. Norman Chambers seconded the motion and the motion carried 6-0.
      - Kara Wheeler provided an overview of the Associate of General Studies (AGS) in General Studies Program and answered questions. Mike Wood moved to accept the Associate of General Studies (AGS) in General

Studies Program Review recommendation. Terry Clark seconded the motion and the motion carried 6-0. Dan Barwick thanked Kara Wheeler for all the work conducting the comprehensive and annual program reviews and reminded the group of the two findings noted by the accreditors: completion of Program Reviews; and, the use of data in Strategic Planning and budgeting processes. Dr. Barwick added that the College had now completed a major component of the accreditation process.

B. KACCT/COP Report – Jana Shaver provided an overview of the Quarterly meeting held at Kansas City Kansas Community College and distributed "Accreditation and Community College Trustees" for the Trustees' reference. Jana Shaver noted that during a session on accreditation, the group was informed that approximately eighty percent of colleges receive some form of follow-up after the accreditation site visit. Dr. Barwick ended the KACCT/COP Report by sharing the legislative update portion of the meeting.

C. Allow Payables – Jana Shaver moved to allow payables. Norman Chambers seconded the motion and the motion carried 6-0.

D. President's Report – Dan Barwick

- Quarterly Operational Plan – The June Quarterly Operational Plan was included in the Board agenda packets and was incorporated in the Strategic Plan Review.
- Strategic Plan Review – Dr. Barwick noted that the two most important things the College does each year are the Strategic Planning Review process, and subsequent revision to the Strategic Plan that the Review produces. Dr. Barwick reminded the group that all Operational Plan goals were explicitly tied to the Board's institutional goals; progress made toward those goals served as the basis for the Annual Strategic Plan Review.

  Dr. Barwick thanked: all College employees who developed and implemented respective departmental operational plans and were involved in completion of the stated tasks; his direct reports for input and assistance fine-tuning the Review; and, Anita Chappuie for number crunching the data for enrollment, completion, retention, etc. Background history and review of the Strategic Planning process were provided, and the Trustees were encouraged to submit recommendations for incorporation in the draft 2018-2019 Strategic Plan. Cynthia Sherwood suggested additional emphasis on Academics; Mike Wood suggested more professional development opportunities for faculty members. Dr. Barwick noted that a substantial discussion of the draft would take place during the June 28, 2018 Board meeting, and following any Board revisions the Trustees would approve the Strategic Plan for the upcoming year.

III. CONSENT AGENDA – Cynthia Sherwood moved to approve the Consent Agenda which included the Accreditation Progress Spreadsheet and, receipt of the Financial, Personnel, and Grant Progress Reports. The Personnel Report included employment of: Angela Houston in the position of Upward Bound Director at an annualized salary of $43,188 plus College support toward employee participation in ICC's group health insurance plan; Nathan Chaplin in the Biology Instructor position at an annualized salary of $49,900 plus College support toward employee participation in ICC's group health insurance plan; Tom Weaver in the Biology Instructor position at an annualized salary of $49,300 plus College support toward employee participation in ICC's group health insurance plan; Kelsey Jennings in the Administrative Assistant for Student Support Services position at the pay rate of $13.46/hour plus College support toward employee participation in ICC's group health insurance plan; Amanda McCormick in the Vet Tech Director position at an annualized salary of $45,000 plus College support toward employee participation in ICC's group health insurance plan; Joni Pratt in the position of Navigator at an annualized salary of $33,000 plus College support toward employee participation in ICC's group health insurance plan; Samantha Allen in the position of Head Softball Coach at the annualized salary of $35,900 plus College support toward employee participation in ICC's group health insurance plan; Madyson Smith in the position of Assistant Softball Coach at an annualized salary of $24,000 plus College support toward employee participation in ICC's group health insurance plan; and; Jennifer Wilson in the position of Sociology Instructor at an annualized salary of $49,200 plus College support toward employee participation in ICC's group health insurance plan. The transfer/promotion of Hannah Marquez from the Financial Affairs Specialist position to the Accounts Payable Specialist position at a pay rate of $13/hour plus College support toward employee participation in ICC's group health insurance plan was included in the Personnel Report. Employment separations of: Breeze Jones from the Navigator position; Joely Rogers from the Assistant Softball Coach position; Eric Rutherford from the Assistant Dean of Fine Arts, Vocal Music Instructor, Interim AD for Inge position; and, Michelle Rutherford from the position of Band Instructor were also included in the Personnel Report. Mike Wood seconded the motion and the motion carried 6-0.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. It was noted that no action would be taken following Executive Session. Norman Chambers moved the Board recess for an Executive Session for the purpose of discussing

upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:40 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, and Kara Wheeler were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:25 p.m. The Board returned to Open Session at 8:40 p.m. Norman Chambers moved the Board recess an additional fifteen minutes for Executive Session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:55 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, and Kara Wheeler were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:40 p.m. The Board returned to Open Session at 8:55 p.m.

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

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

VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 6-0. The meeting adjourned at 8:55 p.m.

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Beverly Harris
Board Clerk

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

BOARD
OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
June 28, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Norman Chambers
Terry Clark
Cynthia Sherwood joined the group at 6:05 p.m.

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Beverly Harris, Executive Assistant/Board Clerk
Taylor Crawshaw, Associate Dean of Tutoring and Accessibility Services
Wendy Isle, Chief Business Officer
Jessica Morgan-Tate, Compliance Officer/Title IX
Keli Tuschman, Vice-President for Operations

Guests
Steve McBride, Reporter
Taina Copeland, Reporter
Andy Taylor, Montgomery County Chronicle
Liz Moore, Inge Foundation Director
Ron Osborn, Community Member
Kristen Torrey, ICC Student

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

II. INSTITUTIONAL OPERATIONS
   A. Resolution – KMIT Work Comp Insurance. Trustee Clark inquired about current work comp costs and any actions implemented to reduce those costs; Wendy Isle will provide a report for the Board's reference. Terry Clark moved to approve the Resolution with Kansas Municipal Insurance Trust (KMIT) for participation in a Workers' Compensation Insurance consortium with 2018-2019 premiums being $31,112. Cynthia Sherwood seconded the motion and the motion carried 5-0.
   B. 2018-2019 Strategic Plan – Community member, Ron Osborn, suggested various revisions to the draft Strategic Plan. Dr. Barwick distributed a copy of the revision suggestions received from the Board of Trustees, College employees, and community members; a copy of the draft Strategic Plan with those revisions incorporated was also shared. Dr. Barwick thanked Ron Osborn for his work and input. Andy Taylor questioned where and how public input comes into play during the Strategic Planning process. Dr. Barwick responded regarding the various

options available for comment and outlined the multiple opportunities for faculty, staff, Board, and public input during the various stages of the process.

Val DeFever suggested a panel discussion with business and industry leaders during the Fall In-Service to open communications regarding what services are needed from the College. Kara Wheeler informed the group that Technical Programs require an Advisory Board; each Board meets two times a year to establish business and industry needs. Terry Clark shared his experience with four College employees responding to Cobalt's need for Excel, Microsoft, and Access training; courses were offered for college credit, certification, etc.

It was also suggested that the current Strategic Plan be distributed around the first of March next year, so the Trustees can think about Strategic directions for the upcoming fiscal year. Cynthia Sherwood moved to approve the 2018-2019 Strategic Plan. Terry Clark seconded the motion and the motion carried 5-0.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda which included: contracting with GetInclusive Inc. in the amount of $4,500 for compliance training; continuation of the Agreement of Services with IMA and coverage of Property and Liability Insurance thru IMA in the amount of $103,867.00 (contingent upon changing Work Comp carriers from Hartford Insurance to KMIT); and, payment in the amount of $72,729 to Ellucian for the annual maintenance agreement and licensures. Mike Wood seconded the motion and the motion carried 5-0.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. This Executive Session was not required.

V. EXECUTIVE SESSION – Non-elected Personnel. It was noted that no action would be taken following Executive Session. Norman Chambers moved that the Board recess for an Executive Session for discussion of a personnel matter, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 7:45 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Keli Tuschman and Daniel Barwick. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:25 p.m. The Board returned to Open Session at 7:45 p.m. Norman Chambers moved that the Board recess for an Executive Session for an additional ten minutes for discussion of a personnel matter, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 7:55 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Keli Tuschman and Daniel Barwick. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:45 p.m. The Board returned to Open Session at 7:55 p.m. Norman Chambers moved that the Board recess for an Executive Session for an additional five minutes for discussion of a personnel matter, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:00 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Keli Tuschman and Daniel Barwick. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:55 p.m. The Board returned to Open Session at 8:00 p.m. Norman Chambers moved that the Board recess for an Executive Session for an additional five minutes for discussion of a personnel matter, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:05 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Keli Tuschman and Daniel Barwick. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 8:00 p.m. The Board returned to Open Session at 8:05 p.m.

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

VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 5-0. The meeting adjourned at 8:05 p.m.

_____

Beverly Harris
Board Clerk

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BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
September 13, 2018

MINUTES

Members Present
Val DeFever
Mike Wood
Terry Clark
Norman Chambers
Jana Shaver
Cynthia Sherwood

Others Present
Daniel Barwick, President
Tammie Geldenhuys, Vice-President for Athletics/Student Affairs/Admissions
Kara Wheeler, Vice-President for Academic Affairs
Beverly Harris, Executive Assistant/Board Clerk
Keli Tuschman, Vice-President for Operations
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services
Wendy Isle, Chief Business Officer
Jared Wheeler, Director of On-line
Rebekah Peitz, Asst. Dir. Enrollment/Retention/Outreach

Guests
Susan Scovel, Reporter
Greg Goheen, Legal Counsel via telephone
Melissa Johnson, Community Member
Kristen Torrey, ICC Student

I. ROUTINE
   A. Call to Order – Chair DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Terry Clark moved to approve the amended agenda as presented. Norman Chambers seconded the motion and the motion carried 6-0.
   C. Welcome Guests – Chair DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Norman Chambers led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Cynthia Sherwood read the College Mission Statement.
   F. Vision Statement – Mike Wood read the College Vision Statement.
   G. Approval of August 13, 2018 Minutes – Cynthia Sherwood moved to approve the August 13th minutes. Mike Wood seconded the motion and the motion carried 6-0.

II. INSTITUTIONAL OPERATIONS
   A. CP2 Report – Rebekah Peitz showed a PowerPoint presentation and gave an overview of the Community Pirate Partnership program. In its second year, the program has shown an increase over the previous year by matching 119 out-of-state students with host families. Ms. Peitz shared that results from a survey administered to December and May graduates will assist tracking and retention efforts. Dr. Barwick commended Brittany Thornton, Rebekah Peitz, and Joni Pratt for continued growth in ICC's out-of-state student population.
   B. Lease Purchase Agreement/Resolution – Dr. Barwick opened the discussion with pictures taken of the work being conducted on the turf practice field; he shared that the anticipated timeline for completion of the project is next Thursday or Friday. Dr. Barwick informed the group that RFPs were distributed and FirstOak Bank submitted the sole bid for a maximum principal amount of $252,000 and a 6% interest rate for 8 years. Jana Shaver sought clarification regarding the source of funds. Dr. Barwick shared that the $40,000 annual payment would come from: athletic fees; funds allocated in the budget; and monies gathered through fund raising. Approximately $14,000 of the $40,000 annual payment is already earmarked from donations received. Dr. Barwick added that private donations will go to a restricted ICC Foundation account and the Foundation will match up to $200,000 of funds raised. Monthly fund raising updates will be provided the Board of Trustees. Norman Chamber moved to approve the resolution provided

by Ranson Financial for a Lease Purchase Agreement with FirstOak Bank. Terry Clark seconded the motion and the motion carried 6-0.

C. Discussion of Strategic Planning Process – Dan Barwick provided an overview of the proposed process for creation of a new, data-based, long-term inclusive Strategic Plan. Steps taken to date included discussion and input received from: the August 21, 2018 Cabinet meeting; the campus-wide Open Forum held August 22, 2018; and, eleven community members, students, and donors. Dr. Barwick noted that guidelines utilized in the Higher Learning Commission Strategic Plan had also been researched. Common themes for development of the new Strategic Plan were: an inclusive process must be observed; new ideas, including those from high school students and our graduates, should be incorporated; the Plan should be data-driven; best practices should be adopted; and, use of an outside facilitator should be considered. The recommended timeline involved: Board consideration of the process proposal in September; identification of facilitators in October; formation of subcommittees and respective meetings initiated in November; creation of a first draft in January; receipt of feedback on draft in February; and Board approval of the final plan in April. To ensure Board involvement in all phases of Plan development, Dr. Barwick will share the synopsis of the Cabinet meeting and Open Forum with the Board of Trustees and, an update of progress made will be presented during each Board meeting. Terry Clark moved that the administration move forward with the Strategic Plan process. Jana Shaver seconded the motion and the motion carried 6-0.

D. Allow Payables – Cynthia Sherwood moved to allow payables. Norman Chambers seconded the motion and the motion carried 5-0-1 with Mike Wood recusing himself.

E. President's Update – Dan Barwick informed the group that enrollment headcount appears ahead of last year's numbers during the same timeframe; Dr. Barwick acknowledged the entire campus for focusing on enrollment growth. Dr. Barwick shared that meetings are being held with the new Regional Director of Bluffstone; the group is strategizing for enrollment growth through housing recruitment efforts, billing processes revisions, and advertising improvements. It was noted that our dorm occupancy is at 85% and the Villas is at 93%. The group was reminded of the Fab Lab expansion Ribbon Cutting and Open House scheduled October 1st. Dr. Barwick also acknowledged Equity Bank and the $25,000 donation made toward the Equity Bank Digital Media Studio.

- 2018-2019 Departmental Operational Plans – To fill gaps in the process, Dr. Barwick shared that College standing committees, the Fab Lab, and, the Inge Center will also develop Operational Plans which tie to the Board's Strategic Plan. A report from these areas will be provided during the October Board of Trustees meeting.

III. CONSENT AGENDA – Mike Wood moved to approve the Consent Agenda. Norman Chambers seconded the motion and the motion carried 6-0. The Consent Agenda included receipt of the Financial, Personnel, and Grant Progress Reports. Also included in the Consent Agenda was employment of: James Cole in the position of Assistant Basketball Coach at an annualized salary of $35,000 plus College support toward employee participation in ICC's group health insurance plan; and, Larry Markiewicz in the position of Instrumental Music Instructor at an annualized salary of $56,200 plus College support toward employee participation in ICC's group health insurance plan. Also included were the separations of: Linda Benning from the position of Vet Tech Instructor; Madison Corle from the position of Accounts Receivable Specialist; Mike Cyprien from the position of Assistant Basketball Coach; Ellen Dickerson from the position of Part-time Custodian; and, Brad Henderson from the position of Marketing Director.

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

V. EXECUTIVE SESSION – Attorney/Client Privilege. This Executive Session was moved forward on the agenda. Terry Clark moved that the Board enter Executive Session for consultation with the College attorney regarding a legal matter, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 8:10 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Greg Goheen via telephone, Dan Barwick, and Keli Tuschman. Norman Chambers seconded the motion and the motion carried 6-0. It was noted that no action would be taken following Executive Session. The Board entered Executive Session at 7:55 p.m. The Board returned to Open Session at 8:10 p.m.

VI. EXECUTIVE SESSION – Non-elected Personnel. Norman Chambers moved that the Board enter Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:40 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Daniel Barwick and Keli Tuschman. Jana Shaver seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:10 p.m. The Board returned to Open Session at 8:40 p.m. Norman Chambers moved that the Board enter Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:00 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Daniel Barwick and Keli Tuschman. Jana Shaver seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:40 p.m. The Board returned to Open Session at 9:00 p.m.

VII. ADJOURN – Mike Wood moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 6-0. The meeting adjourned at 9:00 p.m.

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Beverly Harris
Board Clerk

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

Appendix 106

Zero-Based Budgeting Timeline and Worksheets

Timeline for FY20 Budget Cycle

Dates	Plan
11/1/2018	Business Officer prepares recommendation to Cabinet and BOT regarding Tuition, Fees, Room,and Board
2/1/2019	Fixed Cost Increases from Campus sent to Business Officer
2/4/2019	Business Officer Updates Budget Worksheets (very, very rough) (Tuition/Fees, Salaries)
2/6/2019	Business Officer Updates Budget Process Documents
2/6/2019	Business Officer Creates/Updates Zero-Based Budgeting Worksheets
2/8/2019	Business Officer Builds/Updates Budget Activity Report that will provide 3 years of data
2/13/2019	Business Officer sends Budget Worksheet, BAR (3-Yr), and ZBB worksheets to Cabinet/Department Heads
2/13/2019	Departments begin budget development meetings
2/13/2019	Business Officer will host small group Budget Workshops every Wednesday/Thursday for 3 weeks
2/13/2019	Budget Workshop; 3-4:30; AC108
2/14/2019	Budget Workshop; 11:00-12:30; AC108
2/20/2019	Budget Workshop; 3-4:30; AC108
2/21/2019	Budget Workshop; 11:00-12:30; AC108
2/27/2019	Budget Workshop; 3-4:30; AC108
2/28/2019	Budget Workshop; 11:00-12:30; AC108
4/1/2019	Zero Based Budgeting Worksheets due back from Cabinet/Department Heads; submit in Excel to CBO
4/1/2019	Program Review Budget Requests compiled by VPAA and submitted to CBO and President
4/1/2019	New Budget Request Forms due to Business Officer
5/5/2019	New Budget Requests Forms reviewed by Cabinet
5/7/2019	New Budget Request Forms approved by President
5/1-31/2019	Employee Focus Groups with President and CBO
5/1-31/2019	Board of Trustee Focus Groups with President and CBO
6/13/2019 (Tenative)	Budget Draft Presented to Board of Trustees
7/11/2019 (Tenative)	Review of Budget Worksheets with Board
8/5/2019	Deadline for Approval for Publication
8/15/2019	Deadline for Public Hearing
8/25/2019	Deadline for Filing & Certification

Expense Priority Codes

Level	Code Description
Level 1:	Compliance (Federal Law, State Law/Statute , other (please name), HLC identified items
Level 2:	Contractual Obligation (Lease Contract > 1 year)
Level 3:	Board Strategic Goals
Level 4:	Deferred Mainteance (Facilities, Maintenance, Technology only)
Level 5:	Operational Goals/Key Performance Indicators
Level 6:	Supply/Expense required for operations of college/department
Level 7:	Discretionary to achieve/support Operational Goals
Level 8:	Other

2019-2020 Fiscal Year
Zero-Based Budgeting Worksheet

Department Name: _____

Account Number(s)	Expense Description	Expense Amount	New Expense? **	Fixed Cost Increase? (If yes, enter amount of increase)	Expense Priority Code	Strategic Goal/Mission	Expense Justification

Total Expenses	$0.00

** New Expenses need to have "Budget Increase Request Form" Completed

Zero-Based Budgeting Worksheet

Account Number(s)	Expense Description	Expense Amount	New Expense? **	Fixed Cost Increase? (If yes, enter amount of	Expense Priority Code	Strategic Goal/Mission	Expense Justification
11-6200-663-000	Audit Services	$24,000.00			Level 1	Federal Compliance	Federal law and State Statute in order to continue receiving Federal Financial Aid, accreditation, and state funding
11-6200-663-000	Accounting Consultant Services	$660.00			Level 6		
11-6200-601-000	KACCBO Annual Dues	$250.00			Level 6		Annual Dues are requested but not required at this time
11-6200-601-000	KACCBO Meetings	$350.00			Level 6		Business Officer meetings; sharing knowledge and updates
11-6200-602-000	MHEC Conference	$50.00			Level 6		Annual Risk Management Conference; Free except for 1 meal. Provides up-to-date information on best practices
11-6200-602-000	Debt Set Off Training- Iola	$20.00			Level 6		Free workshop (1 meal); provides staff with most recent information on submitted debts and collecting debts
11-6200-701-000	Check Stock	$400.00			Level 5		Required to issue payroll and payable checks to employee and vendors
11-6200-701-000	Published Budget Notice Ad	$250.00			Level 1	Federal Compliance	
11-6200-701-000	File Folders, Storage Boxes, Pens, Envelopes, Tax Forms, various office supplies	$1,350.00			Level 6		Office supplies

Total Expenses	$27,330.00

					FY 2017-18 YTD	FY 2017-18 BUDGET	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	FY 2018-19 BUDGET	Decrease/(Increase)	% of change in budget	Reason for Change	Strategic Plan Goal
11	6200	601	000	Travel: Lodging, Airfare, Mileage	0	570			80	125		80		125	80			80	570	0	0%	Budget Tansfer to GF	
11	6200	602	000	Food and Meals	27	170				50			20	50	50				170	0	0%	Budget Tansfer to GF	
11	6200	611	000	Postage & Shipping	0	0													0	0	0%		
11	6200	613	000	Printing	0	0													0	0	0%	Budget Transfer	
11	6200	626	000	Conference Fees	0	0													0	0	0%		
11	6200	646	000	Service Agreements	10,521	0													0	0	0%		
11	6200	663	000	Consultants	17,000	24,660	400		150		12,000	12,000		110					24,660	0	0%	Budget Transfer	
11	6200	681	000	Dues and Fees	0	250											250		250	0	0%		
11	6200	701	000	Office Supplies	939	2,000	200	250	150	150	150	150	150	150	200	150	150	150	2,000	0	0%	Budget Tansfer to GF	
11	6200	702	000	Paper Supplies	0	0													0	0	0%		
11	6200	719	000	Nonrecurring or Non-Classified Expen	0	0													0	0	0%		
11	6200	850	000	Equipment - Non-Capital	0	0													0	0	0%		
				Total Financial Services	**28,487**	**27,650**													**27,650**	**0**	0%		

	Mileage for taking Bank Deposits	
	Audit Services	$4,000 Founda $16,000 ICC Audit
	Accounting Consultant Services	
	KACCBO Annual Dues	
	KACCBO Meetings	
	MHEC Conference	
	Debt Set Off Training- Iola	
	Check Stock	
	Published Budget Notice Ad	
File Folders,	Storage Boxes, Pens, Desk Calendars	

Appendix 107

April 14, 2016 Board Meeting Minutes

BOARD OF TRUSTEES REGULAR MEETING
AC113 (Lower Level of Academic Building) 6:00 p.m.
April 14, 2016

MINUTES

Members Present
Val DeFever
Norman Chambers
Sam Forrer
Cynthia Sherwood joined the meeting at 6:15 p.m.

Others Present
Daniel Barwick, President
Keli Tuschman, Human Resources Coordinator
Wendy Isle, Chief Financial Officer
Brad Henderson, Director of Marketing
Kara Wheeler, Associate Dean of On-line, Cont. Ed., and Workforce Dev.
Debbie Phelps, Director for Institutional Research
David Smith, Chief Academic Officer
Taylor Crawshaw, Associate Dean for Academic Support Services
Tammie Geldenhuys, VP for Student Affairs, Athletics, and Admissions
Eric Montgomery, Chief Information Officer
Beverly Harris, Executive Assistant/Board Clerk
Brenda Sanchez, English Instructor/PTK Advisor
Stacia Kaylor, Upward Bound Trio Program Director
Cody Westerhold, Student Activities Director
Brittany Thornton, Director of Admissions

Guests
Kassie Sanderson, Reporter
Neil Phillips, Auditor- Jarred, Gilmore, & Phillips, P.A.
Brian Gustafson, Bluffstone Area Manager
Crystal Manning, Bluffstone Regional Manager of Kansas
Mary Bailey, Bluffstone General Manager
David McElroy, PTK Student

I. ROUTINE
   A. Call to Order – Vice-Chair, Val DeFever, called the meeting to order at 6:00 p.m. and announced that no business could be conducted until a quorum was reached.
   B. Approval of Agenda – Approval of the agenda was delayed until a quorum was reached. Following Trustee Sherwood's arrival and having reached a quorum, Norman Chambers moved to approve the agenda. Sam Forrer seconded the motion and the motion carried 4-0.
   C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
   D. Recognize PTK Students – Val DeFever turned the floor over to Brenda Sanchez, PTK Advisor; Brenda shared awards received at the Phi Theta Kappa Regional Convention, and presented Tammie Geldenhuys with the Distinguished Administrator Award. Ms. Sanchez introduced David McElroy, incoming Vice-President of PTK.
   E. Pledge of Allegiance – David McElroy led the group in recitation of the Pledge of Allegiance.
   F. Mission Statement – Val DeFever read the College Mission Statement.
   G. Vision Statement – Val DeFever read the College Vision Statement.
   H. Approval of March 9, 2016 Minutes – Once a quorum was reached, Cynthia Sherwood moved to approve the March 9, 2016 minutes. Norman Chambers seconded the motion. Action on the motion received three votes in favor and one deferment; Sam Forrer deferred his vote until the Policy Review Committee update was presented. Following the Policy Review Committee update, Sam Forrer voted at 7:18 p.m. in favor of approving the March 9, 2016 meeting minutes. The motion subsequently carried 4-0.

II. INSTITUTIONAL OPERATIONS

A. 2015 Audit – Neil Phillips of Jarred, Gilmore, & Phillips, P.A. presented highlights of the 2015 Audit and noted an unmodified opinion. Mr. Phillips drew attention to Page 43 of the Audit Report which portrayed that three million in federal tax dollars are brought in to the College and, subsequently flow through the community. Mr. Phillips noted that federal guidelines show that every dollar of the three million in federal tax dollars can be multiplied seven times for a total impact of twenty-one million dollars on our community. Norman Chambers moved to approve the 2015 audit as presented. Sam Forrer seconded the motion and the motion carried 4-0.

B. Bluffstone – Brian Gustafson introduced Crystal Manning, Bluffstone Regional Manager of Kansas, and Mary Bailey, Bluffstone General Manager. Mr. Gustafson distributed a rendition of landscaping plans and provided an overview of the draft Residence Hall Check-out Form and the Move-out Inspection Form. Copies of the forms were left with the Board Clerk for distribution and are attached to the minutes as an addendum, as are the landscaping plans. When questioned about potential mold concerns, Brian Gustafson informed the group that exhaust fans and the ductwork in the brick residence hall units have been reworked; the exhaust fans run continuously and route air twenty-four hours per day and seven days per week. Vice-Chair DeFever requested a residence hall move-out report during the regularly scheduled meeting in June; Beverly Harris will let Brian Gustafson know the meeting date and location.

C. Consider Purchase of Real Property – Dan Barwick referred to information included in the Board Agenda packets regarding the $20,000 purchase of land directly behind ICC West and having frontage on West Maple Street. Sam Forrer moved to "approve purchase of the property at the discretion of our CEO." Norman Chambers seconded the motion and the motion carried 4-0.

D. Second Reading of Revisions to TRU – 909 Due Process – Daniel Barwick provided background information and Val DeFever read the second reading of revisions to TRU-909 Due Process.

CODE:	**TRU – 909**
SUBJECT:	**Due Process**
ADOPTED:	**January 12, 1999**
REVISED:	**April 14, 2016**

The Board shall assure that a due process procedure for resolving complaints within the college is established. Complaints received by the Board will be referred to the appropriate administrative office for resolution with an outcome report provided to the Board within 60 days.

Sam Forrer moved to approve the second reading of TRU-909. Norman Chambers seconded the motion and the motion carried 4-0.

E. Resolution to Extend Term of Office – Daniel Barwick provided background information associated with the resolution. Norman Chambers moved to adopt the resolution as written. Cynthia Sherwood seconded the motion and the motion carried 4-0.

F. Operational Plans – Dan Barwick introduced discussion of the Operational Plans included in the Board Agenda packets. Trustees Forrer and Chambers commended the comprehensive work involved in development of the Plans; Daniel Barwick gave President's Cabinet members credit for the majority of the document, including the on-campus printing and binding. Dr. Barwick noted the next step is development, in conjunction with the Board of Trustees, of a long-range comprehensive facilities Master Plan. Cynthia Sherwood and Val DeFever suggested inclusion of the Audit and Operational Plan in new Trustee orientation materials.

G. Allow Payables – Norman Chambers moved to allow payables. Cynthia Sherwood seconded the motion and the motion carried 4-0.

H. Policy Review Committee/Jay Jones & Cynthia Sherwood – Jay Jones was unable to attend the meeting due to scheduling conflicts; Cynthia Sherwood provided an overview of the Policy Review Committee work. Sam Forrer inquired about the Committee's expectations and associated timelines for completion. Mr. Forrer also requested that procedures relating to the Sexual Misconduct Policy be moved to the forefront of the Committee's work. Following Trustee Sherwood's report, Trustee Forrer voted in favor of approving the March 9, 2016 meeting minutes.

I. Weight Room Update – Tammie Geldenhuys shared that additional bids are being sought and more information will be presented at the May Board of Trustees meeting.

J. President's Update – Dan Barwick provided highlights of Congresswoman Lynn Jenkins' visit and tour of ICC West; gave accolades to Kara Wheeler and her team for the incredible amount of work involved in a successful Carl D. Perkins Program Improvement Review Site Visit; and presented an overview of the campus visit by Homeland Security Consultant, Chuck McClanahan. Christina McDiarmid, Maintenance Supervisor, will present Mr. McClanahan's recommendations and free training opportunities during the May Board of Trustees meeting. Dr. Barwick shared highlights of his trip to Chicago with Nurali Mamedov for his recognition as a Coca-Cola New Century Scholars recipient during the President's Breakfast portion of the American Association of Community Colleges Annual Convention. Dr. Barwick provided an overview of progress toward implementation of the Culinary Arts Program. Preliminary floor plans are being developed for the space at ICC West, and interviews are being conducted with applicants for the instructor position. The President's update ended with notification that Debbie Phelps will present results of the Camus Culture Survey during the May Board of Trustees meeting. Trustee Forrer requested recommendations from Ms. Phelps regarding improvement of specific areas.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda which included receipt of the Financial, Personnel, and Grant Progress Reports. Included in the Consent Agenda was final action on the non-renewal of James Yate's contract, and the final payment to Wray Roofing in the amount of $438,516.15 for roofing repairs and inspections. The Personnel section of the Consent Agenda included employment of Rachel Martin in the position of Head Athletic Trainer at an annualized salary of $40,000 plus College support toward employee participation in ICC's group health insurance plan. Also included were the employment terminations of: Sarah Plowman from the Head Athletic Trainer position; Jennifer Winn from the Student Support Services Engagement Specialist position; and, Jesse Stehr from the part-time position of Bookstore Assistant. Cynthia Sherwood seconded the motion and the motion carried 4-0.

IV. EXECUTIVE SESSION – Norman Chambers moved to go into Executive Session following a five-minute break, to include Dr. Barwick, David Smith, and Keli Tuschman, for thirty minutes for discussion of non-elected personnel in order to protect the privacy interests of the individuals to be discussed. Sam Forrer seconded the motion and the motion carried 4-0. Val DeFever informed the group that no action would be taken following Executive Session. The Board entered Executive Session at 7:45 p.m. The Board returned to Open Session at 8:15 p.m.

V. EXECUTIVE SESSION – As the College attorney could not be present, the Board of Trustees did not go into Executive Session for consultation with the College attorney which would be deemed privileged in the attorney-client relationship.

VI. ADJOURN – Norman Chambers moved that the meeting adjourn. Sam Forrer seconded the motion and the motion carried 4-0. The meeting adjourned at 8:15 p.m.

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Beverly Harris
Board Clerk

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

Appendix 108

Board Meeting Minutes

BOARD OF TRUSTEES STRATEIC PLANNING AND BUDGET WORKSHOP
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
July 26, 2017

MINUTES

Members Present
Val DeFever
Norman Chambers
Jana Shaver
Terry Clark
Cynthia Sherwood
Mike Wood

Others Present
Daniel Barwick, President
Wendy Isle, Chief Financial Officer
Kara Wheeler, Chief Academic Officer
Tammie Geldenhuys, VP for Student Affairs, Athletics, and Admissions
Brad Henderson, Director of Marketing
Eric Montgomery, Director of Information Technology
Beverly Harris, Executive Assistant/Board Clerk
Taylor Crawshaw, Associate Dean of Academic Support Services
Jessica Morgan-Tate, Compliance Officer
Ben Seel, Political Science Instructor
John Eubanks, Business/Accounting Instructor

I. ROUTINE
   A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
   B. Approval of Agenda – Norman Chambers moved to approve the agenda as presented. Terry Clark seconded the motion and the motion carried 6-0.
   C. Welcome Guests – Val DeFever welcomed attendees to the meeting and provided an overview of options for public comment on items pertaining to the agenda.
   D. Pledge of Allegiance – Val DeFever led the group in recitation of the Pledge of Allegiance.
   E. Mission Statement – Jana Shaver read the College Mission Statement.
   F. Vision Statement – Norman Chambers read the College Vision Statement.

II. INSTITUTIONAL OPERATIONS
   A. Strategic Plan Annual Update – Dr. Barwick began the update by noting this next-to-the-last step of the strategic planning/budget cycle required Board approval and would guide the development of Operational Plans. Dr. Barwick continued with a history of the process which began in 2015 and tied the Strategic Plan to the budget and Operational Plans. Following discussion, Norman Chambers moved to approve the Strategic Plan Update as printed, but stipulated revision to the Strategic Goal "Create new structures and processes to increase unrestricted support for the College by 300% over 2016-2017 baseline levels" to read "Create new structures and processes to increase unrestricted support for the College in the amount equivalent to the loss of public funding since 2016-2017". Mike Wood seconded the motion and the motion carried 6-0. Dr. Barwick recognized: Cabinet members for input and assistance creating the document; all employees who completed the Mission and Vision Survey; and, those individuals who provided feedback as a result of posting the Strategic Plan Annual Update on the College website.
   B. 2017-2018 Budget – Dr. Barwick provided a history of the budget approval process: during the fall, the Board of Trustees set tuition and fee rates for the fiscal year; Cabinet members submit fixed cost increases

to the Chief Financial Officer (CFO); the CFO creates the draft budget based on the previous year amounts plus any fixed cost increases; during Executive Session, the Board of Trustees discuss taxing preferences; Dr. Barwick and Wendy Isle hold budget sessions with two Trustees at a time for feedback; small group budget sessions are held with College employees for campus-wide transparency and input; the draft budget, based on the Strategic Plan, is published on the College website and presented to the Board of Trustees for approval of publication in the newspaper; the public reviews the draft budget and a budget hearing is held for public comment; when approved, the budget is certified to the Montgomery County Clerk.

Ben Seel encouraged the Board's publication of a budget that met the Board's maximum authority; an amount that matches the consumer price index of 1.65%, or an increase of approximately $95,000. Dr. Barwick suggested that the draft budget was adequate for College needs.

Dr. Barwick sought the Board's guidance on the type of staff raises for 2017-2018 and presented three options: one-time bonuses based on the performance merit system with area supervisors' recommendations for high-performance employees; an across-the-board increase for all staff, excluding faculty members who receive an increase through the Negotiated Agreement; and, a one-time across-the-board increase for employees, with a portion of the total specified for high-performing employees, elimination of low-performing employees and those employed for one year or less, and faculty members who receive an increase through the Negotiated Agreement. The Board of Trustees concurred that the recommendation supported by Administration for an across-the-board increase which specified a portion of the total amount available for high-performing employees, eliminated low-performers and those employed for one year or less, as well as faculty members who receive an increase through the Negotiated Agreement, was the preferred method for 2017-2018 staff raises.

Dr. Barwick also sought the Board's guidance on placing funds in reserves during the 2017-2018 fiscal year. The Board agreed with the Administration's recommendation that reserve funds were at an adequate level for the 2017-2018 fiscal year.

Jana Shaver moved to approve the draft 2017-2018 budget proposal and authorize publication in the newspaper. Norman Chambers seconded the motion and the motion carried 5-1, with Cynthia Sherwood voting no.

III. EXECUTIVE SESSION: Preliminary Discussions Relating to the Acquisition of Real Property – Jana Shaver moved that the Board observe a five-minute break prior to entering Executive Session for fifteen minutes, to include Dr. Barwick, for preliminary discussions related to the acquisition of real property in order to protect the privacy interests of the individuals and organizations to be discussed and that the Board return to Open Session in CLC 104 at 9:10 p.m. Terry Clark seconded the motion and the motion carried 6-0. It was noted that no action would be taken following Executive Session. The Board entered Executive Session at 8:55 p.m. The Board returned to Open Session in CLC 104 at 9:10 p.m.

III. ADJOURN – Norman Chambers moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 6-0. The meeting adjourned at 9:10 p.m.

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Beverly Harris
Board Clerk

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

Appendix 109

Annual Report

Independence Community College
2017-2018 Strategic Planning Annual Review

Part One: Introduction

Strategic Plan Annual Review Process

The College's Strategic Plan uses three primary review processes for strategic planning:

1. On a quarterly basis, operational divisions review their progress against their Operational Plan goals, each of which is tied to the Strategic Plan.
2. On an annual basis, administration produces a report for Board review ("Strategic Plan Annual Review"), which provides data on the College's progress in the nine areas of measure named in the Strategic Plan, as well as year-end summaries of the progress divisions made toward their goals.
3. On an annual basis, following the review described in #2, the Board of Trustees makes any needed adjustments to the Strategic Plan, using data presented in the review and feedback from employees.

This report, the "2017-2018 Strategic Plan Annual Review," is the second step of the process described above.

Strategic Plan History

Work began on the current Strategic Plan in 2015, when the Trustees had a special public meeting to receive feedback from the College community and to discuss whether the existing Mission and Vision Statements remained appropriate. The Board elected to continue the Mission and Vision statements unchanged, and then assigned the President to create a broad-based workgroup to draft a plan for review. The President assembled a ten-member team of faculty and staff who were chosen specifically because they represented all areas of the College and both physical campus locations. The team members solicited feedback from each of their areas. The team's meetings were open to all, and the team's draft was then presented to the Board of Trustees, which also provided input. In addition, ICC's Institutional Researcher completed an environmental scan using interviews with 52 community members, and internally, the College had just completed a SWOT analysis which every employee was able to complete. All of this material was made available to the Board. The Board then held a special public meeting to discuss institutional goals, and four goals were selected. In all, the 2015 Strategic planning process included over a dozen faculty and staff in the writing process, the entire campus in the research process, 52 members of the community in the same research process, and the entire Board of Trustees. In addition, any member of the faculty, staff, or public were included in the public comment and discussion periods prior to adoption.

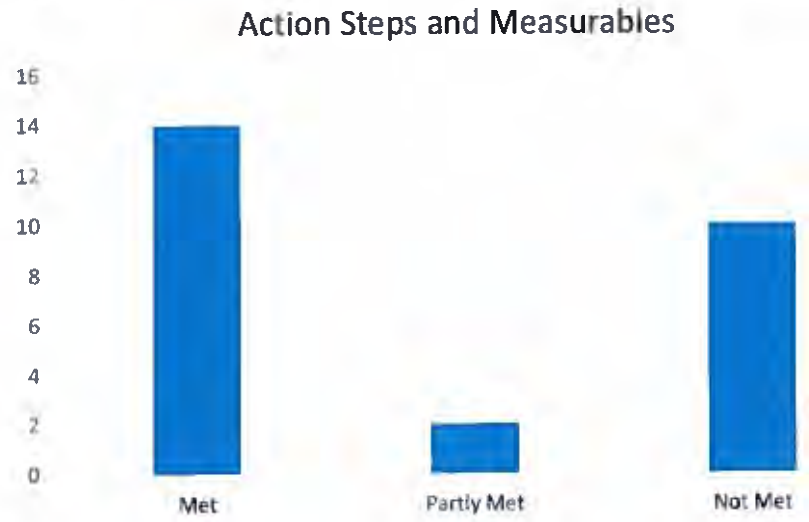
The result was a three-year Strategic Plan for 2016-2019. The Board of Trustees set a vision for the school in which the College progresses on a path of continuous improvement in the areas of academics, student services, and staff support services. The continuous improvement is in defined areas which are quantitative and lend themselves to the use of comparative data to measure progress and to drive resource and policy decisions, with the goal of further improvement. Departmental Operational Plans were developed to measure continuous improvement in achieving the Board of Trustees' vision of excellence, and were documented in Tk20 for tracking purposes. Through the use of Tk20, areas for improvement were identified, goals set, measures established, and analysis conducted throughout each area of the campus. Compilation of the individual Departmental Operational Plans resulted in the 2016-2017 ICC Operational Plan, which ties to the Board of Trustees' Strategic Goals and the College Strategic Plan. The first annual Operational Plan was presented to the Board of Trustees during the April 14, 2016 Board meeting. Quarterly Reports were presented during the July and October 2016 meetings, as well as the January and

April 2017, Board meetings; an Annual Report was also to be provided in a standardized format and published on the College website.

The Board of Trustees reviewed the 2016-2017 Strategic Plan Annual Review in June of 2017, and adopted a number of recommendations for the Strategic Plan in July of 2017. The college 2017-2018 budget was created based on the strategic priorities contained in the updated Strategic Plan. Operational Plans for each area, which are based on the Board's strategic goals, are created following revision to the Strategic Plan and subsequent budget development. The Board of Trustees continued to receive Operational Plan Quarterly Reviews during the 2017-2018 year.

Part Two: Review/Report Card of Current Strategic Plan Mission, Vision, Areas of Measure, and Goals

Overall:



Strategic Plan Detail:
(The summary below is a condensed version of the current strategic plan.)

MISSON STATEMENT

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

VISION STATEMENT

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.

STRATEGIC GOALS

1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.
Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year – **Not met**
- Continue ongoing program review process (review schedule to ensure that each year of the review schedule includes a technical program) - **Met**

2. Improve the College's relationship with the community.
Institutional Action steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program - **Met**
- Improve community participation in Inge Festival, measured by dollar support, volunteer participation, and local attendance - **Met**
- Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete. - **Met**
- Emphasize those aspects of the Facilities Master Plan which are most likely to see public use. - **Met**

3. Enhance programs through innovation to improve the overall student experience.
Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program - **Met**
- Focus the 2017-2018 Repair and Renovation Fund expenditures on improving the student experience – **Not Met**
- Operational Plans for each area that serve students should adopt a specific CSSE or Noel Levitz measure or measures that the area's activities influence - **Met**
- Research and identify funding sources for implementation of a professional recruiting software system - **Met**

4. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.
Institutional Action Steps:

- At close of regional accreditation cycle, identify accreditation requirements not yet addressed - **Met**
- Meet any critical needs identified by 2017 Vet Tech Accreditation - **Met**
- Meet any facilities needs identified by 2017 Cosmetology site inspection – **Not Met**

5. In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.
Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016-2017 levels. – **Not Met**
- Create new structures and processes to increase unrestricted support for the College by 300% over 2016-2017 baseline levels – **Partly Met**
- Increase Booster Club membership by 10% per year – **Not Met**
- Lead by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area. – **Not met**

6. Ensure continuous improvement of educational quality.
Institutional Action Steps:

- Complete current three-year assessment plan - **Met**
- Implement planed updates to Assessment Plan - **Met**
- Begin participation in Assessment Academy - **Met**
- Begin two-year renovation to main Academic Building – **Not Met**

ENSURING THE MISSION - ACHIEVING THE VISION

For the purpose of this plan, the Board will consider an educational experience exceptional if it is part of a comprehensive program of continuous quality improvement, as defined in our Core Value – Excellence.

We will achieve the Board's vision through excellence in the following three areas:

- Academic Excellence
- Service Excellence
- Support Excellence

We will measure our continuous improvement (excellence) using five areas of measure:

- Student Satisfaction - **Met**
- Enrollment – **Not Met**
- Retention – **Not Met**
- Recruitment – **Partly Met**
- Completion – **Not Met**

Student Satisfaction Goals

There are three primary vehicles for measuring students' satisfaction: Graduate Exit Survey, CSSE, and Noel Levitz. Because the latter two are administered on alternating years and are nationally normed, they provide excellent long-term data about satisfaction trends.

Each Division should identify those items which are pertinent to their areas and implement Operational Plan tactics that are designed to increase satisfaction in those areas. The institution-wide goals will be an average increase of 5% in all areas that were measured that year.

Enrollment Goals

1. Because funding at the state level is no longer tied to FTE for most courses, the College's primary strategic goal should be to fill its dorms, as the payments on those dorms represent a fixed cost. This does not necessarily favor out of district students, since some in-district students may either prefer to or be required to live in the residence halls. However, our primary measure of enrollment success should be whether we have maximum dorm occupancy.

Enrollment measure: Create a recruitment and scholarship structure that maximizes dorm residency. The next strategic plan should establish a baseline from which future enrollment can be compared.

2. The enrollment measure in the Strategic Plan should be enlarged to include an optimal/target enrollment mix. The President's Cabinet should work to create a proposal for Board Review in time for the next round of scholarship policy-setting and recruiting cycle.

Retention Goals

The appropriate division should identify students who actually plan to finish a degree or credential at ICC, and that cohort should be tracked to determine retention among them. ("Degree-seeking" is not an accurate measure of this cohort, so an agreed upon subset percentage should be determined.) Among this cohort, retention should increase 3% per year.

Recruitment Goals

Measurement 1: Athletic enrollment should remain steady
Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase
Measurement 3: Online enrollment should increase by 25% per year
Measurement 4: Residential enrollment should increase to full dorm capacity (increase will be approximately 30 headcount)

Completion Goals

Measurement: ICC's position is that we view the success of our transfer students and the success of our local completers to be of equal value if the student has met his/her self-identified educational goal. Therefore, our goal is to increase our % Cohort Rank for "% Completed OR Transferred" by an average of 2% each year for the next five years. Note that because of the need to track transfers, this is a lagging indicator, and so steps taken to achieve this goal may result in modest results for the next 2-3 years.

Part Three: Recommendations for Strategic and Operational Plans for Upcoming Year

Strategic Plan Recommendations:

1. The data clearly shows that the online area, as a source of new headcount and billable credit hours, is stagnant. We recommend a completely new emphasis on online, in which online becomes its own virtual campus. ***The recommendation is for the Director of Online should report directly to the President and should be a member of the president's cabinet, and should be tasked with and evaluated on his/her success in reaching a minimum target of 25 new, unduplicated students in the fall semester of 2018 and a minimum target of an additional 25 new, unduplicated students in the spring semester of 2019.***

2. The cost of the dorms is constant, and created a significant cost/revenue imbalance when residential enrollment declined. This is because the loss of a residential students hurts the college twice – we lose instructional income (tuition and fees) and housing fees that would have been used to pay dorm expenses. ***The recommendation is that some portion of academic scholarship dollars be devoted to the recruitment of residential students.***

3. The revenue decrease in 2017-2018 has the potential to persist into 2018-2019. ***The recommendation is for the budget to reflect this potential shortfall to prevent our cash balance from dropping too low.***

4. The 2017-2018 Strategic Plan began to address the possibility of decreased public funding. The issue should be continued, and recommendations made for supplementing public funds with additional private funds, including ensuring a long-term supply of unrestricted funds, not simply restricted funds. ***The recommendation is for a simple unrestricted quasi-endowment fund to be created with the current Capital Reserve account and any other available funds, for the primary but not exclusive purpose of funding capital projects in perpetuity.***

5. ***ADA improvements and structural improvements to existing facilities should be prioritized.***

6. The existing Facilities Master Plan has seen good progress on project completion. However, the projects later in the timeline were less structured from a timeline perspective. ***The projects that remain the Facilities Master Plan should be prioritized, based on campus need and donor partner potential.***

Operational Plan Recommendations:

1. Service must be improved to increase student satisfaction. There is simply no reason why a school of our size should not be able to offer service that is seen positively by students in all areas. The student service data we have also requires no guesswork – because it is broken down by area, each area should be able to continue to use this data to identify specific measurable steps for improvement. Also, examination of the national data shows clear areas that demand attention – for example, there are four student satisfaction areas in the Noel-Levitz data (Appendix B) in which ICC ranks lower than the national average and lower than its 2016 results. Areas such as these should be a priority. ***The recommendation for each area is that for student satisfaction operational goals, priority should be given to what the data shows are the weakest areas or the areas of greatest return.***

2. Although we have a significant amount of data about enrollment in different areas and how that enrollment changes over time, data is lacking about how each potential student is identified and recruited. This is because our Admissions area has only recently acquired the normal tracking software that most Admissions Departments have, software that would track a student through the entire recruitment cycle; generating data about the number of prospects, contacts, interests, and real-time success rates from varying zip codes. ***The recommendation for Admissions and Recruiting is that the operational plan for 2018-2019 make thorough use of the reporting function of such software in that division's quarterly reports.***

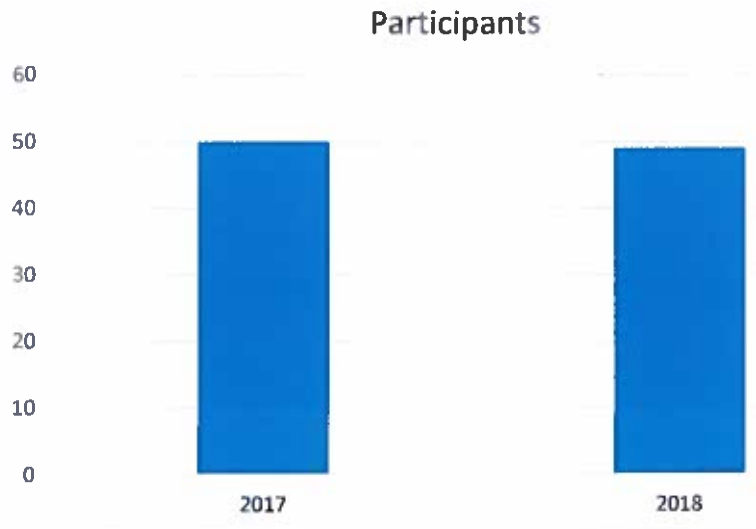
Part Four: Data Measurements Related to Strategic Plan

The section proceeds sequentially through the strategic plan.

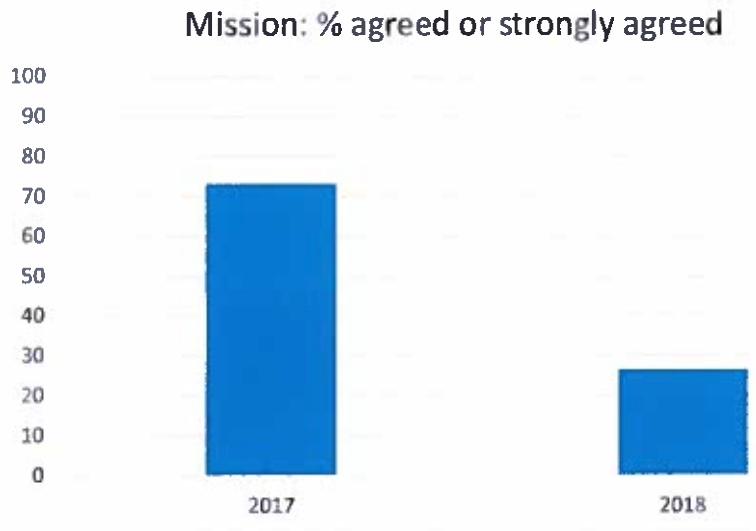
Mission and Vision Statement Survey

For the last two years, an annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.

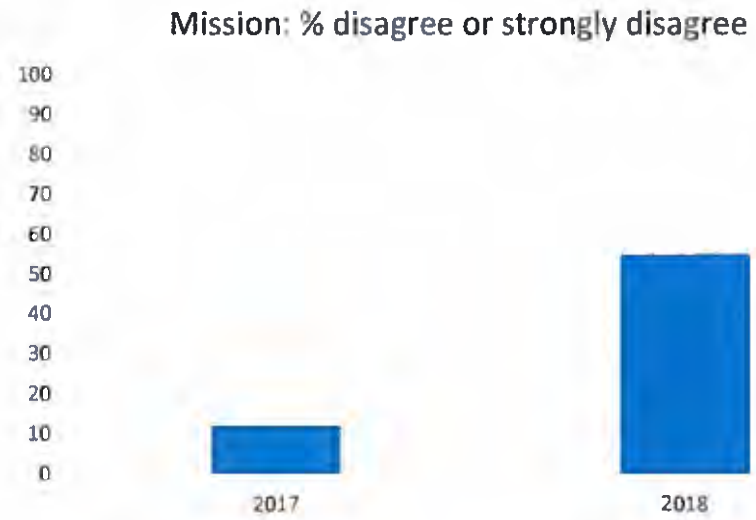
Participation in the survey remained nearly constant:



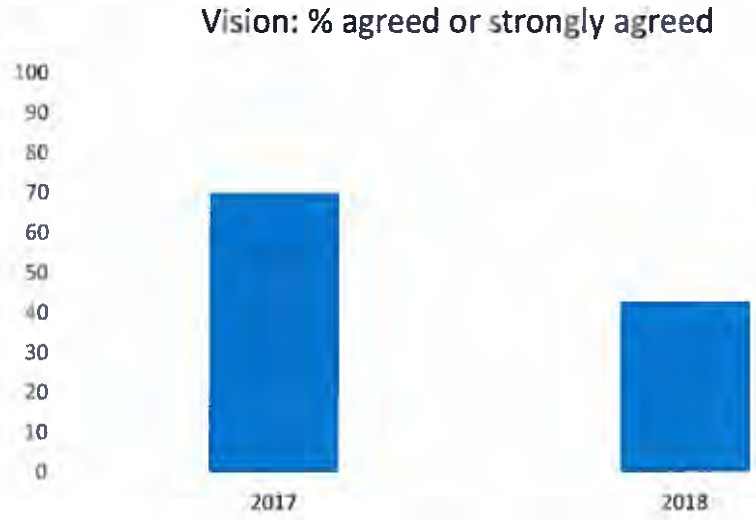
The result showed a decline in agreement with the mission of the college, measured against the results from 2017:



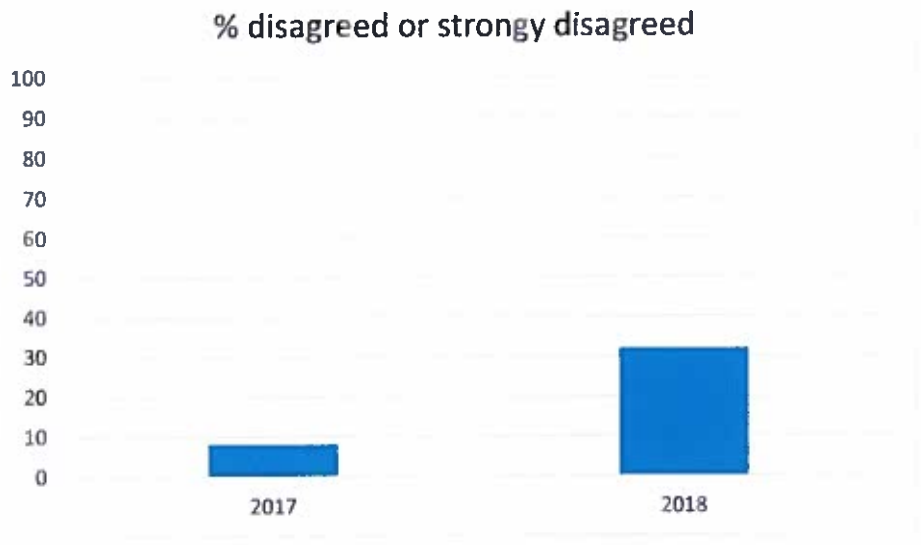
The result showed an increase in disagreement with the mission of the college, measured against the results from 2017:



The results for the Vision Statement were similar, showing a decline in agreement with the vision of the college, measured against the results from 2017:



The result showed an increase in disagreement with the vision of the college, measured against the results from 2017:



The qualitative comments that accompanied the survey suggest strongly that the those who disagreed with the mission or vision did not feel that the mission or vision are inappropriate. Many actually stated that the mission or vision were appropriate. But the common theme was the perception that one or more areas of the college were not taking the mission or vision seriously, or whose actions were at odds with the lofty ideals they contain.

Recommendation: Due to the conflict between the quantitative responses and the qualitive responses, no change is recommended to the mission or vision statement for the 2018-2019 year. However, it is recommended that the college conduct a more in-depth study of the mission and vision statements in preparation for the 2019-2020 strategic planning process.

The following chart summarizes the completion rate of the individual initiatives contained in Operational Plans that support the six board goals and three areas of excellence that are described in the 2017-2018 Strategic Plan:

The following chart summarizes the percentage of goals met of the individual initiatives contained in Operational Plans that BOTH support the six board goals and three areas of excellence that are described in the 2017-2018 Strategic Plan, AND have measurable outcomes:

Board Strategic Goal #1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. Technical Education/Increase the number of industry partners submitted to the employer engagement initiative in order to draw tech students seeking industry skills	Complete	KBOR industry list updated
2. Technical Education/Each Tech program will increase industry partner list by at least 2 each semester	Incomplete	Not Met - There was an increase in advisory board members, but no new employer initiatives were submitted to KBOR
3. Technical Education/The Associate Dean, ICC faculty/staff and the ICC NOW coordinator will work to market to area high school students	Ongoing	N/A
4. Technical Education/Technical programs offered to high school students will increase the number of high school students by at least 2 for the year	Complete	Met - This year we had 23 in the fall and 49 in the spring for a total of 72 up from 62 last year for an increase of 10
5. Technical Education/Each technical program will increase the number of articulation agreements with four-year universities by at least 1 per semester	K-State Global does not want to complete any articulation agreements until their new software program is running and Pitt State has everything, but has not completed their end. No new articulation agreements have been made this year	Not Met
6. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8 Eight new adjuncts were hired and 12 new courses were added
7. Online/Marketing will initiate a marketing campaign to promote	Complete	N/A

online enrollment and program success by May 1, 2018		
8. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
9. Registrar/100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course inventory, program inventory, and course matrix will be maintained	Complete	N/A

Board Strategic Goal #2: Improve the College's Relationship with the Community
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/President hosts monthly initiatives with community members	Ongoing	
2. President/Continue meetings with President's Advisory Council	Ongoing	
3. President/President hosts monthly initiatives with faculty and staff members	Ongoing	
4. Technical Education/Increase the number of industry partners submitted to the employer engagement initiative in order to draw tech students seeking industry skills	Complete	KBOR industry list updated
5. Technical Education/Each Tech program will increase industry partner list by at least 2 each semester		Not Met - There was an increase in advisory board members, but no new employer initiatives were submitted to KBOR
6. Technical Education/The Associate Dean, ICC faculty/staff and the ICC NOW coordinator will work to market to area high school students	Ongoing	
7. Technical Education/Each technical program will increase the number of articulation agreements with four-year universities by at least 1 per semester	K-State Global does not want to complete any articulation agreements until their new software program is running and Pitt State has everything, but has not completed their end. No	Not Met

	new articulation agreements have been made this year	
8. Technical Education/Technical programs offered to high school students will increase the number of high school students by at least 2 for the year	Complete	Met - This year we had 23 in the fall and 49 in the spring for a total of 72 up from 62 last year for an increase of 10
9. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
10. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
11. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
12. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "This institution has a good reputation within the community" reflects an improved level of satisfaction from 5.05 to 5.25	Complete	Not Met Satisfaction level dropped from 5.05 to 4.73
13. Library Resources/The Director of Library Services will attend at least two professional conferences per year to become aware of regional initiatives	Complete	Met
14. Library Resources/The Director of Library Services will seek opportunities to cooperate with other institutions in consortia purchasing	Complete	
15. Library Resources/The Director of Library Services will seek opportunities to cooperate with other institutions in grant writing	Complete	3 grants received and working on NE grant for January 2019
16. Library Resources/The Director of Library Services will seek opportunities to cooperate with other institutions in regional project development	Complete and Ongoing	
17. Library Resources/ Staff will host at least 2 cultural and 2 educational programs per semester for the public and college community	Incomplete-postponed until staffing is filled due to time demands	

18. Registrar/Fulfill 85% of transcript requests within two business days	Complete and ongoing	
19. Registrar/Semester review of policy manual and procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office	Complete and ongoing	
20. Registrar/Expenditures will be tied to operational plan and stay within given restraints	Complete	
21. Registrar/Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits	Complete	
22. Admissions/Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers		Not Met – Data under review
23. Admissions/Use CP2 to increase student satisfaction to support institutional retention rates		Not Met- Survey not administered
24. Marketing Department/Will improve community relations by including community leaders as advisors to marketing strategies for special events happening throughout the academic calendar	Complete and ongoing	
25. Marketing Department/Will develop and implement an inbound marketing plan for the Fall 2017/Spring 2018 academic school year	Complete	
26. Marketing Department/Will continuously make improvements to the College's websites that will include a mobile friendly versions, and serve as a source of content for inbound marketing materials.	Complete and ongoing	
27. Athletics/Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete		Met - Athletics as a whole performed 1465 hours of Community Service this year which is an average of 5.63 hours per student athlete
28. Athletics/Establish a baseline to engage spectators and sponsors by Creating a 'Fan Experience' at home sporting contests	Complete	
29. Athletics/Increase the number of dollars in Fundraising by individual teams	Complete	Met - Fundraised dollars per program: +Athletic Training - $100 -Stunt - $900 +Men's Basketball - $3000

		+Women's basketball - $4749 +Softball - $5095 +Football - $11,281(not including gifts in kind) +Baseball - $16,000

Board Strategic Goal #3: Enhance programs through innovation to improve the overall student experience.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Vet Tech Task Force Created	Complete	
2. President/Resolution of various accreditation deficiencies will be considered during the budget-planning process where appropriate funding is earmarked	In progress	
3. President/Structure Program Reviews in alignment with the Strategic Plan	Complete	
4. President/Program Review outcomes will drive the budget planning process	In progress	
5. Technical Education/ICC TECH increases institutional effectiveness and positive moral through a recognition incentive program	Complete and ongoing	
6. Online/Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual	Complete	
7. Online/Online Advisory Committee will reevaluate the outcomes and goals for annual data collection	Incomplete	
8. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
9. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
10. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8.
11. ICC Tech/Raise the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey		Not Met - Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement

12. Library Services/Review all materials with programs scheduled for program review this year by December 2017 and obtain a list of desired materials from each program	Complete	
13. Library Services/Remove items which instructors find outdated or which will not be used	Complete	
14. Library Services/Noel-Levitz- decrease the performance gap by .05 for question #14		Met - Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07
15. Library Services/Score at least 80% satisfactory on faculty/staff survey regarding library resources	Incomplete – No feedback received	
16. Library Services/Promote the new request feature available in the online catalog and receive at least 1 suggestion in the first 3 months of use	Complete and ongoing	No requests were made via catalog, but some were received via email and in person
17. Registrar/Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits	Complete	
18. Financial Affairs/Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt	In progress	The OSFA is on track to meet our spending goal of 90% of the awarded amount. We have currently spent 89.9% of the total awarded FWS funds and have one pay period remaining in the award year
19. Financial Affairs/Continue increasing the number of students positively impacted by the FWS program, the OSFA will target spring student athletes who participate in the football program because these students have a less rigorous schedule in the spring and more availability to earn FWS monies	Complete	Met - OSFA has increased the total number of FWS recipients to 59 compared to 45 recipients at the same time last year
20. Financial Affairs/Educate students about personal financial wellness	Complete and ongoing	Increased number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services
21. Financial Affairs/Collaborate with Admissions, Upward Bound, and Independence High School to hold another "Price Is Right" financial literacy gameshow tailored to high school students	Complete - Price Is Right financial literacy event for 100 Independence High School students and staff was held in March	

22. Financial Affairs/Conduct a Lunch & Learn in conjunction with Student Support Services to provide students information on budgeting financial aid refunds	Complete – Budget Workshop held for 10 College students	
23. Financial Affairs/Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist	Complete	
24. Financial Affairs/Increase the number of early FAFSAs completed by 10% by February 1, 2018	Complete -	Met - An increase of 30% over last year, and OSFA has received those 3 months earlier than last year
25. Financial Affairs/Reduce the annual 3-Year Cohort Default Rate (CDR) calculated by the Department of Education	Complete	Met - An increase of 8.47% in the number of students no longer being reported as delinquent
26. Financial Affairs/Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA	Incomplete	
27. Financial Affairs/Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations	Complete	
28. Financial Affairs/Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets	Complete	Met - 38% increase in web orders and 73% increase in sales dollars
29. Financial Affairs/Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales	Complete	Met - 38% increase in web orders and 73% increase in sales dollars
30. Financial Affairs/Reduction of Fall 2017 A/R Aging by 2%		Met - Fall 2017 A/R aging was captured at 8.68% which is a reduction over Fall 2016 of 3.79%. Spring 2018 A/R term aging was captured at 11.79% which is a reduction over Spring 2017 at 12.47%;
31. Financial Affairs/Baseline FY 2017 data for statements and A/R Aging	Complete - Baseline data was determined. Staff have created an "Accounts Receivable Summary" monthly	

	report to track A/R aging data and currently are reviewing on a weekly basis	
32. Financial Affairs/Reduce the amount of debt owed by students when leaving ICC through improved communications and payment options	Complete and Ongoing/ Continued mailing of statements by 5th of each month, constant communication with departments regarding student balances have continued	
33. Facilities/Respond to campus facility maintenance and needs in a timely fashion	Complete and Ongoing	Met - 295 maintenance tickets submitted, 294 were resolved and 1 is still open. The 1 open ticket is a way for maintenance staff to track Preventative Maintenance of HVAC systems
34. Facilities/Stay within budgeted dollars allotted for the Maintenance Department	Complete	Met - Expensed and encumbered 92% of published budget. Expensed and encumbered 92.7% of new operating budget
35. The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping	Complete and Ongoing	
36. ICC Maintenance staff/100 % will be trained in CPR and AED	Incomplete	
37. ICC Maintenance staff/50% will receive First Responder Training	Incomplete	
38. Compliance/Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission	Complete. Student Satisfaction and Complaints Review Committee formed	
39. Compliance/Provide campus-wide training for the new Maxient program	Complete	

40. Compliance/The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting	Complete and Ongoing	
41. Compliance/The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee	Complete and Ongoing 33/41 80.5%	First data report following April meeting 15/16 94%

Board Strategic Goal #4: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Specific requirements are included in Departmental Operational Plans	Complete	
2. President/Data is gathered for setting targets and establishing benchmarks	Ongoing	
3. President/Deficiencies noted in the HLC Comprehensive Quality Review Final Report are resolved	Ongoing – ahead of schedule	
4. President/Cabinet meetings will focus around strategies for resolution of deficiencies noted	Complete and Ongoing	
5. President/Continue weekly Cabinet discussion of individual accreditation Criteria findings	Complete and Ongoing	
6. President/Distribute Cabinet meeting minutes "All Staff", "All Students", and the Board of Trustees for campus-wide inclusion and transparency	Complete and Ongoing	
7. President/Set targets for goal achievement	Complete	
8. President/Outcomes drive the budget-planning process	Ongoing	
9. President/Operational Plans reflect the Strategic Plan and Board of Trustees Goals	Complete	

10. President/Identify funding requirements where appropriate to facilitate inclusion for consideration during the budget-planning cycle	Ongoing	
11. President/Establish link between Strategic Plan, Operational Plan, and budget process; earmark funding where appropriate	Complete	
12. President/Develop Operational Plans through Strategic Plan directives and Board Goals	Complete	
13. President/Present quarterly reviews of Operational Plans to Board of Trustees	Complete	
14. President/Present to the Board annual progress report toward achieving goals stated in Operational Plans	Complete	
15. President/Present monthly accreditation progress report to Board of Trustees	Complete and Ongoing	
16. President/Post Quarterly Reviews on the College website	Complete and Ongoing	
17. President/Address deficiencies during weekly Cabinet meetings with responsible parties for achieving resolution identified and timelines set for completion	Complete and Ongoing	
18. President/Collaborate with HLC liaison to confirm strategies for addressing deficiencies are appropriate	Complete and Ongoing	
19. Compliance/Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission	Complete/Student Satisfaction and Complaints Committee formed.	
20. Compliance/Provide campus-wide training for the new Maxient program	Complete	
21. Compliance/The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting	Complete and Ongoing	

22. Compliance/The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee	Complete and Ongoing	First data report delivered at April 2018 meeting
23. Compliance/Compile and review all College policy and procedure handbooks and manuals and will approve the revision of at least one-third of the College's policy, procedure and compliance related documents	Ongoing/Specific areas of focus implemented: Clery Act, Title IX and HLC priorities	
24. Compliance/Over 90% of College faculty and staff will attend two or more live compliance training sessions, with over 90% of faculty and staff completing 100% of assigned LawRoom webinars	Complete and Ongoing	
25. Compliance/Over 90% of freshman enrolled in College Success, student-athletes and students living in resident housing will attend two or more compliance training sessions and over 60% of the general student population will attend at least one compliance training session during the 2017-2018 school year	Complete	Met
26. Compliance/Compliance Officer will attend monthly compliance training webinars and/or conferences	Complete	
27. Compliance/Respond to the Higher Learning Commission and ensure that all federal, state, and local reporting requirements are met	Ongoing	

Board Strategic Goal #5: In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Private support for scholarships increases 25% over 2016-2017 levels	Ongoing	Foundation awarding (25) $200 part-time student scholarships
2. President/Processes are established for supplementing decreasing level of	In progress	Anticipated completion end of second quarter of the 2017-2018 fiscal year

public funds with additional private unrestricted funds-at least two options for structures or mechanisms will be submitted		
3. President/Checks and balances are implemented and 98% accuracy of financial forecasting reports is achieved	Complete	
4. President/Inge Center activities are aligned with College Mission and Vision.	Complete	
5. President/Financial predictability of Inge Center achieves stability	Complete	
6. President/Sections of Noel Levitz Student Satisfaction Inventory regarding Inge Center activities show improvement in areas associated with student benefits	Complete	Results show a slight drop in various areas associated with student benefits
7. President/Identify potential Inge Honoree donors, craft letters personal information, and follow-up with phone conversations and solicitations	Complete	Donations received
8. President/Mail solicitation letters to recipients of *New Voices in the American Theater Award*. Follow-up phone conversations	Complete	Donations received
9. President/Host meeting of the Inge Artistic Advisory Committee.	Complete and Ongoing	
10. President/Independence Community College and Independence Community College Foundation objectives are aligned for cohesiveness between the entities	Ongoing	
11. President/Requested and received ICC Foundation financial assistance sending football athletic students to the Midwest Classic Bowl game	Complete	
12. President/Raise funds for Pirate Pantry through ICC Foundation hosting Dancing With The Indy Stars	Complete	
13. President/Poll Trustees for level of satisfaction with: involvement in the budgeting process, and degree of oversight	Incomplete	
14. President/Interim Artistic Director for the Inge Center will utilize a different process for the Inge Theater Festival to improve financial stability and predictability	Complete	

Board Goal #6: Ensure continuous improvement of educational quality.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. Academic Affairs/Increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	Incomplete - Spring semester has ended, so IR can now start pulling data to see if we made our goal	
2. Academic Affairs/Identify areas for improvement based on data received from common assessments in both developmental and English Comp I courses	In progress	
3. Technical Education/Identify improvements in retention and success of students in technical programs	Ongoing	
4. Technical Education/Complete the annual program review process through use of the Perkins Core Outcome indicators, and will submit required paperwork to the Kansas Board of Regents (KBOR) by April 30th of each calendar year	Complete	
5. Technical Education/Associate Dean and the Vet tech staff will meet any critical needs identified by the 2017 Vet Tech Accreditation	Complete	Reinstatement of Full Accreditation Status Received
6. Technical Education/Associate Dean and the Cosmetology staff will meet any critical needs identified by the 2017 Cosmetology site inspection	In progress	Floor inspection done
7. Online/Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual	Complete and ongoing	
8. Online/Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018	In progress	
9. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Met - Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added

10. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8.
11. Library Resources/Noel-Levitz- decrease the performance gap by .05 for question #14. Library resources and services are adequate	Complete	Met - Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07
12. Library Resources/Analysis of post instruction activities in College Success with student success rate of 70% or better for each semester	Incomplete – Feedback not received from College Success instructors	
13. Library Resources/Monthly theme in information literacy to be emphasized	Complete and Ongoing	
14. Library Resources/Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2017-2018 academic year	Complete	
15. Library Resources/All students will be enrolled in library resources class by the end of first semester	Incomplete - In development with online	
16. Library Resources/Statistical analysis of use of online tutorials and library skills course on Canvas	Incomplete	Possible redevelop with new ADA requirements
17. Library Resources/Survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher	Complete	Not Met - Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%
18. Library Resources/Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2017	Complete	
19. Library Resources/Work with the Inge Director and staff to create a file of signed releases for digital archives and for historical purposes and begin obtaining releases for items in the back log to be completed by May 2018	Complete	
20. Student Support Services/61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year	Complete and Ongoing	

21. Student Support Services/73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution	Complete	
22. Student Support Services/32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years	Complete	
23. Student Support Services/80% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment	Complete	Not Met - 20% of active participants completed CashCourse modules and scored higher on post-test than on pre-test

Board Area of Excellence #1: Academic Excellence
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. Academic Affairs/Increase the percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Program	In progress	
2. Academic Affairs/CTE Faculty will work with IR and with the Registrar's office to track students after they have left ICC to ensure we have accurate reporting to the Kansas Board of Regents (KBOR)	Ongoing	
3. Academic Affairs/Increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	In progress	
4. Academic Affairs/Identify areas for improvement based on data received from common assessments in both developmental and English Comp I courses	In progress	
5. Academic Affairs/Instructors will notify students early in the term if they are doing poorly in a class	Ongoing- Navigators took this responsibility	
6. Academic Affairs/Noel Levitz - reduce the gap between importance and satisfaction from 1.10 to .9 on the following statement, "Students are notified early in the term if they are doing poorly in a class."	Complete	Met - The performance gap between importance and satisfaction for Spring 2018 was 0.65. This is a bigger reduction than our target was set at, which means we made significant progress towards this goal

7. Technical Education/Raise the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey	Complete	Not Met - Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement.
8. Technical Education/Identify improvements in retention and success of students in technical programs	Ongoing	
9. Technical Education/Complete the annual program review process through use of the Perkins Core Outcome indicators, and will submit required paperwork to the Kansas Board of Regents (KBOR) by April 30th of each calendar year	In progress	
10. Technical Education/Follow up on the barbering program that was taken to Academic Council in 2017	Incomplete	On Hold/Budget Restrictions
11. Technical EducationAssociate Dean and the Vet tech staff will meet any critical needs identified by the 2017 Vet Tech Accreditation	Complete	Reinstatement of Full Accreditation Status Received
12. Technical Education/Associate Dean and the Cosmetology staff will meet any critical needs identified by the 2017 Cosmetology site inspection	In progress	Floor inspection done
13. Online/Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual	Complete and ongoing	
14. Online/Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018	In progress	
15. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
16. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
17. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
18. Library Resources/Noel-Levitz-decrease the performance gap by .05 for question #14. Library resources and services are adequate	Complete	Met - Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07

19. Library Resources/Analysis of post instruction activities in College Success with student success rate of 70% or better for each semester	Incomplete	
20. Library Resources/ Monthly theme in information literacy to be emphasized	Complete and ongoing	
21. Library Resources/Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2017-2018 academic year	Complete	Met
22. Library Resources/All students will be enrolled in library resources class by the end of first semester	Incomplete	In development with online
23. Library Resources/Statistical analysis of use of online tutorials and library skills course on Canvas	Incomplete	Possible redevelop with new ADA requirements
24. Library Resources/Survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher	Incomplete	Not Met - Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%
25. Library Resources/Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2017	Complete	
26. Library Resources/Proper legal documents for usage of William Inge Collection materials by others, and copyright/performance clearance completed by December 2017	Complete	
27. Library Resources/Work with the Inge Director and staff to create a file of signed releases for digital archives and for historical purposes and begin obtaining releases for items in the back log to be completed by May 2018	Complete	
28. Library Resources/Director of Library Services will work with Inge community to seek out resources to maintain the collections	Incomplete	Volunteers failed to show up in the second half of the first semester and the first part of the spring
29. Library Resources/Director of Library services will enroll in at least one course or attend at least one conference to increase knowledge and resources for the Inge collection	Incomplete	Due to time constraints and budget
30. Library Resources/Inge Collection Committee will meet at least 2 times per semester to assess the progress of projects	Incomplete	Inge Collection Committee has not met yet this semester and has not informed Library Director of any Inge activities through the Inge Center

31. Student Support Services/61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year	Ongoing	
32. Student Support Services/73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution	Complete	
33. Student Support Services/32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years	Ongoing	
34. Student Support Services/31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years	Ongoing	
35. Student Support Services/80% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment	Complete	Not Met - 20% of active participants completed CashCourse modules and scored higher on post-test than on pre-test
36. Student Support Services/60% of SSS participants surveyed will report that their financial and economic literacy was improved by participation in targeted SSS activities	Incomplete	Not Met - Spring survey did not include this question. Data will be collected in August, 2018
37. Student Support Services/80% of SSS participants designated in admissions criteria as having a disability will report on annual survey that they received high or excellent quality services related to their disability-related access or accommodations	Incomplete	Not Met - Spring survey did not include this question. Data will be collected in August, 2018
38. Student Support Services/60% of identified stakeholders will report that SSS social media interactions are somewhat or very helpful to them	Incomplete	Not Met - Spring survey did not include this question. Data will be collected in August, 2018
39. Information Technology/ Implement reusable and Administratively wide accessible reports for 100% of the KBOR and IPEDs collections	Complete	
40. Information Technology/ Complete the integration of SQL Server Reporting Services with Ellucian and GP Dynamics to allow access to all 140 faculty and staff	Ongoing	

41. Information Technology/By restructuring the employee entrance process to allow for 75% of all new employees to be setup and ready prior to the first day of employment	Complete and Ongoing	
42. Upward Bound/85% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year	Complete	Q2: **Met** - 90% of participants have a GPA of 2.5 of higher, in progress until 05/18 Q3: **Met** - Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA Q4: **Not Met** - Grade check- May 1, 2018— 24% (16 out of 65) participants were put on Academic Probation due to the new tutoring policy changes
43. Upward Bound/50% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math	In progress	Not Met - 29 out of 50 participants are enrolled in ACT Math and English for the Summer Program 2018 to improve efficiency on state assessments
44. Upward Bound/94% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma	In progress	Met - 100% of participants graduated with a regular high school diploma, or moved on to the next grade level following the 2017-2018 academic year
45. Upward Bound/75% of all current and prior year participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study	In progress	Met - 100% of seniors graduated with a regular secondary school diploma and completed a rigorous program of study
46. Upward Bound/85% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester	Complete	Met - 100% of seniors have been accepted into an institution of higher education
47. Upward Bound/44% of participants who enrolled in a program of postsecondary education by fall term immediately following high school graduation or by next academic term (e.g. spring term) as result of acceptance but deferred enrollment, will attain either an associate or	In progress - 13 out of 15 seniors have qualified for the summer Bridge program and will be taking	

bachelor's degree within six years following graduation from high school	up to six credit hours at ICC; 25 juniors and sophomores have enrolled in one (1) three (3) credit ICC college class for the first summer session	

Board Area of Excellence #2: Service Excellence
Actions Taken/Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Improve service through adoption of specific CSSE measures, or measures that each area's activities influence, to increase student satisfaction	Complete	
2. President/Install survey kiosk for collecting data regarding students' levels of satisfaction in various area across campus; associated reports will identify areas for improvement	Complete	
3. President/Establish benchmarks for evaluating future data from Survey kiosk reports	In progress	Benchmark set at spring 2018 monthly average
4. President/Sections of the Noel Levitz Student Satisfaction Inventory show improvement in areas associated with student benefits	Complete	Results show a slight drop in various areas associated with student benefits
5. President/Host monthly initiatives with faculty and staff members	Complete and Ongoing	
6. President/Host monthly initiatives with community members	Complete and Ongoing	
7. Online/The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
8. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	

9. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
10. President/Raise funds for Pirate Pantry through ICC Foundation hosting Dancing With The Indy Stars	Complete	
11. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "People on this campus respect and are supportive of each other" reflects an improved level of satisfaction from 4.73 to 4.80	Complete	Not met - Satisfaction level dropped from 4.73 to 4.67
12. Tutoring Services/Maintaining CRLA Certification for Tutor Training Program – logging all tutor contacts weekly	Complete	
13. Tutoring Services/Maintaining CRLA Certification for Tutor Training Program –distributing tutor contact sheets to faculty daily	Complete	
14. Tutoring Services/Maintaining CRLA Certification for Tutor Training Program – updating tutor training program in July/August	Incomplete	
15. Tutoring Services/The Tutoring Center will maintain an Excel budgeting sheet for tutor salaries and utilize practices and approaches that are fiscally responsible, including tying expenses to operational plan. 16. Tutoring Services/Complete Departmental Review by April of 2018	Complete	
17. Tutoring Services/College Reading and Learning Association requires evaluation of peer tutors to be performed each semester – All peer tutors will score 60/80 on supervisor evaluation	Complete	
18. Academic Advising/Director of Enrollment and Retention Management will lead annual departmental review	Complete	
19. Academic Advising/Utilize practices and approaches that are fiscally responsible	Complete	
20. Academic Advising/70% of students who attend degree plan information sessions will rate workshop as satisfactory, Noel-Levitz Item 66 "Program requirements are clear and reasonable" performance gap will decrease from .54 to .5	Complete	Met - Decreased the gap to .47

21. Library Resources/Noel-Levitz- Decrease the performance gap for question #26 by .05	Complete	Met - Decreased the performance gap on question 26 (regarding the friendliness and knowledge of staff) by .18
22. Library Resources/Collect baseline data on student usage through door counter statistics	Complete	
23. Library Resources/Have 10 staff meetings to implement new technology updates, discuss needs and fix problems	Complete	Orientation has been done with student workers/staff position will not be filled
24. Library Resources/The Library will meet or exceed the national staffing averages at peer institutions (e.g. see NCES)	Incomplete	Remain below national and regional staffing levels and hours
25. Library Resources/All full-time employees will participate in at least one work related conference or workshop every year	Complete	
26. Library Resources/All staff will participate in at least 8 out of the 10 staff meetings	Incomplete	No professional staff; meetings held with student workers weekly or as needed
27. Library Resources/Survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher		Not Met - Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%
28. Registrar/Fulfill 85% of transcript requests within two business days	Complete	
29. Registrar/Semester review of policy manual and procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office	Complete and ongoing	
30. Registrar/ Expenditures will be tied to operational plan and stay within given restraints	Complete	
31. Registrar/Advisors will complete a degree check for each graduation application. The Registrar reviews these degree checks for correctness before a student is placed on the graduation list	Complete	
32. Registrar/Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits	Complete	
33. Registrar/100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course	Complete	

inventory, program inventory, and course matrix will be maintained		
34. Admissions/Increase satisfaction rating for Noel Levitz item number 5 "The personnel involved in registration are helpful" from 0.08 – 0.10		Not Met - Gap widened to .54
35. Admissions/Decrease Gap score for Noel Levitz item number 41 "Admissions staff is knowledgeable" from 0.55 to 0.50 Using Power Campus to run enrollment reports		Not Met - Gap widened to .63
36. Admissions/Use Ellucian to measure the percentage of students that complete setup in Pirate Portal	Complete	Fireworks system will fix this process; Starting on June 11th, students will automatically get their username and log-on emailed to them
37. Admissions/Use CP2 to increase student satisfaction to support institutional retention rates		Not Met- Survey not administered
38. Admissions/Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers		Not Met – Data under review
39. Marketing Department/Will develop and implement an inbound marketing plan for the Fall 2017/Spring 2018 academic school year	Complete	
40. Marketing Department/Will continuously make improvements to the College's websites that will include a mobile friendly versions, and serve as a source of content for inbound marketing materials	Complete	
41. Athletics/Establish a baseline for user hits on Live Streaming Games and Webpage/Social Media interaction with our athletic programs	Complete	FB views: Hype Video – 9.2 K, Midwest Bowl Highlights – 40K, Athletic Webpage Monthly Visits: Aug – 52,175, Sept – 61,480, Oct – 60,376, Nov – 63,929, Dec – 53,972, Jan – 32,421. Twitter followers for Dream U – 4,717
42. Athletics/Increase student athlete satisfaction by providing safe and exceptional Athletic Practice and Game Facilities by 2% based on ICC Student Athletic Experience Survey	Complete	Met - There was an increase by 34% in satisfaction with regards to game/practice facilities. 78% of our SA were satisfied with the practice facilities and 93% of our SA were satisfied with their Game Facilities. You can see the 15% gap between practice and game facilities. This number was highly influenced by the football dissatisfaction of their practice facilities
43. Athletics/Increase student athlete satisfaction by providing a safe and exceptional student athlete travel	Complete	Met - There was an increase by 34% in satisfaction with regards to satisfaction in transportation to and from games

experience by 5% based on ICC Student Athlete Experience Survey		
44. Athletics/Maintain the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey		Met - 98% of our SA felt splaying sports at ICC developed leadership qualities in themselves and their teammates (compared to 96% in 2016-17)
45. Athletics/Establish a baseline to increase student athlete retention rates based on NJCAA Athletic Department Review Report	Complete	Overall Athletic Retention Rate – 75%. By sport: Football – 82%, Men's Basketball – 96%, Women's Basketball – 100%, Baseball – 83%, Softball – 78%, Stunt 78%, Golf – 40%, Athletic Training – 43%
46. Athletics/Increase women's salaries by 2% as a step in meeting gender equity guidelines based on Equity in Athletics Report	Incomplete	Not Met – Won't have data until Equity Report is completed in August
47. Athletics/Evaluate salaries based on the Equity in Athletics Report and KAACRO salary reports that are in the median range of our competing schools and bonus pay structure for coaches who are meeting ICC bench marks	Incomplete	Not Met - Won't have data until Equity Report is completed in August
48. Athletics/Establish a baseline to enhance and increase the level of faculty understanding of student athletes with unique and diverse life experiences	Complete	Met - 78% (29% strongly agree & 54% agree) of our SA's feel that the ICC Faculty understand their unique/diverse life experiences. The remaining 22% (which is 57 student athletes) do not feel that the ICC Faculty understand their unique/diverse life experiences
49. Athletics/Maintain the percentage of student athletes at 80% who are committed to continuing their educations at the four-year level based on the ICC Student Athlete Experience Survey	Complete	Met - 96% of our SA's are committed to continuing their educations at the four-year level (81% strongly agree and 15% agree)
50. Student Life/Encourage students to participate in Student Organizations and activities that enhance the student experience	Complete and Ongoing	
51. Student Life/Set up a mobile scanner that can be placed at games, theater performances, and events around campus. Each time a student attends one of these events they receive an entry to an end of the semester drawing for prizes	Complete	
52. Student Life/Utilize data from scanners to identify student participation. After the first quarter benchmark is set the goal will be to increase student participation at games and events by 10%	Incomplete	Data collected was insufficient benchmark difficult to set

53. Student Life/Using the in-house Student Survey have 85% of students say "Yes" to the question "The college shows concern and makes an effort to provide activities for students."	Complete	Not Met - 80% of students marked "Yes" to the question
54. Student Life/Create innovative spaces in the student union that will engage students and create a better student experience	Incomplete	
55. Student Life/Using the Noel Levitz survey question "The student center is a comfortable place for students to spend their leisure time." Lower the "Gap" from .42 in 2016 to .35 in 2018	Complete	Not Met - the "Gap" went up from 0.42 to 0.47
56. Student Life/From the in-house Student Survey question "The Student union is a comfortable place for me to spend my free time." Raise the number of students who responded "yes" in 2017 from 80.5% to 85% in 2018	Complete	Met - 86% of students felt student union was a comfortable place
57. Student Life/Campus Clarity- Have students participate in online training during college success classes	Complete	
58. Student Life/Campus Clarity- Before each movie show a short clip about campus safety, sexual awareness, bystander intervention, etc.	Complete	
59. Student Life/Using the in house Student Survey have 95% of students respond "yes" to the question "Did you learn about Bystander Intervention while at ICC?."	Complete	Not Met - 47.1% of students said yes and 25.5% of students said they learned about it but cannot remember what it was. Overall 72.6% of students reported they did learn about bystander intervention
60. Student Life/Programing training and ongoing prevention for sexual misconduct Guest Speakers and Webinars	Complete	
61. Student Life/ From the in-house Student Survey question "Do you feel safe on Campus?" Raise the number of students who responded "yes" in 2017 from 78.8% to 85% in 2018	Complete	Met - 94.1% of students feel safe on campus
62. Financial Affairs/Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt	Complete and ongoing	Met - Exceeding the amount of FWS monies spent at the same time last year. Year-to-date, OSFA has expended $17,601 while at the same time last year OSFA had expended $16,805; an increase of 4.7%
63. Financial Affairs/Continue increasing the number of students positively impacted by the FWS program, the OSFA will target spring student-athletes who participate in the football program because these students have a less	Complete	Met - Increased the total number of FWS recipients to 47 since the last report. At the same time last year, the OSFA had 43 FWS recipients

rigorous schedule in the spring and more availability to earn FWS monies		
64. Financial Affairs/Educate students about personal financial wellness	Complete	Met - Increased number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services
65. Financial Affairs/Collaborate with Admissions, Upward Bound, and Independence High School to hold another "Price Is Right" financial literacy gameshow tailored to high school students	Complete	
66. Financial Affairs/Conduct a Lunch & Learn in conjunction with Student Support Services to provide students information on budgeting financial aid refunds	Complete	
67. Financial Affairs/Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist	Complete	
68. Financial Affairs/Increase the number of early FAFSAs completed by 10% by February 1, 2018	Complete	Met - An increase of 30% over last year, and OSFA has received those 3 months earlier than last year
69. Financial Affairs/Reduce the annual 3-Year Cohort Default Rate (CDR) calculated by the Department of Education	Complete	Met - An increase of 8.47% in the number of students no longer being reported as delinquent
70. Financial Affairs/Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA.	Incomplete	
71. Financial Affairs/Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations	Complete	
72. Financial Affairs/Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets	Complete	
73. Financial Affairs/Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales.	Complete	Met - 38% increase in web orders and 73% increase in sales dollars
74. Financial Affairs/Improve the college's relationship with the stakeholders through targeted surveys	Ongoing work with Institutional Research	

75. Financial Affairs/Reduction of Fall 2017 A/R Aging by 2%	Complete	Met - captured at 8.68% which is a reduction over Fall 2016 of 3.79%
76. Financial Affairs/Baseline F& 2017 data for statements and A/R Aging	Complete	Baseline data for Fall 2016, Spring 2017, Summer 2017, and Fall 2017 has been captured for term based A/R aging Fall 2016 (13.07%), Spring 2017 (12.47%), Summer 2017 (20.08%), Fall 2017 (8.68%)
77. Financial Affairs/Reduce the amount of debt owed by students when leaving ICC through improved communications and payment options	Complete and Ongoing/ Continued mailing of statements by 5th of each month, constant communication with departments regarding student balances have continued	
78. Facilities/Respond to campus facility maintenance and needs in a timely manner	Complete	Met - 204 maintenance tickets submitted, 203 have been resolved and 1 is open (Cosmetology floors)
79. Facilities/Stay within budgeted dollars allotted for the Maintenance Department	Complete	Met - Expensed and encumbered 48.1% of published budget. Expensed and encumbered 48.47% of new operating budget with budget cuts
80. Facilities/Stay within budgeted dollars allotted for the Maintenance Department	Complete	Met - Expensed and encumbered 76.7% of published budget. Expensed and encumbered 77.2 % of new operating budget
81. The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping	Complete and Ongoing	
82. ICC Maintenance staff/100 % will be trained in CPR and AED	Incomplete	
83. ICC Maintenance staff/50% will receive First Responder Training	Incomplete	
84. Information Technology/ Setup focus groups, with the help of Marketing, to identify possible technological improvements	Incomplete/set up Spring of 2018	
85. Information Technology/Focus of at least one advancement in educational technology	Complete	

86. Information Technology/ Redesign our current infrastructure to offer online account creation and password reset abilities	Complete/Ongoing	
87. Information Technology/ Continue evolving the Infrastructure Roadmap to develop an optimal digital identity life-cycle	Ongoing	
88. Information Technology/ Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards	Complete	
89. Information Technology/ Implement technology based Security	On hold/budget constraints	
90. Compliance/Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission	Complete/Student Satisfaction and Complaints Review Committee formed	
91. Compliance/Provide campus-wide training for the new Maxient program	Complete	
92. Compliance/The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting	Complete and Ongoing	
93. Compliance/The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee	Complete and ongoing	First data report following April meeting
94. Accessibility Services/Complete ADA checklists for every building and program at ICC	Incomplete	
95. Accessibility Services/ Complete Web Contest Accessibility Guide (WCAG) checklist	Incomplete	
96. Accessibility Services/Disseminate information to students with disabilities regarding available campus and	Incomplete	

community resources through an information packet		
97. Accessibility Services/ Develop Accessibility webpage by June 1, 2018	Incomplete	
98. Accessibility Services/Move student accommodations process to Maxient	Complete	
99. Accessibility Services/Create online form for students to submit accommodation requests	Incomplete	
100. Accessibility Services/Review and Revise Accommodations Handbook as necessary	Incomplete	
101. Accessibility Services/ Complete Departmental Review at end of Spring Semester	Incomplete	
102. Technical Education/Raise the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey	Complete	Not Met - Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement

Board Area of Excellence #3: Support Excellence
Actions Taken/Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Checks and balances are implemented and 98% accuracy of financial forecasting reports is achieved	Complete	
2. President/The Business Office has undergone new structuring and subsequent training. Additional outside assistance has been provided by a certified accountant to assure accuracy of financial reports	Complete	
3. President/The new Cash Receipt report allows the Chief Business Officer to drill down into the amount of cash receipts received from various sources (Student Cash Receipts, Credit Card Student Receipts, County Distributions, State Grant payments, etc.)	Complete	
4. President/Currently the Monthly Bank Statement is compared to the Cash Receipt report to gauge accuracy	Complete	
5. President/Enforce the Purchasing Policy to accurately reflect cash flow numbers; goods and services are encumbered prior to purchase	Complete	
6. President/Inge Center activities are aligned with College Mission and Vision	Complete	

7. President/Financial predictability of Inge Center achieves stability	Ongoing	
8. President/Independence Community College and Independence Community College Foundation objectives are aligned for cohesiveness between the entities	Ongoing	
9. President/The Board of Trustees are provided quarterly long-and-short-term Facilities Plan reports	Complete	
10. President/Facility Planning is incorporated in the budget-planning process	Complete	
11. Restructure the Technology Committee to a Technology Steering Committee for alignment with the Strategic Plan and Board goals, and to drive the budget	Complete	
12. President/Poll Trustees for level of satisfaction with: involvement in the budgeting process, and degree of oversight	Incomplete	
13. President/Processes utilized by sister institutions are identified	Complete	Poll showed wide variance in processes
14. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "This institution has a good reputation within the community" reflects an improved level of satisfaction from 5.05 to 5.25	Complete	Not Met - Satisfaction level dropped from 5.05 to 4.73
15. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "People on this campus respect and are supportive of each other" reflects an improved level of satisfaction from 4.73 to 4.80	Complete	Not Met - Satisfaction level dropped from 4.73 to 4.67
16. President/Processes are established for supplementing decreasing level of public funds with additional private unrestricted funds-at least two options for structures or mechanisms will be submitted	Incomplete	Not met - Anticipated completion end of second quarter of the 2017-2018 fiscal year
17. Online/Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018	In progress	
18. Online/The Associate Dean of Online will work with full-time faculty and	Complete and ongoing	Met - Online programs offered completely online increased from 1 to 8. Eight new

adjuncts to continuously update the spreadsheet of courses to be added each semester		adjuncts were hired and 12 new courses were added
19. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
20. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
21. President/Host monthly initiatives with faculty and staff members	Complete	
22. President/Host monthly initiatives with community members	Complete	
23. President/The ICC Foundation established the ICC Foundation Part-Time Student Scholarship; twenty-five $200 scholarships will be awarded each semester, as well as for the summer session	Complete	
24. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "People on this campus respect and are supportive of each other" reflects an improved level of satisfaction from 4.73 to 4.80	Complete	Not Met - Satisfaction level dropped from 4.73 to 4.67
25. President/Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "This institution has a good reputation within the community" reflects an improved level of satisfaction from 5.05 to 5.25	Complete	Not Met - Satisfaction level dropped from 5.05 to 4.73
26. President/Hold two ICC Board meetings during the months of April, May, June, and July to facilitate Academic Program Review presentations/approvals and participation in the budget planning cycle, as well as review, and continued development of, the Strategic Plan	Complete and Ongoing	
27. President/Inform Trustees of across-the-board campus-wide budget cuts made in order to maintain adequate cash flows instead of transference of funds from the reserve account	Complete	
28. President/Inform Trustees of personnel cuts and additional discretionary budget cuts made in order to adjust for revenue reductions and maintain adequate cash flows	Complete	

29. President/Requested and received ICC Foundation financial assistance sending football athletic students to the Midwest Classic Bowl game	Complete	
30. President/Raise funds for Pirate Pantry through ICC Foundation hosting Dancing With The Indy Stars	Complete	
31. Tutoring Services/ Decrease Gap score for 2016 Noel Levitz Item 50, "Tutoring Services are readily available,"' from -0.26 to -0.2	Complete	Not Met - The result for the 2018 Noel-Levitz data is a performance gap score of .32 indicating a decrease in the number of students indicating they are using/tutoring services are readily available. With an increase in hours and a full peer tutoring staff, this difference will currently be treated as an anomaly
32. Tutoring Services/Decrease Mean Difference score from 2016 Noel Levitz Item 55, "Academic support services adequately meet the needs of students," from -0.56 to -0.51	Complete	Not Met - Noel-Levitz results indicate a performance gap decrease from .56 to .52
33. Tutoring Services/ CRLA Certification Process; Peer tutors will score 60/80 or better on supervisor evaluation	Complete	
34. Academic Advising/45% of eligible (no holds preventing enrollment) returning students will be enrolled for the spring semester by December 15th	Complete	Met - This goal was exceeded. We have enrolled 57% of eligible students that will be returning for the fall by May 30th, 2018
35. Academic Advising/Decrease of Performance Gap score for Noel Levitz Item 40, "My academic advisor is knowledgeable about the transfer requirements of other schools," from .56 to 0.5	Complete	Not Met - The gap widened to .63
36. Academic Advising/increases stakeholder knowledge about career planning	Incomplete	Restructuring resulted in new areas of focus for Navigators
37. Admissions/Reach out and connect with high schools and potential students locally, regionally, nationally and internationally to increase enrollment	Ongoing	Met - 22 students on track for vet tech in the Fall. 6 students enrolled for the EMT Fall semester and 7 more students in the pipeline; on track to have 13 students enrolled for the Fall Semester with the course having a maximum capacity of 15 students. Cosmetology has 12 incoming students for the fall semester and looking at 17 students in total for the fall
38. Admissions/International enrollment increased by 10 students to raise international student population to 30 students by fall of 2018	Complete	Met - 34 in pipeline for Fall 2018 creating an MOA with ESU regarding a 2+2 program for international students. This program should be active Fall 2018

39. Admissions/Ellucian enrollment reports are run and future recruiting software package is included for consideration during the budget-planning process	Complete	Went with a CRM called Fireworks by Fire Engine RED and hoping to go live by June 13th, 2018
40. Admissions/Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers	Complete	Not Met – Data under review
41. Admissions/Use CP2 to increase student satisfaction to support institutional retention rates	Incomplete	
42. Institutional Research/ Administer the Noel Levitz Student Satisfaction Inventory survey	Complete	
43. Institutional Research/Use Noel Levitz data received back to identify strengths and areas for improvement for the college	Ongoing	
44. Institutional Research/ Produce reports appropriate to audience need within thirty (30) business days of receipt of information. Reports to include NCCBP, NCCPP, IPEDS Data Feedback Report, Student Reaction to Instruction, Transfer Survey, Graduate Exit Survey	Complete	
45. Institutional Research/Work with the Outcomes Assessment Committee to create appropriate reports, report-out formats and processes for disseminating student learning outcomes assessment information to internal and external stakeholders	Complete	
46. Institutional Research/Learn and become more familiar with the external reporting requirements and data collection needs	Complete	
47. Institutional Research/Collect and/or report data for all external accountability needs including state (KBOR), federal (IPEDS), and accreditation-related (HLC)	Complete	
48. Information Technology/ Implement reusable and Administratively wide accessible reports for 100% of the KBOR and IPEDs collections	Complete	
49. Information Technology/ Complete the integration of SQL Server Reporting Services with Ellucian and GP Dynamics to allow access to all 140 faculty and staff	Ongoing	

50. Information Technology/By restructuring the employee entrance process to allow for 75% of all new employees to be setup and ready prior to the first day of employment	Incomplete and Ongoing	
51. Information Technology/Focus of at least one advancement in educational technology	Complete	
52. Information Technology/ Redesign our current infrastructure to offer online account creation and password reset abilities	Complete and Ongoing	
53. Information Technology/ Continue evolving the Infrastructure Roadmap to develop an optimal digital identity life-cycle	Ongoing	
54. Information Technology/ Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards	Complete	
55. Information Technology/ Implement technology based Security	Incomplete - On hold/budget constraints	
56. Information Technology/CIO will implement a communication plan, working in conjunction with Marketing and Human Resources to allow for minimum downtime for all institution platforms	Complete	
57. Information Technology/Provides increased opportunities for departmental employee training	Complete	
58. Human Resources/Quarterly review of turnover statistics reflect that ICC is retaining both "at" and "above expectation" employees	Complete and Ongoing	Q2: Turnover for September through November is 4%. Of this turnover, none was turnover of employees who were "at" to "above" on their performance. Therefore, this turnover would be considered good turnover for ICC. Q3: Turnover for December through February is 3%. Of this turnover 2% was turnover of employees who were "at" to "above" on their performance. Therefore, 2% of the turnover would be considered bad for ICC and 1% would be considered good turnover for ICC. Q4: Turnover for March through May is 9.5%. Of this turnover, 4% was turnover of employees who were "at" to "above" on their performance, 4.5% was planned turnover due to consolidation of roles and/or Early Retirement. Therefore, 1% of

		the turnover would be considered good turnover for ICC
59. Human Resources/ Organizational survey results will demonstrate a positive change in "Our campus focuses on the positive rather than the negative." 2016 rating is 45%	Complete	Not Met - 2017 rating is 24%
60. Human Resources/ Organizational survey results will demonstrate a positive change in "Stakeholders are loyal because your organization consistently does what it says it will do." 2016 rating is 45%	Complete	Not Met - 2017 rating is 23%
61. Human Resources/ Organizational survey results will demonstrate a positive change in "Good performances from staff or management receive favorable public commendation." 2016 rating is 52%	Complete	Not Met - 2017 rating is 41%
62. Human Resources/Support ICC's Vision to be "Excellent" by hiring and developing the right resources who will create value for ICC and their students in the long term	Ongoing	
63. Human Resources/There will be a shift in ownership from just the senior leaders (Cabinet) to at least one level down in each of their respective areas. The next level down will be owning events and activities of the college such as Soirees, Holiday activities, Faculty/Staff nights at major athletic events, community events, etc	Complete	
64. Human Resources/Interview at least 1 candidate per month for the express purpose of looking at talent for future hiring needs	Complete and Ongoing	
65. Human Resources/Establish ongoing discussion forums for specific groups. An example is the Student/Faculty Forum and the Academics/Athletics Forum. The purpose of these forums is to create a greater appreciation for all points of view and to encourage open communication	Complete/Academics has taken charge of the Forums and have hosted employees and faculty members	
66. Human Resources/Number of HR communications will increase to be at least one each week	Complete	Met
67. Upward Bound/**85%** of participants served during the project year will have a cumulative GPA of 2.5 or better on a	Complete	Q2: **Met** - 90% of participants have a GPA of 2.5 of higher, in progress until 05/18.

four-point scale at the end of the school year		Q3: **Met** - Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA. Changed UB policy on tutoring/Academic Probation Q4: **Not Met** - Grade check- May 1, 2018—24% (16 out of 65) participants were put on Academic Probation due to the new tutoring policy changes
68. Upward Bound/50% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math	In progress, 02/03/2018 32 of 49 (9th-11th graders) participants took the Accuplacer - an average of scores would result course placement in Composition Prep and Elementary Algebra - 100% of participants who took the Accuplacer in 2017 increased their scores - added ACT Math and ACT Science to Summer program curriculum	Not Met
69. Upward Bound/94% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma	Complete	Met - 100% of participants graduated with a regular high school diploma, or moved on to the next grade level following the 2017-2018 academic year
70. Upward Bound/75% of all current and prior year participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study	Complete	Met - 100% of seniors graduated with a regular secondary school diploma and completed a rigorous program of study
71. Upward Bound/85% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall	Complete	Q2: **Met** - 90% of participants have a GPA of 2.5 of higher, in progress until 05/18. Q3: **Met** - Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA Q4: **Not Met** - Grade check- May 1, 2018—24% (16 out of 65) participants were put on

term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester		Academic Probation due to the new tutoring policy changes
72. Upward Bound/44% of participants who enrolled in a program of postsecondary education by fall term immediately following high school graduation or by next academic term (e.g. spring term) as result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school	In progress - 13 out of 15 seniors have qualified for the summer Bridge program and will be taking up to six credit hours at ICC; 25 juniors and sophomores have enrolled in one (1) three (3) credit ICC college class for the first summer session	
73. Compliance/Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission	Complete	Student Satisfaction and Complaints Review Committee formed
74. Compliance/Provide campus-wide training for the new Maxient program	Complete	
75. Compliance/The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting	Complete and Ongoing	
76. Compliance/The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends	Complete and Ongoing	First data report following April meeting

revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee		
77. Compliance/Compile and review all College policy and procedure handbooks and manuals and will approve the revision of at least one-third of the College's policy, procedure and compliance related documents	Ongoing/Specific areas of focus implemented: Clery Act, Title IX and HLC priorities	
78. Compliance/Over 90% of College faculty and staff will attend two or more live compliance training sessions, with over 90% of faculty and staff completing 100% of assigned LawRoom webinars	Complete and Ongoing	
79. Compliance/Over 90% of freshman enrolled in College Success, student-athletes and students living in resident housing will attend two or more compliance training sessions and over 60% of the general student population will attend at least one compliance training session during the 2017-2018 school year	Complete	Met
80. Compliance/Compliance Officer will attend monthly compliance training webinars and/or conferences	Complete	
81. Compliance/Respond to the Higher Learning Commission and ensure that all federal, state, and local reporting requirements are met	Ongoing	

Areas of Measure

1. Student Satisfaction

Ratings from the ICC Graduate Exit Survey

The information below reflects the satisfaction ratings from those students who completed an academic program and the corresponding graduation request with the Registrar's Office during academic years 2014, 2015, 2016, and 2017.

All collected information reflects the voluntary contributions of the respondents.

1. Illustration 1. Student Evaluation of College Services

	2014		2015		2016		2017	
	N	Mean	*N*	Mean	*N*	Mean	*N*	Mean
Admissions	112	4.25	121	4.23	113	4.20	107	4.27
Advising	110	4.18	121	4.40	113	4.38	107	4.42
Business Office	112	4.00	120	4.02	113	3.96	107	4.02
Career/Transfer	111	4.18	121	4.17	101	4.06	107	4.36
Faculty	112	4.44	120	4.34	114	4.24	107	4.28
Financial Aid	112	4.09	117	3.99	110	3.87	107	4.03
Food Services	112	3.16	119	3.09	86	3.01	106	3.83
Housing	112	3.17	119	3.67	76	3.71	105	4.56
Library	111	4.34	120	4.28	106	4.27	106	4.44
Student Activities	112	3.48	120	3.89	95	3.99	107	4.37
Student Support Services	109	4.24	120	4.37	103	4.40	107	4.60

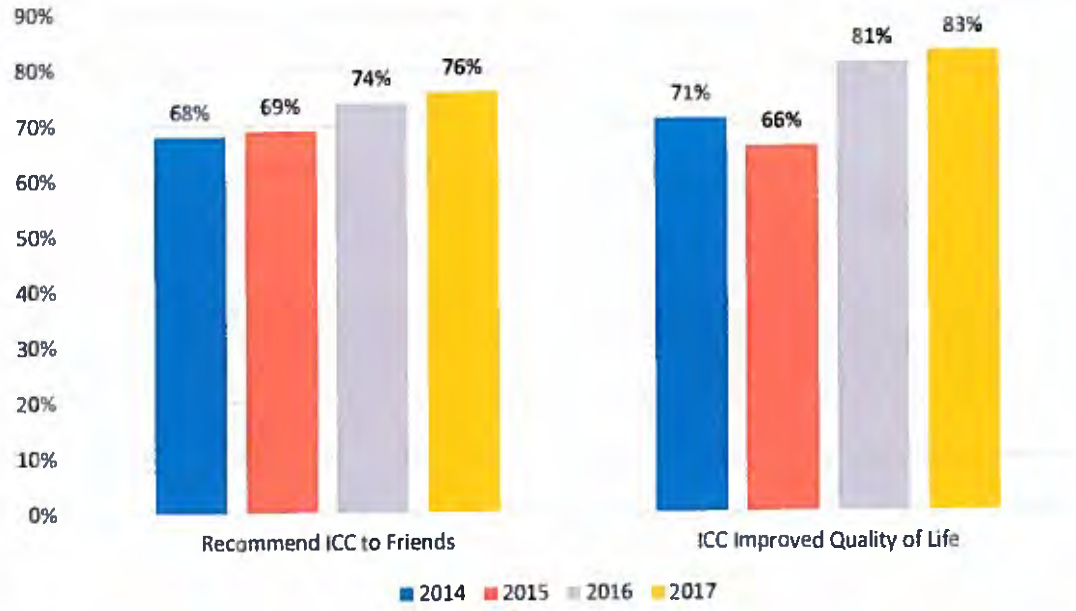
Did you achieve your educational goal(s) through attendance at ICC?

- **2014: 99% or 106 of 107 105 respondents selected *Partially* or *Yes***
- **2015: 100% or 120 of 120 respondents selected *Partially* or *Yes***
- **2016: 100% or 109 of 109 respondents selected *Partially* or *Yes***
- **2017: 100% or 101 of 101 respondents selected *Partially* or *Yes***

2. Illustration 2. Student Evaluation of Instructional Services

	2014		2015		2016		2017	
	N	Mean	*N*	Mean	*N*	Mean	*N*	Mean
Quality of instruction	111	4.13	120	3.98	115	4.10	107	4.12
Instructors' knowledge of subjects	112	4.26	120	4.23	115	4.24	107	4.31
Clear course objectives and requirements	112	4.13	120	4.03	115	4.13	107	4.20
Course content	110	4.03	120	3.93	114	4.09	107	4.16
Methods of instruction	111	4.05	120	3.93	115	3.97	107	4.04
Class size	111	4.32	120	4.08	115	4.28	107	4.32
Satisfaction with course schedule	111	3.95	119	3.82	115	3.96	107	4.02
Instructor availability during office hours	110	4.01	120	3.99	114	4.07	106	4.11
Availability of advisors	106	4.08	114	4.06	114	4.18	106	4.24
Timely response of online instruction	107	3.82	114	3.75	114	3.94	106	3.97
Availability of services for online students	102	3.80	114	3.69	113	3.99	106	4.01

Illustration 3. Overall Satisfaction with ICC



How do you rate your two-year college experience at ICC as preparation for continuing your education? (Scale of 5 where 1=Very poor and 5=Very good)

1. 2014: 4.01 (*N*=111)
2. 2015: 3.92 (*N*=116)
3. 2016: 4.04 (*N*=117)
4. 2017: 4.08 (N=109)

Illustration 4. Peer Comparison Information from the National Community College Benchmarking Project (NCCBP)

Institutional Characteristics									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
IPEDS Enrollment	1031	1%	5984	945	1%	5798	976	2%	5628
Full-time Credit Headcount	575	2%	2540	537	2%	2326	579	4%	2234
Part-time Credit Headcount	456	3%	3358	408	2%	3315	397	2%	3250
% of Full-time Students	55.7%	89%	40%	56.8%	93%	38%	59.3%	95%	38%
% High School Student Enrollment	26%	88%	10%	31%	91%	12%	31%	88%	14%
% High School Student Credit Hours	13%	84%	6%	12%	78%	6%	12%	74%	7%
% Transfer Credit Hours	70%	83%	57%	70%	84%	57%	73%	86%	59%
% Technical/Career Credit Hours	23%	30%	31%	10%	4%	32%	9%	<1%	31%
% Developmental Credit Hours	7%	22%	10%	7%	37%	9%	7%	40%	8%
Average Credit Section Size	14.5	11%	18.2	14.2	8%	18	12.8	4%	17.7
Student/Faculty Ratio	10.5	5%	17.3	10.3	7%	17	10.9	9%	16.3
% Credit Hours by Full-time Faculty	77.6%	91%	54%	75.7%	89%	55%	73.2%	86%	55%
% Sections by Full-time Faculty	70.3%	88%	51%	72%	88%	53%	71.6%	88%	53%
Student Demographics									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
Credit Student Median Age	19	6%	22	22	62%	22	22	65%	22
% Female Credit Students	55%	28%	51%	51%	8%	58%	52%	11%	58%
% Nonresident Alien	1%	79%	0.2%	2%	86%	0.2%	1.7%	82%	0.5%
% Hispanic of Any Race	3%	29%	5%	4%	34%	6%	2.6%	19%	6.7%
% Black or African American	9%	58%	7.4%	14%	76%	7%	13.8%	74%	7.6%
% White	79%	70%	70%	73%	61%	69%	73%	62%	65.7%
% Two or More Races/Ethnicities	3%	84%	2%	4%	91%	2%	4.9%	93%	2.4%
% Minority Credit Students	20%	39%	25%	24%	46%	26%	24.7%	48%	26%
% Minority Employees	8%	37%	12%	7%	26%	12%	7.4%	27%	11.9%

Student Completion and Transfer: Fall IPEDS GRS Cohort									
Benchmark	2015 (Fall 2012 cohort)			2016 (Fall 2013 cohort)			2017 (Fall 2014 cohort)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
% Completed in 2 Years, Full-time	19.6%	77%	12%	15.8%	63%	13%	21.8%	75%	13%
% Transferred in 2 Years, Full-time	10.5%	55%	9%	18.9%	87%	10%	7.3%	28%	10.5%
% Completed AND Transferred in 2	2.7%	66%	1.2%	3.1%	62%	2.1%	4.6%	64%	2.3%
	2015 (Fall 2011 cohort)			2016 (Fall 2012 cohort)			2017 (Fall 2013 cohort)		
% Completed in 3 Years, Full-time	27.4%	75%	22%	26.3%	68%	21%	21.7%	46%	22%
% Transferred in 3 Years, Full-time	21.4%	74%	16%	23.2%	81%	15%	28.2%	93%	15.2%
% Completed AND Transferred in 3	13.2%	87%	4.8%	14.1%	85%	6.7%	12.4%	71%	8.3%
Retention									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
Fall-Fall Persistence Rate	23.1%	<1%	49%	31.8%	3%	48%	32.2%	4%	48.4%
Next-Term Persistence Rate	58.2%	3%	72%	65.2%	14%	72%	69.9%	32%	72%
Student Satisfaction and Engagement									
CCSSE Benchmarks	Spring 2013			Spring 2015			Spring 2017		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
Active & Collaborative Learning	--	--	--	49.9	62%	48.9	47.8	29%	49.6
Student-Faculty Interaction	--	--	--	52.5	75%	50.3	49.4	39%	50.6
Support for Learners	--	--	--	45.7	10%	49.6	47.6	33%	49.7
Credit Courses, Completer Success Rates									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*	Reported Value	% Rank	*m*
All Credit College-level Courses	96.7%	97%	91%	80.9%	21%	84%	83.4%	38%	84.8%
Developmental Math	64.9%	34%	68%	53.5%	8%	69%	47%	<1%	71.5%
Developmental Writing	77.1%	57%	75%	50.8%	1%	75%	81.3%	66%	76.9%
First College-level Math	61.2%	3%	78%	67.4%	13%	79%	74%	35%	78.8%
First College-level Writing	81.5%	63%	79%	80.9%	52%	81%	75%	21%	81.2%

English Comp I	87.4%	87%	80%	79.4%	40%	81%	81.6%	48%	81.7%
English Comp II	78.7%	32%	81%	73%	13%	81%	87.2%	78%	82%
Speech	89.4%	67%	87%	85.1%	37%	87%	93%	86%	88%
College Algebra	67.5%	52%	75%	68.7%	21%	75%	80.8%	61%	77.9%

Illustration 5. Peer Comparison Information from the Community College Survey of Student Engagement: CCSSE Key Findings 2015 & 2017

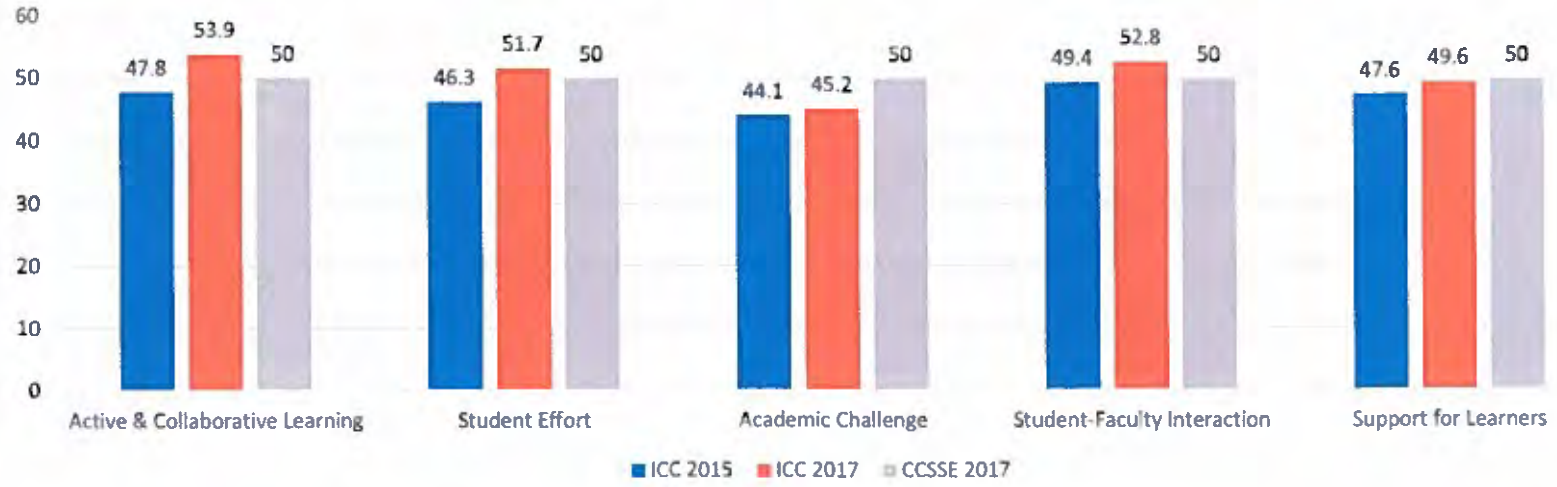


Illustration 6. CCSSE Means Comparisons 2015 & 2017

Active and Collaborative Learning			
In your experiences at this college during the current academic year, about how often have you done each of the following? *(1=never, 2=sometimes, 3=often, 4=very often)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Asked questions in class or contributed to class discussions	2.97	3.00	2.94
Made a class presentation	1.99	2.18	2.20
Worked with other students on projects during class	2.37	2.53	2.59
Worked with classmates outside of class to prepare class assignments	2.01	2.13	1.98
Tutored or taught other students (paid or voluntary)	1.52	1.60	1.38
Participated in a community-based project (service-learning activity) as part of a regular course	1.51	1.47	1.38
Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)	2.22	2.60	2.54
Student Effort			

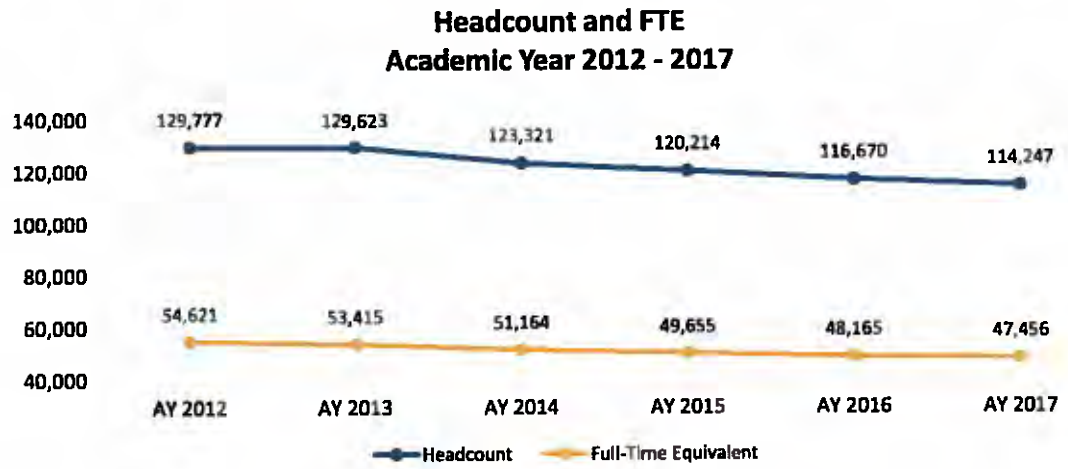
In your experiences at this college during the current academic year, about how often have you done each of the following? *(1=never, 2=sometimes, 3=often, 4=very often)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Prepared two or more drafts of a paper or assignment before turning it in	2.58	2.46	2.51
Worked on a paper or project that required integrating ideas or information from various sources	2.62	2.86	2.86
Come to class without completing readings or assignments	1.84	1.92	1.85
During the current academic year, how much reading and writing have you done at this college? *(0=none, 1=1-4, 2=5-10, 3=11-20, 4=more than 20)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.10	1.01	0.98
About how many hours do you spend in a typical 7-day week doing each of the following? *(0=none, 1=1-5, 2=6-10, 3=11-20, 4=21-30, 5=more than 30)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.78	1.91	1.99
How often have you used the following services during the current academic year? *(0=never, 1=1 time, 2=2-4 times, 3=5 or more times)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Peer or other tutoring	1.58	0.96	0.71
Skill labs (writing, math, etc.)	1.64	0.90	0.90
Computer lab	1.89	1.44	1.50
Academic Challenge			
In your experiences at this college during the current academic year, about how often have you done each of the following? *(1=never, 2=sometimes, 3=often, 4=very often)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Worked harder than you thought you could to meet an instructor's standards/expectations	2.57	2.64	2.63
During the current academic year, how much has your coursework emphasized the following mental activities? *(1=very little, 2=some, 3=quite a bit, 4=very much)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Analyzing the basic elements of an idea, experience, or theory	2.74	2.74	2.91
Forming a new idea or understanding from various pieces of information	2.56	2.68	2.88
Making judgments about the value or soundness of information, arguments, or methods	2.46	2.55	2.66
Applying theories or concepts to practical problems or in new situations	2.61	2.57	2.75
Using information you have read or heard to perform a new skill	2.79	2.72	2.86

During the current academic year, how much reading and writing have you done at this college? *(0=none, 1=1-4, 2=5-10, 3=11-20, 4=more than 20)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Number of assigned textbooks, manuals, books, or packets of course readings	2.87	1.96	2.04
Number of written papers or reports of any length	3.04	1.95	1.83
Test/Exam Challenge Rating *(1 to7, Extremely easy to Extremely challenging)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work	4.64	4.71	4.90
How much does this college emphasize the following? *(1=very little, 2=some, 3=quite a bit, 4=very much)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Encouraging you to spend significant amounts of time studying	2.79	2.88	3.03
Student-Faculty Interaction			
In your experiences at this college during the current academic year, about how often have you done each of the following? *(1=never, 2=sometimes, 3=often, 4=very often)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Used e-mail to communicate with an instructor	3.00	2.97	2.95
Discussed grades or assignments with an instructor	2.63	2.75	2.64
Talked about career plans with an instructor or advisor	2.04	2.13	2.21
Discussed ideas from your readings or classes with instructors outside of class	1.89	2.01	1.81
Received prompt feedback (written or oral) from instructors on your performance	2.55	2.65	2.79
Worked with instructors on activities other than coursework	1.61	1.79	1.50
Support for Learners			
How much does this college emphasize the following? *(1=very little, 2=some, 3=quite a bit, 4=very much)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**
Providing the support you need to succeed at this college	2.87	2.91	3.05
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.39	2.54	2.64
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.95	2.08	2.03
Providing the support you need to thrive socially	2.20	2.33	2.24
Providing the financial support you need to afford your education	2.68	2.49	2.55
How often have you used the following services during the current academic year? *(0=never, 1=1 time, 2=2-4 times, 3=5 or more times)*	**ICC 2015**	**ICC 2017**	**CCSSE 2017**

Academic advising/planning	1.79	1.62	1.56
Career counseling	1.41	0.56	0.56

2. Enrollment

Enrollment at community colleges in Kansas continues to be challenging. Here is the statewide headcount and FTE trend from the 2018 KBOR Data Book:



In the last five years, 17 out of the 19 community colleges have lost headcount enrollment:

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	4,959	4,972	4,535	4,208	4,031	4,046	-18.4%
Barton Community College	14,810	15,807	15,951	16,275	16,049	14,736	-0.5%
Butler Community College	14,811	14,551	13,495	13,315	13,055	12,895	-12.9%
Cloud County Community College	4,601	4,484	3,764	3,569	3,437	3,089	-32.9%
Coffeyville Community College	2,718	2,486	2,470	2,362	2,331	2,329	-14.3%
Colby Community College	1,923	1,990	1,931	1,906	2,137	2,239	16.4%
Cowley Community College	6,147	6,155	5,571	4,998	4,461	3,876	-36.9%
Dodge City Community College	2,880	2,773	2,620	2,605	2,635	2,564	-11.0%
Fort Scott Community College	3,237	3,145	3,216	3,074	2,784	2,710	-16.3%
Garden City Community College	2,874	3,171	2,958	3,038	3,086	2,933	2.1%
Highland Community College	5,400	4,936	5,086	5,184	5,283	5,127	-5.1%
Hutchinson Community College	9,410	9,924	9,622	9,275	8,740	8,914	-5.3%
Independence Community College	1,825	1,730	1,530	1,292	1,303	1,444	-20.9%
Johnson County Community College	31,581	30,938	29,670	29,837	29,430	29,661	-6.1%
Kansas City Kansas Community College	11,047	10,805	9,779	9,212	8,464	8,338	-24.5%
Labette Community College	2,536	2,521	2,394	2,332	2,235	2,281	-10.1%
Neosho County Community College	3,931	4,176	3,812	3,100	2,877	2,837	-27.8%
Pratt Community College	2,417	2,325	2,285	1,994	1,640	1,641	-32.1%
Seward County Community College	2,670	2,734	2,632	2,638	2,692	2,587	-3.1%
Total Headcount	129,777	129,623	123,321	120,214	116,670	114,247	-12.0%

Five schools have lost more enrollment than ICC, and eleven schools lost less. (Note one

interesting trend in the above chart – only two schools gained enrollment in the last three years, and ICC was one of them.)

The trend for FTE is similar but slightly worse:

Community Colleges
Full-Time Equivalent Enrollment*
Academic Year 2012 - 2017

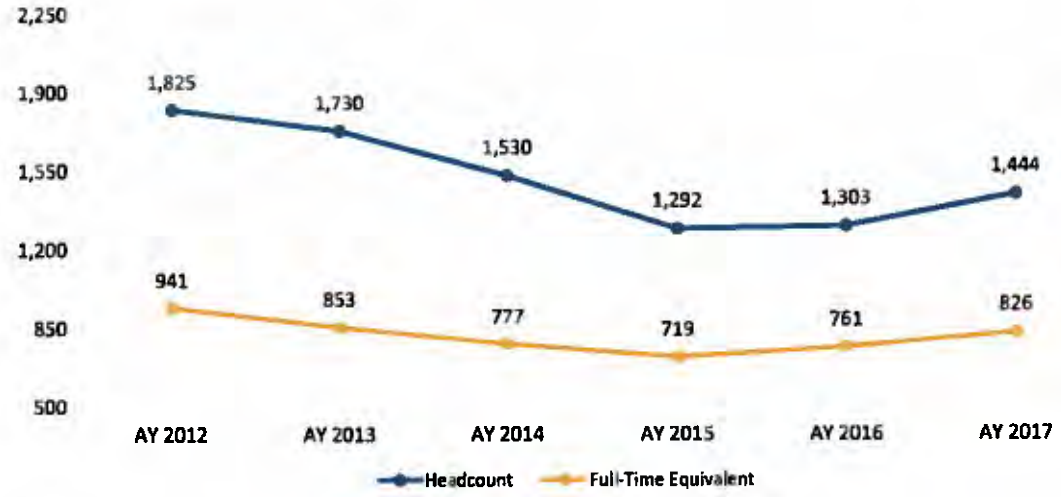
Table 3.2

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	2,055	2,054	1,892	1,790	1,630	1,579	-23.2%
Barton Community College	3,869	4,079	4,257	4,291	4,252	3,849	-0.5%
Butler Community College	6,840	6,676	6,201	6,053	6,053	6,049	-11.6%
Cloud County Community College	1,710	1,612	1,463	1,397	1,344	1,321	-22.8%
Coffeyville Community College	1,501	1,307	1,375	1,269	1,279	1,288	-14.2%
Colby Community College	976	1,066	1,015	1,030	1,009	980	0.4%
Cowley Community College	3,237	3,199	2,911	2,537	2,361	2,026	-37.4%
Dodge City Community College	1,477	1,398	1,371	1,349	1,337	1,337	-9.5%
Fort Scott Community College	1,686	1,517	1,527	1,407	1,326	1,295	-23.2%
Garden City Community College	1,386	1,485	1,498	1,553	1,625	1,613	16.3%
Highland Community College	2,150	1,968	2,078	2,093	2,161	2,088	-2.9%
Hutchinson Community College	4,114	4,174	3,961	3,887	3,750	3,913	-4.9%
Independence Community College	941	853	777	719	761	826	-12.2%
Johnson County Community College	12,545	12,006	11,498	11,510	11,179	11,180	-10.9%
Kansas City Kansas Community College	4,848	4,721	4,309	4,019	3,619	3,593	-25.9%
Labette Community College	1,182	1,174	1,078	1,027	997	1,037	-12.2%
Neosho County Community College	1,662	1,668	1,579	1,392	1,295	1,325	-20.3%
Pratt Community College	1,162	1,130	1,109	1,039	881	895	-23.0%
Seward County Community College	1,280	1,326	1,267	1,294	1,306	1,262	-1.4%
Total FTE**	54,621	53,415	51,164	49,655	48,165	47,456	-13.1%

Eight schools have lost more FTE than ICC (one losing the same), and eight schools lost less. Only one school gained, and it gained the equivalent of four full-time students in five years! (Note that only five schools gained FTE enrollment in the last three years, and ICC was one of them.)

Here is ICC's five-year headcount and FTE for the most recent full years:

Headcount and FTE
Academic Year 2012 - 2017



Note

Illustration 7. Academic Year: Unduplicated Headcount by Gender

Gender information is voluntary; information provided does not reflect students who opted out.

Source: KBOR AY Collection

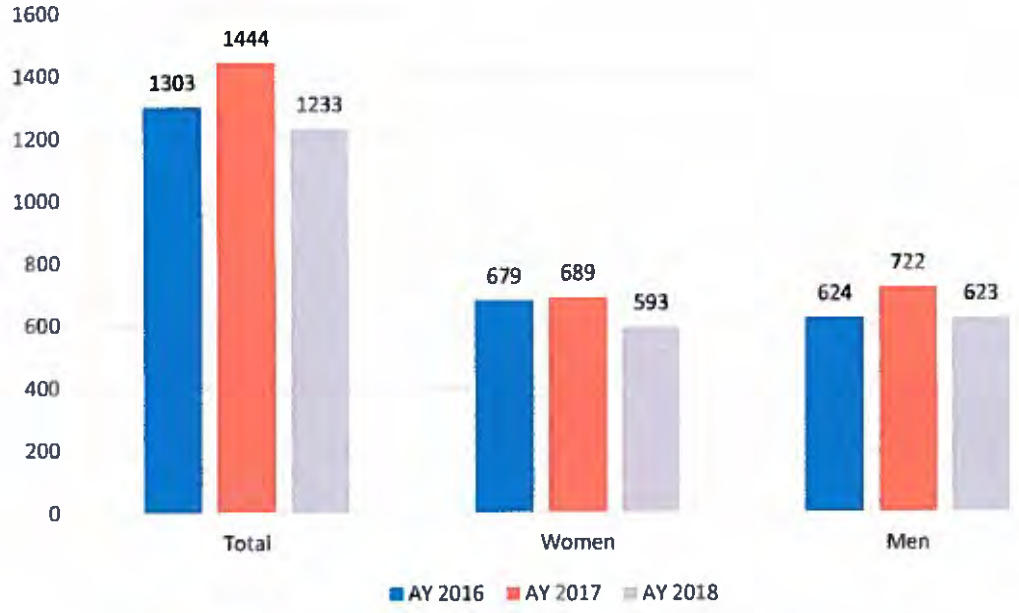


Illustration 8. Fall Semester: Duplicated Headcount by Ethnicity
Race/Ethnicity information is voluntary, information provided does not reflect students who opted out.
Source: KBOR Fall Census Collection

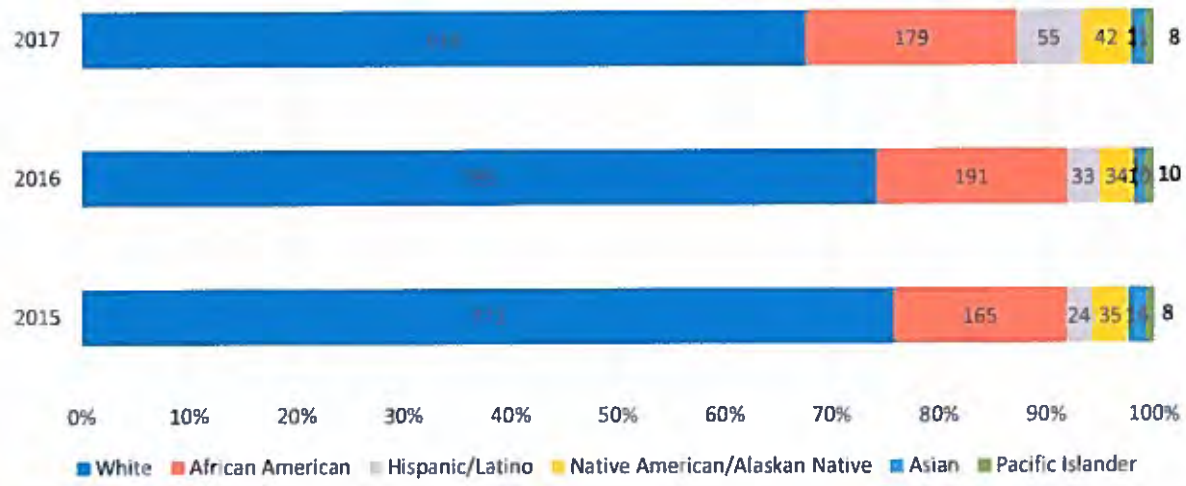


Illustration 9. Fall Semester: Unduplicated Headcount by Enrollment Classification
Source: KBOR Fall Census Collection

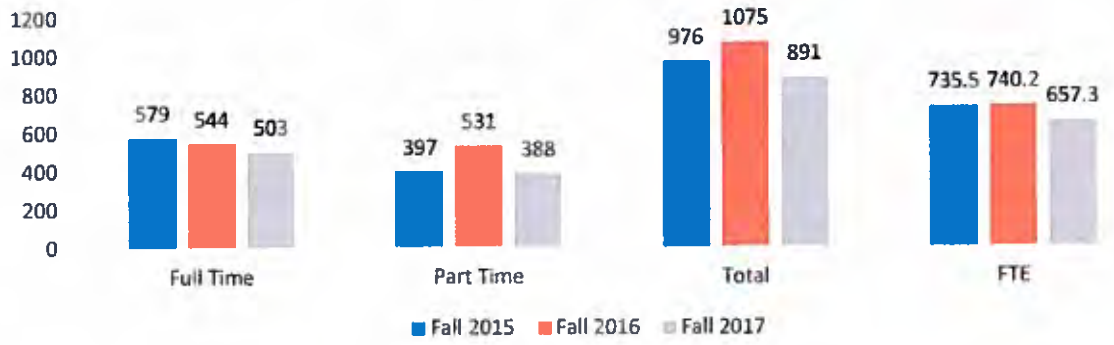


Illustration 10. Fall Semester: Unduplicated Headcount by Student Classification

Source: KBOR Fall Census Collection

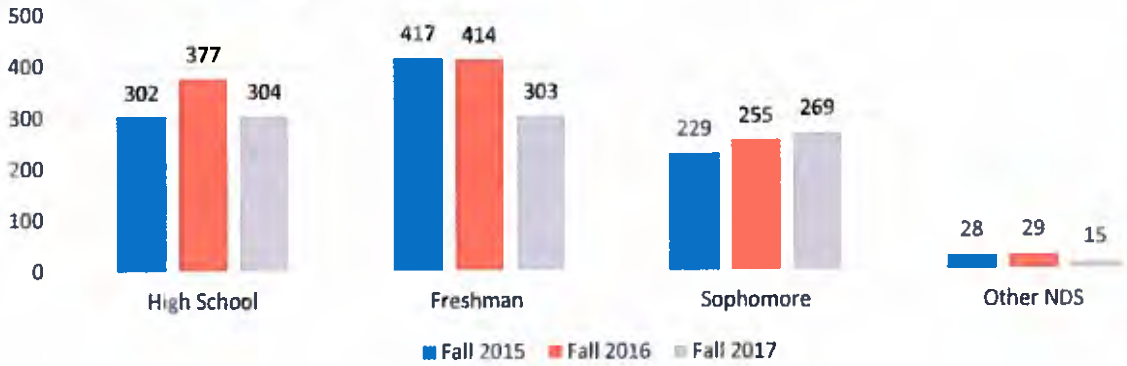


Illustration 11. Fall Semester: Credit Hour Enrollment by Student Classification

Source: KBOR Fall Census Collection

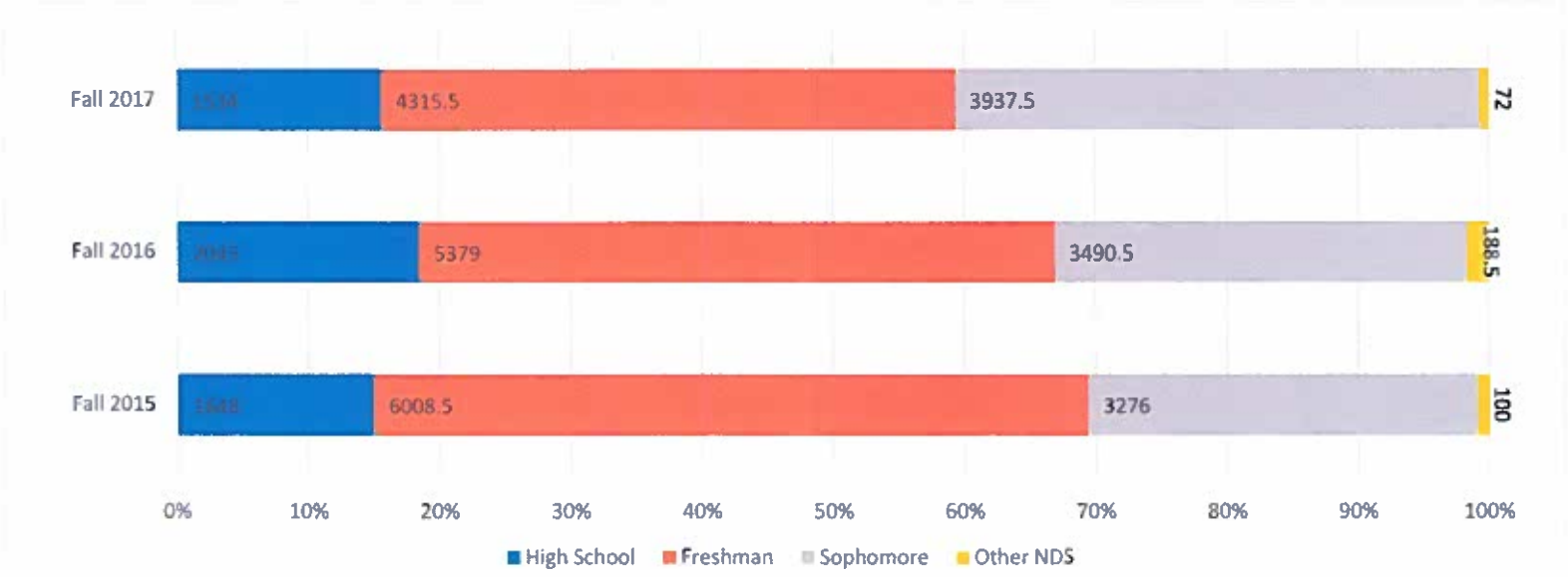


Illustration 12. Fall Semester: Credit Hour Enrollment by Residency
Source: KBOR Fall Census Collection
Out of state enrollment includes international enrollment hours.

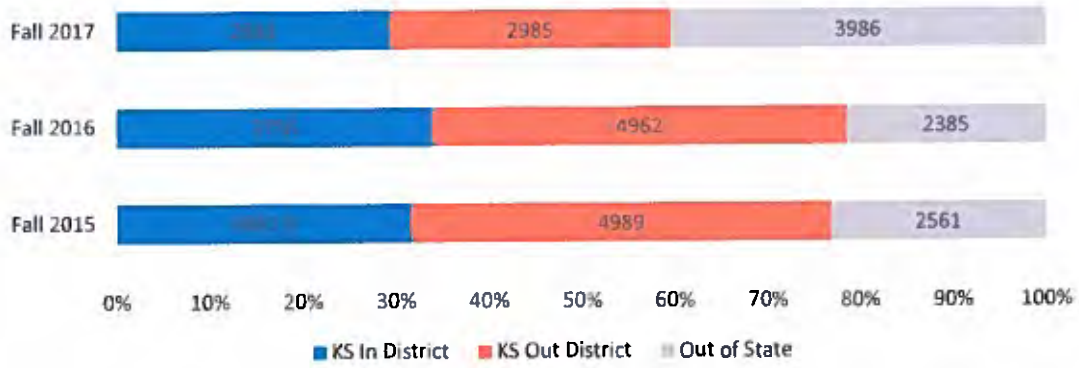


Illustration 13. Fall Semester: Headcount and Credit Hour Enrollment by First Time, Full Time, Degree Seeking Undergraduates
Source: KBOR Fall Census Collection
The first time, full time, degree seeking undergraduates are the cohort reported to IPEDS for retention at the 2 year (100%), 4 year (200%), 6 year (300%), and 8 year (400%) milestones following the first fall enrollment.

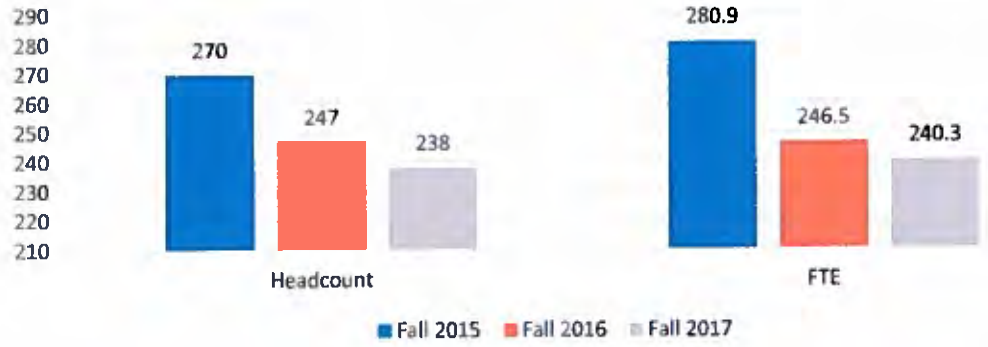


Illustration 14. Fall Semester: Headcount and Credit Hour Enrollment in Remedial Education.
Source: KBOR Fall Census Collection

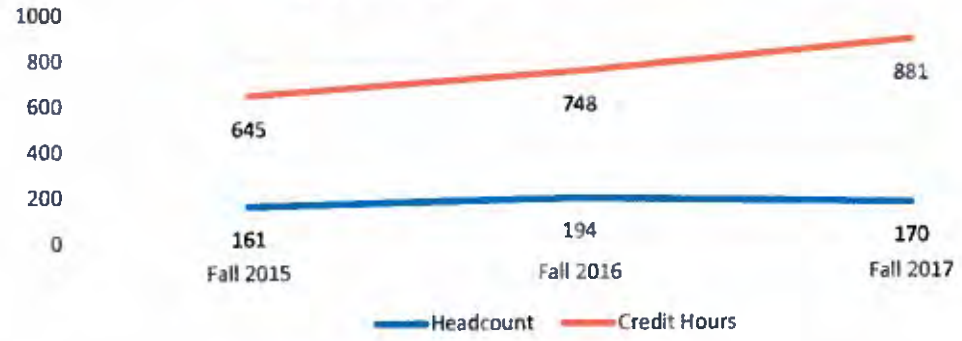


Illustration 15. Fall Semester: Headcount and Credit Hour Enrollment Concurrent High School Courses

Source: KBOR Fall Census Collection

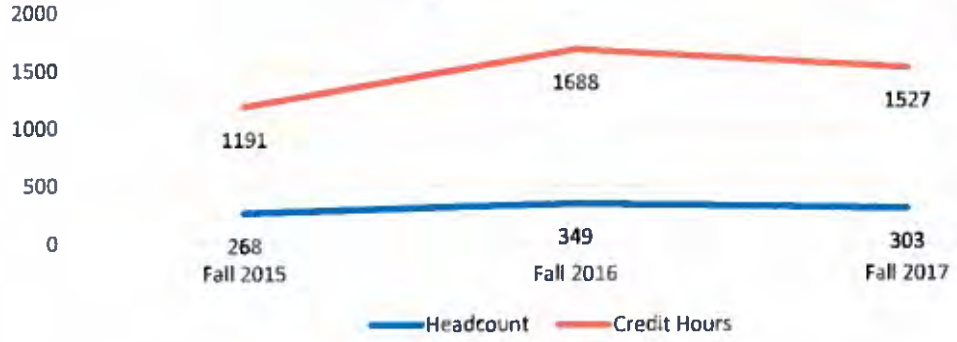


Illustration 16. Online Enrollment

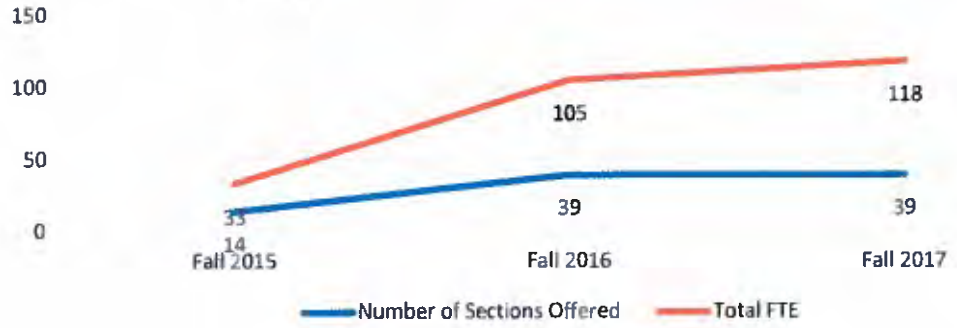


Illustration 17. Online Course Offerings and Section Enrollment

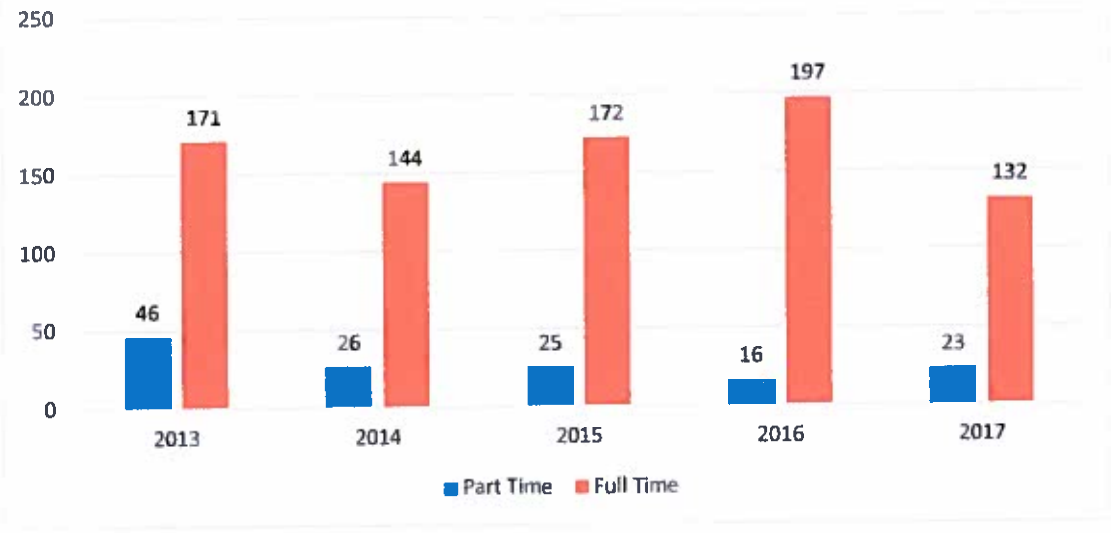
Course Code	Title	Instructor	CR HR	Enrolled
AED1043	Art Appreciation	Null	3	17
BEH1003	General Psychology	Campus	3	19
BEH1003	General Psychology	Campus	3	19
BEH2003	Developmental Psychology	Gilcrist	3	25
BIO1005	General Biology	Lal	5	15
BIO2053	Nutrition	Lal	3	15
BUS2023	Microeconomics	Ren	3	21
CIT1003	Computer Concepts & Applications	Ashford	3	19
COM1203	Public Speaking	Ori	3	21
COM1203	Public Speaking	Ori	3	19
COM1233	Interpersonal Communications	Ori	3	3
DEV0334	Intermediate Algebra	Hays	3	12
ECE1073	Teaching Children w/ Special Needs	Casteel	3	11
ECE2023	Parenting	Jones	3	6
ECE2102	ECE Practicum II	Harmon	3	2

EGT1013	Computer Aided Design	Ramoni	3	3
ENG1003	English Comp I	Pinkard	3	21
ENG1013	English Comp II	Mydosh	3	16
ENG1073	Introduction to Literature	Sanchez	3	13
GEO2013	Geography	McCaffery	3	12
HIS1013	World History II	McCaffery	3	17
HIS1023	U.S. History I	McCaffery	3	14
HIS1063	U.S. History II	Wells	3	11
HIS1163	African American History	Wells	3	20
HPR1401	Wellness	Gilcrist	1	18
MAT1023	College Algebra	Hays	3	35
MUE1303	Music Appreciation	E. Rutherford	3	17
MUE1303	Music Appreciation	M. Rutherford	3	19
OTC1001	Keyboarding	Coy	1	2
PHI1073	Ethics	Seel	3	13
PHI2003	Introduction to Philosophy	Barwick	3	19
PHS1005	Physical Science	Saleh	5	6
PHS1085	Astronomy	Cochran	5	15
POL1023	American Government	Seel	3	18
SOC1003	Introduction to Sociology	Murrison	3	15
SOC1003	Introduction to Sociology	Harris	3	18
SOC1113	Criminal Justice	Allsion	3	8
SOC2113	Race & Ethnic Relations	Harris	3	20
THR1013	Theatre Appreciation	Chrzanowski	3	6

Retention

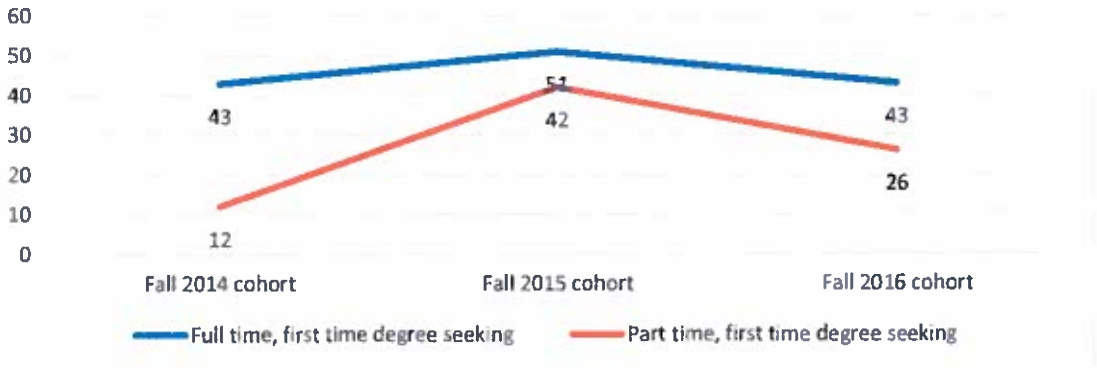
Of the 1075 students enrolled on census day for Fall 2016, or 24% or 261 were enrolled on census day for Fall 2017.

Illustration 18. Undergraduate Retention History



- Of the 353 high school students enrolled on census day for Fall 2016, 30% or 106 were enrolled on census day for Fall 2017.
- Of the 722 undergraduates enrolled on census day for Fall 2016, 22% or 155 were enrolled on census day for Fall 2017.
    - Of the 567 full time undergraduates enrolled on census day for Fall 2016, 23% or 132 returned for Fall 2017.
    - Of the 155 part time undergraduates enrolled on census day for Fall 2016, 15% or 23 returned for Fall 2017.

Illustration 19. First Time, Degree Seeking Undergraduate Retention
Source: IPEDS Fall Enrollment Survey
The retention rate is the percentage of the cohort who returned the subsequent fall semester plus students who completed their program as of the fall semester.


60
50
40
30
20
10
0
43
51
42
43
26
12
Fall 2014 cohort
Fall 2015 cohort
Fall 2016 cohort
Full time, first time degree seeking
Part time, first time degree seeking

Recruitment

Illustration 23. Athletic Scholarships by Sport and by Term
Source: Financial Aid Scholarship Tracking
The first number in each cell is the number of students actually receiving a scholarship for that sport, the number in parenthesis is the number of students receiving a different type of scholarship (Academic Athlete, Sports Management, etc.) that were recruited by that sport.

	Baseball	Cheer	Football	Golf	Men's Basketball	Softball	Volleyball	Women's Basketball
Spring 2018	17 (15)	16 (2)	39 (60)	2 (0)	11 (7)	17 (9)	12 (9)	13 (9)
Fall 2017	21 (21)	13 (2)	65 (95)	4 (1)	12 (11)	18 (10)	13 (8)	13 (8)
Summer 2017	2	4	31 (141)	0 (0)	12 (2)	0 (0)	5 (0)	1 (2)
Spring 2017	18 (18)	20 (4)	54 (71)	2 (0)	8 (9)	19 (5)	12 (0)	13 (8)
Fall 2016	19 (24)	30 (4)	69 (40)	2 (0)	14 (11)	21 (3)	12 (0)	11 (3)
Summer 2016								
Spring 2016	20 (21)	32 (5)	60 (38)	1 (0)	15 (9)	17 (11)	10 (4)	15 (8)
Fall 2015	18 (27)	39 (4)	73 (26)	0	16 (12)	20 (11)	11 (8)	15 (10)

Illustration 24. Fine Arts Scholarships by Department and by Term
Source: Financial Aid Scholarship Tracking

	Art	Band	Vocal	Theatre
Spring 2018	1	15	15	9
Fall 2017	3	13	17	8
Summer 2017	0	3	1	0
Spring 2017	4	15	11	5
Fall 2016	4	19	16	7
Summer 2016				
Spring 2016	7	32 Music*		7
Fall 2015	7	38 Music*		12

**The tracking for music scholarships during this time frame doesn't show a distinction between Band and Vocal*

Completion

Illustration 20. Four Years of Completion Rates
Source: IPEDS Graduation Rates Survey

	2011	*2012*	*2013*	*2014*
Total Women's Cohort	105	94	128	101
Women Completers within 150%	40	33	32	24
Women Transfer-out Students	15	27	54	42
Total Men's Cohort	114	104	162	139
Men Completers within 150%	20	16	31	28
Men Transfer-out Students	29	49	73	68
Total Cohort	219	198	290	240
Total Completers within 150%	60	49	63	52
Total Transfer-out Students	44	76	127	110

Illustration 21. Completions by Gender and Race/Ethnicity
Source: IPEDS Completions Survey
Completion represents the number of awards earned during the indicated academic year and may represent a duplicated headcount of students in which a student may earn more than one award.

	2014-2015		*2015-2016*		*2016-2017*	
	Men	Women	Men	Women	Men	Women
International	1	1	1	3	1	3
Hispanic/Latino	4	3	1	3	0	4
American Indian/Alaska Native	2	5	0	1	3	0
Asian	0	1	0	0	1	0
Black or African American	11	7	25	11	20	9
Native Hawaiian or Other Pacific Islander	1	0	0	0	1	0
White	46	131	51	117	41	79
Two or More Races	3	4	2	8	6	3
Total	68	152	80	143	74	106

Illustration 22. Completions by Degree Level and Age
Source: IPEDS Completions Survey

	2014-2015		*2015-2016*		*2016-2017*	
	Certificate	Associate	Certificate	Associate	Certificate	Associate
Under 18	29	0	20	0	18	0
18-24	66	76	58	91	27	98
25-39	23	14	16	12	10	10
40 and above	8	4	10	7	2	6
Total	126	94	104	110	57	114

Appendix A: Table of Data Sources

The following table illustrates the datasets, types, and uses of the data at ICC:

INSTITUTIONAL USE OF COLLECTED INFORMATION

Nationally Normed Surveys and Other Nationally Available Information	
Name of Data Collection or Service	***Departmental Use***
Community College Survey of Student Engagement	**Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan **Athletics**: Used to measure Objectives: 1:1, 2:4 in Athletic Operational Plan **Student Life:** The survey data from these reports allows us to measure Objectives: 1:2. 1:4, 1:5, 2:1-3,3:1-2 in Student Life Operational Plan
Great Colleges to Work For	**Institutional Research Office:** Distribution of survey results to the President and Human Resources **Human Resources:** Used for the creation of HR Operational Plan
IDEA Diagnostic Feedback *End of course student survey*	**Academic Affairs:** All teaching personnel have access to course evaluation at the end of each semester to review how students rated them on certain aspects of the course design and course outcomes **Academic Affairs**: Probationary faculty may submit their surveys as evidence of teaching excellence and course-assessment activities **President's Office:** Used for faculty evaluation for probationary faculty
National Community College Benchmarking Project	**Academic Affairs:** Information use for KBOR Performance Agreement Key Performance Indicators **Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan **Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **President's Office:** Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component
National Student Clearinghouse Research Center *Variety of reports on student access, student mobility, credential attainment and enrollment trends*	**President's Office:** Data identified to be used in the 2018 Strategic Plan Review
National Student Clearinghouse StudentTracker Service	**Institutional Research Office:** Extraction of data for the IPEDS GRS, GRS 200 and Outcome Measures Surveys

	Institutional Research Office: Extraction of data for a variety of data requests including but not limited to Student Support Services and Upward Bound **President's Office:** Use of enrollment information for student retention and transfer reporting to the Board of Trustees **Student Support Services:** Use of enrollment information for student retention and transfer; internal use and external reporting **Upward Bound:** Use of enrollment information for student retention and transfer; internal use and external reporting **Admissions:** Using this data to identify increases in retention for Objective 3 in Admissions Operational Plan
Noel Levitz Student Satisfaction Inventory	**Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan **Student Activities:** Used in benchmarking and setting goals for student satisfaction and safety. **Athletics:** Used to measure Objectives: 1:1, 2:4 in Athletics Operational Plan **Student Life:** The survey data from these reports allows us to measure Objectives: 1:2. 1:4, 1:5, 2:1-3,3:1-2 in Student Life Operational Plan **President's Office:** Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component
White House Scorecard	**Institutional Research Office:** Used as a model for the ICC ScoreCard Report
Accuplacer	**Upward Bound:** evaluate participant learning from year to year **Student Support Services:** Assessment of services needed; program evaluation
LASSI	**Student Support Services:** Assessment of services needed; program evaluation
MyNextMove	**Student Support Services:** Assessment of services needed; program evaluation
Career Inventory	**Student Support Services:** Assessment of services needed; program evaluation
CashCourse	**Student Support Services:** Assessment of services needed; program evaluation

Institutional Surveys and Institution-Unique Information	
Name of Data Collection or Service	***Departmental Use***
Annual Awards Survey	**Institutional Research Office:** Preparation of a summary report for Human Resources and Events Committee for Annual Awards Banquet. **Human Resources:** Information used for award plaques and event script

Campus Culture Survey	**Institutional Research Office:** Preparation of a summary report of quantitative information for campus use. Distribution of qualitative information to the Board of Trustees, President and Human Resources **Human Resources:** Used for the creation of HR Operational Plan **Human Resources:** Used to summarize and review qualitative information for use by President and/or Board of Trustees. **President's Office:** Used in creation of President's Office Operational Plan **President's Office:** Used in drafting faculty negotiating positions **Information Technology: Uses data to drive operation plans and departmental objectives to improve the quality of service, support and technology throughout ICC as a whole, as well as targeted projects to help support CTE students.**
Community LINKS Survey	**Institutional Research Office:** Preparation of a summary report for Outreach Education.
Employee Satisfaction with College Events	**Institutional Research Office:** Preparation of a summary report for the Events Committee. **Events Committee:** Information use for event improvements
Graduate Exit Survey	**Institutional Research Office:** Preparation of a summary report for campus use **President's Office:** Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component
In-Service Employee Survey	**Institutional Research Office:** Preparation of a summary report for campus use
PowerCampus	**Academic Affairs:** GPA information for KBOR Performance Agreement Key Performance Indicator **Admissions:** Contact information for event invitations **Business Office:** High school enrollment information for billing **Business Office**: Enrollment information for annual audit **Faculty:** Pass/fail rates for individual courses **Financial Aid:** Enrollment information for internal records **Financial Aid:** Final grades for aid eligibility **ICC Foundation:** Contact information for alumnae **Institutional Research Office:** Data extraction using both canned reports and IR-created Vista Views for completion of institutional data requests, IPEDS and KBOR data collections. **Phi Theta Kappa:** Contact information for membership recruitment **President's Office:** Enrollment information for Board of Trustee reports **Student Support Services:** Contact information for membership recruitment **Admissions**: Recording of required admissions documents. HS transcripts, test scores, and students' admissions applications **Student Support Services:** Collection of outcomes data re: student academic standing; program evaluation **Student Support Services:** Collection of outcomes data re: SSS graduation rates; program evaluation **Student Support Services:** Collection of outcomes data re: transfer rates; program evaluation

Human Resources Stay Interviews	**Human Resources**: Collect Data on employees who are new to the organization through Supervisor and Employee conversations. The focus is on what it takes to keep an employee at ICC. This survey is typically done within the first year of employment. The information gathered is also used to inform the HR Operational Plan
Program Review	**Institutional Research Office:** Preparation of enrollment, completion and retention data for both faculty and Program Review Committee use. **Academic Affairs:** Used by Faculty and Program Review Committee for annual and three-year analysis. **Academic Affairs:** Used by Faculty and Program Review Committee for annual and three-year analysis.
Human Resources Exit Interviews	**Human Resources**: Collect data through a list of questions for those employees who have decided to terminate employment from ICC. This information is used by HR and by supervisors where applicable. The information is also used to inform the HR Operational Plan
Tk20	**President's Office:** Oversight of employees' participation in standing committee meetings. Oversight of Departmental Operational Plans and compilation of data for quarterly/annual Operational Plan reviews to Board of Trustees **Upward Bound**: document participant progress toward objectives and performance measurements **Academic Affairs**: compile and analyze date for course and program outcomes by semester and by academic year **Academic Affairs**: map specific course outcomes that meet general education outcomes into a single report to be analyzed to ensure we are meeting our targets **Academic Affairs**: report and analyze departmental goals set through operational plans
Unduplicated Headcount	**President's Office:** Share information campus-wide through daily e-mail compilation, compare data from year-to-year for identification of enrollment growth/areas of concern/trends/etc. 20th day/Census Day data used for campus-wide enrollment report and presentation to the Board of Trustees. **President's Office:** Used in drafting Strategic Plan Annual Review document, Enrollment Measurement Component
Monthly Cash Flow Summary	**President's Office:** Oversight of College financial status **Board of Trustees:** Oversight of College financial status
Student Life Survey	**Student Activities**: Preparation of a summary report on student satisfaction of campus facilities, events, safety, and suggestions on ways to enhance the student experience
Advising Survey	**Academic Support Services:** Reviewed by advisors and used to develop additional Advisor Training
Tutoring Center Survey	**Academic Support Services**: Results reviewed by professional and faculty advisors
Upward Bound Performance Review	**Upward Bound**: Required analysis that is part of the grant cycle. Reviewed with teams and supervisor

TRIO Performance Review	**Student Support Services**: Required analysis that is part of the grant cycle. Reviewed with teams and supervisor
Annual Mission and Vision Survey	**Board of Trustees**: Use as part of the annual Strategic Plan Review and Evaluation Cycle
Academic Building Needs Survey	**Academic Building Committee**: Available to all employees. Used to create multi-year recommendations for long-term improvements, acted on by Board of Trustees as part of annual Repair and Renovation Fund discussion process
Campus Concern Log	**Cabinet**: Members of Cabinet use the information collected through the ICC Concern Log to address the immediate needs of students and other stakeholders and for driving improvement activities within the departments under their purview **President's Office**: Used to make occasional disciplinary decisions
Google Analytics	**Marketing:** Used to measure social media engagement, likes, shares, views, and click-through rates used to determine engagement success and future content promotion. **Marketing:** Used to "boost" college events for social media advertising **Marketing:** Used to establish baseline data for visitors, views, geography, and content (pages)
Twitter Analytics	**Marketing**: Used to establish baseline for social media engagement, retweets, likes, shares, views, and click-through rates used to determine engagement success and future content promotion
Instagram Analytics	**Marketing**: Used to establish baseline for social media engagement, likes, shares, views, and click-through rates used to determine engagement success and future content promotion
Presidential Advisory Committee Recommendations	**Marketing**: data collected from community stakeholders regarding marketing effectiveness
Department of Education Annual Performance Report	**Upward Bound**: evaluate performance measurements and program objectives reported to the Department of Education
Blumen Database	**Upward Bound**: project's record keeping database; provides collection of data to demonstrate if the project is effectively achieving its objectives – generates monthly, quarterly and annual reports –used to complete annual APR
SSS Eligibility Criteria: educational status of parents, income status, academic achievement levels	**Student Support Services:** Selection Criteria
Student satisfaction surveys of SSS activities, events, tutoring and academic coaching services	**Student Support Services:** Qualitative data used for program evaluation
Student satisfaction surveys of SSS mentoring activities; records of mentoring events and processes	**Student Support Services:** Quantitative and qualitative data used for annual report and program evaluation
ICC Student Athlete Experience Report	**Athletics:** The student athletes rate their experiences on our campus, and the data that is collected is used to measure Objectives in the Athletic Operational Plan

Title IX Equity in Athletics Report	**Athletics**: Annual report required of each college that allows comparison of in-house data from year to year, and to compare to regional and national schools. Used to measure Objectives 2:2., 2:3, 3:3 in Athletics Operational Plan, and in annual budget preparation
ICC Coaches Bonus Pay Benchmarks	**Athletics**: used to identify those coaches who have met benchmarks that qualify them for bonus pay. This will be used to measure Objectives 2:2, 2:3 in the Athletics Operational Plan and in annual budget preparation
NJCAA Annual Report	**Athletics**: Required national report providing data on GPA and Retention that will be used for in house and regional comparisons. Used to measure Objectives: 2:1, 2:5 in Athletics Operational Plan
KJCCC Annual Reports	**Athletics**: Required regional report providing data on GPA and Retention that will be used for in house and regional comparisons. Used to measure Objectives: 2:1, 2:5 in Athletics Operational Plan
ICC Student Life Survey	**Student Life**: This report administered to residents, commuters and non-traditional students allows them to rate, identify and give feedback about their student experience on both of our campuses about student life activities/organizations, safety, student union, food service and the dorms if they are residents. This will be used to measure Objectives: 1:1-5, 2:1-3, 3:1, 4 in the Student Life Operational Plan
Ellucian Data Reports	**Admissions:** Used to determine applicant placement in the process and allow them to create scheduled actions for communicating and guiding students in our admission process. **Admissions:** Used to measure Objectives: 1:1-3, 2:1-2 in Admissions Operational Plan **President's Office:** Used for regular enrollment reporting to Board of Trustees
Technology Survey	**Information Technology: Serves as a planning document on a wide array of technical areas across campus, and a measure of the satisfaction of newly implemented software and hardware and suggested improvements**

Integrated Postsecondary Education System (IPEDS)	
Name of Data Collection or Service	***Departmental Use***
12-month Enrollment	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Academic Libraries	**Library**: Used to compare budgets, collection statistics, and operations to the previous year
Completions	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **Academic Affairs:** Used for Program Review data and Perkins Reporting **President's Office:** Used in drafting Strategic Plan Annual Review document, Completions Measurement Component
Data Center	**Institutional Research Office:** Creation of custom Data Feedback Reports for an annual campus report
Fall Enrollment	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)

Finance	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Graduation Rates	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **Academic Affairs:** Used by Faculty and Program Review Committee for Program Review **President's Office:** Used in drafting Strategic Plan Annual Review document, Completion Measurement Component
Institutional Characteristics	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
200% Graduation Rates	**Academic Affairs:** Program Review Processes
Outcome Measures	**Academic Affairs:** Faculty use to review/analyze/make changes to targets set for course, general education, and program outcomes
Student Financial Aid	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Data Feedback Report	**Institutional Research Office:** Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested **Institutional Research Office:** Used for creation of the ICC three-year Institutional Assessment Plan

Kansas Board of Regents (KBOR)and other state agencies	
Name of Data Collection or Service	***Departmental Use***
AY Collection *Information about students and their enrollments in credit bearing coursework; collection spans one academic year.*	**Academic Affairs:** Used in Program Review process **President's Office:** Used in preparation of Annual Fall Enrollment Analysis Report **Board of Trustees:** Used to discuss long-term institutional needs based on trends across the state
BTE Collection *Information about students and their enrollments in zero credit hour courses and BI training; collection spans one academic year.*	**Academic Affairs:** Used for Perkins reporting

Community College Budget Document	**Cabinet and Board of Trustees:** Required by statute, used to tie budget to Strategic Planning **Information Technology: establishes a baseline for the current year's process by analyzing the previous year's expenditures and revenue**
Community College Tuition & Fees Report	**President's Cabinet:** Comparative data used annually when identifying tuition and fee levels for the coming fiscal year **Information Technology: Establishes a baseline for the current year's process by analyzing the previous year's expenditures and revenue**
CTE Special Collection *Information about high school student enrollments in CTE coursework; used for funding purposes.*	**Academic Affairs:** Used to monitor CTE funding for technical courses.
Enrollment Reports	**Academic Affairs:** Used in course scheduling decisions
Facilities Survey	**Cabinet**: Used to prioritize and report to Board of Trustees on facilities improvements
Follow Up Survey of CTE Students	**Institutional Research Office:** Information included in the ICC Scorecard, an annual report available to the campus and the public (website) **Academic Affairs:** used for CTE external accreditors and Perkins reporting.
KHEER Enrollment Collections	**Academic Affairs:** Kansas Performance Indicator measures
Kansas DegreeStats	**Academic Affairs:** Program Review process
Kansas Higher Education Reporting System (KHERS) *KHEER, Enrollment, Credential Production, Student Success Index, and Employment & Wage*	**Academic Affairs:** Kansas Performance Indicator measures
Performance Reports (KPI)	**Academic Affairs:** Used to improve key areas covered in report
Transfer Feedback Report	**Board of Trustees**: Reviewed for transfer success **President's Office:** Reviewed for transfer success; VPAA notified if concerns are found
Tuition and Fees Report	**President's Office**: Historical data used to illustrate long-term trends for strategic planning review documents. **Business Office**: Required report for KBOR
KAACRO Reports	**Athletics**: This data provides average, mean and high salaries for athletic positions and allows us to compare our salaries to schools within our Kansas Community College Conference and will be used to measure Objectives 2:2, 2:3 in the Athletics Operational Plan
Kansas Department of Commerce High Needs Credential Report	**President's Office, Board of Trustees, and Academic Affairs:** All use this data to evaluate the potential for new academic programs – recent uses include Culinary, Cosmetology, and Barbering

Demographics

Gender	N	%
Female	80	37.91%
Male	131	62.09%
Total	211	100.00%
No Response	10	

Age	N	%
18 and under	29	13.81%
19 to 24	159	75.71%
25 to 34	10	4.76%
35 to 44	6	2.86%
45 and over	6	2.86%
Total	210	100.00%
No Response	11	

Ethnicity/Race	N	%
African-American	66	32.04%
American Indian or Alaskan Native	8	3.88%
Asian or Pacific Islander	6	2.91%
Caucasian/White	102	49.51%
Hispanic	12	5.83%
Other race	8	3.88%
Race - Prefer not to respond	4	1.94%
Total	206	100.00%
No Response	15	

Current Enrollment Status	N	%
Day	206	99.04%
Evening	1	0.48%
Weekend	1	0.48%
Total	208	100.00%
No Response	13	

Current Class Load	N	%
Full-time	189	90.43%
Part-time	20	9.57%
Total	209	100.00%
No Response	12	

Class Level	N	%
1 year or less	121	57.89%
2 years	77	36.84%
3 years	6	2.87%
4 or more years	5	2.39%
Total	209	100.00%
No Response	12	

Current GPA	N	%
No credits earned	5	2.37%
1.99 or below	9	4.27%
2.0 - 2.49	23	10.90%
2.5 - 2.99	49	23.22%
3.0 - 3.49	56	26.54%
3.5 or above	69	32.70%
Total	211	100.00%
No Response	10	

Educational Goal	N	%
Associate degree	95	45.67%
Vocational/technical program	9	4.33%
Transfer to another institution	73	35.10%
Certification (initial / renewal)	8	3.85%
Self-improvement/pleasure	6	2.88%
Job-related training	9	4.33%
Other educational goal	8	3.85%
Total	208	100.00%
No Response	13	

Employment	N	%
Full-time off campus	19	9.05%
Part-time off campus	46	21.90%
Full-time on campus	22	10.48%
Part-time on campus	16	7.62%
Not employed	107	50.95%
Total	210	100.00%
No Response	11	

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Demographics

Current Residence	N	%
Residence hall	102	48.80%
Own house	25	11.96%
Rent room or apt off campus	25	11.96%
Parent's home	44	21.05%
Other residence	13	6.22%
Total	209	100.00%
No Response	12	

Residence Classification	N	%
In-state	94	44.55%
Out-of-state	105	49.76%
International (not U.S. citizen)	12	5.69%
Total	211	100.00%
No Response	10	

Disabilities	N	%
Yes - Disability	24	11.43%
No - Disability	186	88.57%
Total	210	100.00%
No Response	11	

Institution Was My	N	%
1st choice	100	48.31%
2nd choice	60	28.99%
3rd choice or lower	47	22.71%
Total	207	100.00%
No Response	14	

Institution Question	N	%
Campus item - Answer 1	4	30.77%
Campus item - Answer 2	0	0.00%
Campus item - Answer 3	6	46.15%
Campus item - Answer 4	1	7.69%
Campus item - Answer 5	0	0.00%
Campus item - Answer 6	2	15.38%
Total	13	100.00%
No Response	208	

Institution Question 2	N	%
Campus item 2 - Answer 1	0	0%
Campus item 2 - Answer 2	0	0%
Campus item 2 - Answer 3	0	0%
Campus item 2 - Answer 4	0	0%
Campus item 2 - Answer 5	0	0%
Campus item 2 - Answer 6	0	0%
Total	0	100.00%
No Response	221	

Group Code	N	%
1332	1	0.54%
1623	10	5.41%
1850	3	1.62%
2257	18	9.73%
2342	5	2.70%
2480	1	0.54%
3480	4	2.16%
3533	4	2.16%
4670	3	1.62%
4724	6	3.24%
4815	6	3.24%
5007	5	2.70%
5671	2	1.08%
5757	59	31.89%
5820	2	1.08%
6758	2	1.08%
6776	1	0.54%
6780	3	1.62%
6830	7	3.78%
7323	2	1.08%
7627	2	1.08%
7736	2	1.08%
8380	9	4.86%
8823	13	7.03%
8848	7	3.78%
9320	1	0.54%
9331	4	2.16%

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Demographics

9160	3	1.62%
Total	185	100.00%
No Response	36	

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Strategic Planning Overview
Strengths and Challenges

Strengths

8. Classes are scheduled at times that are convenient for me.
6. My academic advisor is approachable.
32. My academic advisor is knowledgeable about my program requirements.
18. The quality of instruction I receive in most of my classes is excellent.
36. Students are made to feel welcome on this campus.
70. I am able to experience intellectual growth here.
25. My academic advisor is concerned about my success as an individual.
61. Faculty are usually available after class and during office hours.
27. The campus staff are caring and helpful.
14. Library resources and services are adequate.
58. Nearly all of the faculty are knowledgeable in their fields.
50. Tutoring services are readily available.
66. Program requirements are clear and reasonable.
34. Computer labs are adequate and accessible.

Challenges

31. The campus is safe and secure for all students.
52. This school does whatever it can to help me reach my educational goals.
16. The college shows concern for students as individuals.
28. It is an enjoyable experience to be a student on this campus.
51. There are convenient ways of paying my school bill.
15. I am able to register for classes I need with few conflicts.
29. Faculty are fair and unbiased in their treatment of individual students.
20. Financial aid counselors are helpful.
45. This institution has a good reputation within the community.
13. Financial aid awards are announced to students in time to be helpful in college planning.
22. People on this campus respect and are supportive of each other.
46. Faculty provide timely feedback about student progress in a course.

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Strategic Planning Overview
Benchmarks

Lower Satisfaction vs. National Community Colleges

8. Classes are scheduled at times that are convenient for me.
32. My academic advisor is knowledgeable about my program requirements.
18. The quality of instruction I receive in most of my classes is excellent.
31. The campus is safe and secure for all students.
36. Students are made to feel welcome on this campus.
70. I am able to experience intellectual growth here.
52. This school does whatever it can to help me reach my educational goals.
61. Faculty are usually available after class and during office hours.
16. The college shows concern for students as individuals.
27. The campus staff are caring and helpful.
28. It is an enjoyable experience to be a student on this campus.
51. There are convenient ways of paying my school bill.
15. I am able to register for classes I need with few conflicts.
29. Faculty are fair and unbiased in their treatment of individual students.
7. Adequate financial aid is available for most students.
12. My academic advisor helps me set goals to work toward.
20. Financial aid counselors are helpful.
41. Admissions staff are knowledgeable.
14. Library resources and services are adequate.
23. Faculty are understanding of students' unique life circumstances.
58. Nearly all of the faculty are knowledgeable in their fields.
21. There are a sufficient number of study areas on campus.
69. There is a good variety of courses provided on this campus.
40. My academic advisor is knowledgeable about the transfer requirements of other schools.
50. Tutoring services are readily available.
45. This institution has a good reputation within the community.
57. Administrators are approachable to students.
66. Program requirements are clear and reasonable.
13. Financial aid awards are announced to students in time to be helpful in college planning.
22. People on this campus respect and are supportive of each other.
5. The personnel involved in registration are helpful.
68. On the whole, the campus is well-maintained.
48. Counseling staff care about students as individuals.

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Institutional Summary

Scales: In Order of Importance

Scale	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
Academic Advising Counseling	5.73	5.10 - 1.24	0.63	6.27	5.46 - 1.37	0.81	-0.36 ***
Concern for the Individual	5.65	4.90 - 1.23	0.75	6.21	5.46 - 1.27	0.75	-0.56 ***
Instructional Effectiveness	5.62	4.99 - 1.06	0.63	6.29	5.60 - 1.13	0.69	-0.61 ***
Admissions and Financial Aid	5.61	4.80 - 1.23	0.81	6.20	5.42 - 1.28	0.78	-0.62 ***
Registration Effectiveness	5.61	4.98 - 1.08	0.63	6.27	5.63 - 1.07	0.64	-0.65 ***
Student Centeredness	5.59	4.88 - 1.13	0.71	6.13	5.58 - 1.19	0.55	-0.70 ***
Campus Climate	5.55	4.79 - 1.09	0.76	6.12	5.53 - 1.13	0.59	-0.74 ***
Academic Services	5.54	5.10 - 1.08	0.44	6.18	5.74 - 1.07	0.44	-0.64 ***
Service Excellence	5.50	4.93 - 1.05	0.57	6.10	5.52 - 1.13	0.58	-0.59 ***
Safety and Security	5.44	4.63 - 1.11	0.81	6.18	5.41 - 1.21	0.77	-0.78 ***
Campus Support Services	4.97	4.43 - 1.13	0.54	5.72	5.26 - 1.27	0.46	-0.83 ***
Responsiveness to Diverse Populations		4.93 - 1.31			5.69 - 1.28		-0.76 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1e2081 records

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Institutional Summary

Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.45	5.60 / 1.50	0.85	-0.38 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.33	5.63 / 1.61	0.70	-0.11
87. Cost as factor in decision to enroll.	5.85			6.36			
12. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	6.40	5.59 / 1.63	0.81	-0.26 *
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.10 / 1.37	0.72	6.48	5.66 / 1.38	0.82	-0.56 ***
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
70. I am able to experience intellectual growth here.	5.75	5.09 / 1.47	0.66	6.43	5.92 / 1.30	0.51	-0.83 ***
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	6.29	5.79 / 1.35	0.50	-0.53 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
88. Financial aid as factor in decision to enroll.	5.72			6.11			
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
51. There are convenient ways of paying my school bill	5.71	4.83 / 1.54	0.88	6.28	5.70 / 1.45	0.58	-0.87 ***
7. Adequate financial aid is available for most students	5.69	4.90 / 1.53	0.79	6.30	5.42 / 1.66	0.88	-0.52 ***
15. I am able to register for classes I need with few conflicts	5.69	4.87 / 1.56	0.82	6.42	5.61 / 1.50	0.81	-0.74 ***
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
12. My academic advisor helps me set goals to work toward	5.66	4.95 / 1.64	0.71	6.15	5.29 / 1.74	0.86	-0.34 **
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	6.22	5.32 / 1.68	0.90	-0.58 ***
41. Admissions staff are knowledgeable	5.66	5.05 / 1.51	0.61	6.20	5.62 / 1.44	0.67	-0.57 ***
14. Library resources and services are adequate	5.64	5.36 / 1.32	0.28	6.21	5.86 / 1.30	0.35	-0.50 ***
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.50	0.72	6.26	5.43 / 1.55	0.83	-0.51 ***
58. Nearly all of the faculty are knowledgeable in their fields	5.64	5.21 / 1.29	0.43	6.41	5.83 / 1.32	0.58	-0.62 ***
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	6.14	5.73 / 1.43	0.41	-0.91 ***
69. There is a good variety of courses provided on this campus	5.63	4.93 / 1.44	0.70	6.37	5.83 / 1.36	0.54	-0.90 ***
40. My academic advisor is knowledgeable about the transfer requirements of other schools	5.62	4.99 / 1.52	0.63	6.28	5.39 / 1.66	0.89	-0.40 ***
50. Tutoring services are readily available	5.62	5.30 / 1.46	0.32	6.18	5.72 / 1.42	0.46	-0.42 ***
45. This institution has a good reputation within the community	5.61	4.73 / 1.60	0.88	6.15	5.78 / 1.36	0.37	-1.05 ***
57. Administrators are approachable to students	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***

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** Difference statistically significant at the .01 level
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Institutional Summary

Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	6.37	5.71 / 1.39	0.66	-0.57 ***
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	6.21	5.24 / 1.68	0.97	-0.79 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
68. On the whole, the campus is well-maintained.	5.59	4.92 / 1.47	0.67	6.28	5.96 / 1.27	0.32	-1.04 ***
48. Counseling staff care about students as individuals	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***
34. Computer labs are adequate and accessible	5.56	5.14 / 1.42	0.42	6.26	5.85 / 1.35	0.41	-0.71 ***
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	6.31	5.48 / 1.50	0.83	-0.75 ***
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	6.16	5.40 / 1.52	0.76	-0.48 ***
56. The business office is open during hours which are convenient for most students	5.56	4.97 / 1.45	0.59	6.15	5.61 / 1.41	0.54	-0.64 ***
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
35. Policies and procedures regarding registration and course selection are clear and well-publicized	5.55	4.85 / 1.34	0.70	6.28	5.62 / 1.44	0.66	-0.77 ***
33. Admissions counselors accurately portray the campus in their recruiting practices	5.54	4.79 / 1.52	0.75	6.00	5.43 / 1.47	0.57	-0.64 ***
39. The amount of student parking space on campus is adequate	5.53	4.95 / 1.61	0.58	6.23	4.97 / 1.90	1.26	-0.02
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	6.13	5.46 / 1.48	0.67	-0.58 ***

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Institutional Summary

Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
37. Faculty take into consideration student differences as they teach a course	5.51	4.80 / 1.47	0.71	6.18	5.39 / 1.51	0.79	-0.59 ***
55. Academic support services adequately meet the needs of students	5.51	4.99 / 1.43	0.52	6.17	5.54 / 1.41	0.63	-0.55 ***
43. Class change (drop-add) policies are reasonable	5.49	5.06 / 1.40	0.43	6.22	5.69 / 1.44	0.53	-0.63 ***
1. There are adequate services to help me decide upon a career	5.49	4.57 / 1.43	0.92	6.18	5.45 / 1.50	0.73	-0.88 ***
53. The assessment and course placement procedures are reasonable	5.48	4.94 / 1.35	0.54	6.17	5.58 / 1.41	0.59	-0.64 ***
60. Billing policies are reasonable	5.48	4.57 / 1.60	0.91	6.20	5.57 / 1.45	0.63	-1.00 ***
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	6.24	5.18 / 1.73	1.06	-0.36 **
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	6.19	5.58 / 1.39	0.61	-0.52 ***
62. Bookstore staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***
23. Parking lots are well-lighted and secure	5.44	4.55 / 1.70	0.89	6.21	5.46 / 1.57	0.75	-0.91 ***
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
12. The equipment in the lab facilities is kept up to date	5.39	4.83 / 1.46	0.56	6.24	5.63 / 1.42	0.61	-0.80 ***
63. I seldom get the "run-around" when seeking information on the campus	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
67. Channels for expressing student complaints are readily available	5.39	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***
11. Security staff respond quickly in emergencies	5.37	4.44 / 1.38	0.93	6.16	5.37 / 1.48	0.79	-0.93 ***

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Institutional Summary

Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
89. Academic reputation as factor in decision to enroll.	5.35			5.96			
14. I generally know what's happening on campus	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
59. New student orientation services help students adjust to college	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***
38. The student center is a comfortable place for students to spend their leisure time	5.28	4.81 / 1.47	0.47	5.89	5.56 / 1.44	0.33	-0.75 ***
9. Internships or practical experiences are provided in my degree/certificate program	5.26	4.34 / 1.63	0.92	6.04	5.19 / 1.63	0.85	-0.85 ***
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	6.18	5.53 / 1.37	0.65	-0.71 ***
95. Personalized attention prior to enrollment as factor in decision to enroll	5.10			5.50			
40. The career services office provides students with the help they need to get a job.	5.07	4.45 / 1.34	0.62	6.07	5.31 / 1.50	0.76	-0.86 ***
4. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.87	5.39 / 1.53	0.48	-1.06 ***
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.48	5.07 / 1.48	0.41	-0.64 ***
91. Campus appearance as factor in decision to enroll	4.86			5.31			
93. Geographic setting as factor in decision to enroll.	4.82			5.60			
90. Size of institution as factor in decision to enroll.	4.80			5.23			
91. Opportunity to play sports as factor in decision to enroll.	4.79			3.08			

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Institutional Summary

Items In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
92. Recommendations from family/friends as factor in decision to enroll	4.62			5.05			
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	5.34	5.06 / 1.50	0.28	-0.93 ***
10. Child care facilities are available on campus	4.07	3.93 / 1.53	0.14	4.70	4.48 / 1.83	0.22	-0.55 ***
71. Campus item 1							
72. Campus item 2							
73. Campus item 3							
74. Campus item 4							
75. Campus item 5							
76. Campus item 6							
77. Campus item 7							
78. Campus item 8							
79. Campus item 9							
80. Campus item 10							
81. Institution's commitment to part-time students?		4.90 / 1.47			5.76 / 1.37		-0.77 ***
82. Institution's commitment to evening students?		4.82 / 1.35			5.64 / 1.45		-0.82 ***
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.73 / 1.43		-0.67 ***
84. Institution's commitment to under-represented populations?		4.93 / 1.41			5.63 / 1.41		-0.70 ***

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*** Difference statistically significant at the .001 level

National Group Means are based on 1v2081 records

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Institutional Summary

Items In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
85. Institution's commitment to commuters?		4.99 / 1.38			5.62 / 1.45		-0.63 ***
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.76 / 1.40		-0.96 ***

National Group Means are based on 1e2981 records

* Difference statistically significant at the .05 level
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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC ADVISING/COUNSELING	5.73	5.10 / 1.24	0.63	6.27	5.46 / 1.37	0.81	-0.36 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.33	5.63 / 1.61	0.70	-0.11
12. My academic advisor helps me set goals to work toward	5.66	4.95 / 1.64	0.71	6.15	5.29 / 1.74	0.86	-0.34 **
25. My academic advisor is concerned about my success as an individual	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
32. My academic advisor is knowledgeable about my program requirements	5.83	5.33 / 1.50	0.50	6.40	5.59 / 1.63	0.81	-0.26 *
40. My academic advisor is knowledgeable about the transfer requirements of other schools	5.62	4.99 / 1.52	0.63	6.28	5.39 / 1.66	0.89	-0.40 ***
48. Counseling staff care about students as individuals	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***
52. This school does whatever it can to help me reach my educational goals	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Services

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC SERVICES	5.54	5.10 / 1.08	0.44	6.18	5.74 / 1.07	0.44	-0.64 ***
11. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	6.21	5.86 / 1.30	0.35	-0.50 ***
21. There are a sufficient number of study areas on campus.	5.63	4.82 / 1.52	0.81	6.14	5.73 / 1.43	0.41	-0.91 ***
26. Library staff are helpful and approachable.	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	6.26	5.85 / 1.35	0.41	-0.71 ***
42. The equipment in the lab facilities is kept up to date.	5.39	4.83 / 1.46	0.56	6.24	5.63 / 1.42	0.61	-0.80 ***
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	6.18	5.72 / 1.42	0.46	-0.42 ***
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	6.17	5.54 / 1.41	0.63	-0.55 ***

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Admissions and Financial Aid

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ADMISSIONS AND FINANCIAL AID	5.61	4.80 / 1.23	0.81	6.20	5.42 / 1.28	0.78	-0.62 ***
7. Adequate financial aid is available for most students	5.69	4.90 / 1.53	0.79	6.30	5.42 / 1.66	0.88	-0.52 ***
13. Financial aid awards are announced to students in time to be helpful in college planning	5.60	4.45 / 1.72	1.15	6.21	5.24 / 1.68	0.97	-0.79 ***
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	6.22	5.32 / 1.68	0.90	-0.58 ***
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.54	4.79 / 1.52	0.75	6.00	5.43 / 1.47	0.57	-0.64 ***
41. Admissions staff are knowledgeable	5.66	5.05 / 1.51	0.61	6.29	5.62 / 1.44	0.67	-0.57 ***
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	6.13	5.46 / 1.48	0.67	-0.58 ***

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Climate

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS CLIMATE	5.55	4.79 / 1.09	0.76	6.12	5.53 / 1.13	0.59	-0.74 ***
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
41. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
45. This institution has a good reputation within the community.	5.91	4.73 / 1.60	0.88	6.15	5.78 / 1.36	0.37	-1.05 ***
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***
63. I seldom get the "run-around" when seeking information on this campus.	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
67. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Support Services

	Independence Community College - SSI			National Community College			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS SUPPORT SERVICES	4.97	4.43 / 1.13	0.54	5.72	5.26 / 1.27	0.46	-0.83 ***
10. Child care facilities are available on campus	4.07	3.93 / 1.53	0.14	4.70	4.48 / 1.83	0.22	-0.55 ***
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	5.34	5.06 / 1.50	0.28	-0.93 ***
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.48	5.07 / 1.48	0.41	-0.64 ***
30. The career services office provides students with the help they need to get a job	5.07	4.45 / 1.34	0.62	6.07	5.31 / 1.50	0.76	-0.86 ***
38. The student center is a comfortable place for students to spend their leisure time	5.28	4.81 / 1.47	0.47	5.89	5.56 / 1.44	0.33	-0.75 ***
47. There are adequate services to help me decide upon a career	5.49	4.57 / 1.43	0.92	6.18	5.45 / 1.50	0.73	-0.88 ***
59. New student orientation services help students adjust to college	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Concern for the Individual

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CONCERN FOR THE INDIVIDUAL	5.65	4.90 / 1.23	0.75	6.21	5.46 / 1.27	0.75	-0.56 ***
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
29. Faculty are fair and unbiased in their treatment of individual students.	5.69	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***

National Group Means are based on 1o2081 records

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
INSTRUCTIONAL EFFECTIVENESS	5.62	4.99 / 1.06	0.63	6.29	5.60 / 1.13	0.69	-0.61 ***
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
18. The quality of instruction I receive in most of my classes is excellent	5.82	5.10 / 1.37	0.72	6.48	5.66 / 1.38	0.82	-0.56 ***
23. Faculty are understanding of students' unique life circumstances.	5.64	4.92 / 1.40	0.72	6.26	5.43 / 1.55	0.83	-0.51 ***
29. Faculty are fair and unbiased in their treatment of individual students	5.60	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
37. Faculty take into consideration student differences as they teach a course	5.51	4.80 / 1.47	0.71	6.18	5.39 / 1.51	0.79	-0.59 ***
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	6.31	5.48 / 1.50	0.83	-0.75 ***
54. Faculty are interested in my academic problems	5.56	4.92 / 1.36	0.64	6.16	5.40 / 1.52	0.76	-0.48 ***
58. Nearly all of the faculty are knowledgeable in their fields	5.64	5.21 / 1.29	0.43	6.41	5.83 / 1.32	0.58	-0.62 ***
61. Faculty are usually available after class and during office hours	5.73	5.26 / 1.33	0.47	6.29	5.79 / 1.35	0.50	-0.53 ***
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	6.19	5.58 / 1.39	0.61	-0.52 ***
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	6.24	5.18 / 1.73	1.06	-0.36 **
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	6.37	5.71 / 1.39	0.66	-0.57 ***

National Group Means are based on 1e2018 records

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
69 There is a good variety of courses provided on this campus	5.63	4.93 / 1.44	0.70	6.37	5.83 / 1.36	0.54	-0.90 ***
70 I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	6.43	5.92 / 1.30	0.51	-0.83 ***

National Group Means are based on 1 to 2081 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
REGISTRATION EFFECTIVENESS	5.61	4.98 / 1.08	0.63	6.27	5.63 / 1.07	0.64	-0.65 ***
5 The personnel involved in registration are helpful	5.49	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
8 Classes are scheduled at times that are convenient for me	6.00	5.22 / 1.51	0.78	6.45	5.60 / 1.50	0.85	-0.38 ***
15 I am able to register for classes I need with few conflicts	5.69	4.87 / 1.56	0.82	6.42	5.61 / 1.50	0.81	-0.74 ***
35 Policies and procedures regarding registration and course selection are clear and well-publicized	5.55	4.85 / 1.34	0.70	6.28	5.62 / 1.44	0.66	-0.77 ***
43 Class change (drop/add) policies are reasonable	5.40	5.06 / 1.40	0.43	6.22	5.69 / 1.44	0.53	-0.63 ***
51 There are convenient ways of paying my school bill	5.71	4.83 / 1.54	0.88	6.28	5.70 / 1.45	0.58	-0.87 ***
56 The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	6.15	5.61 / 1.41	0.54	-0.64 ***
60 Billing policies are reasonable	5.48	4.57 / 1.60	0.91	6.20	5.57 / 1.45	0.63	-1.00 ***
62 Bookstore staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***

* Difference statistically significant at the .05 level
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National Group Means are based on 1o2081 records

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
RESPONSIVENESS TO DIVERSE POPULATIONS		4.93 / 1.31			5.69 / 1.28		-0.76 ***
81. Institution's commitment to part-time students?		4.99 / 1.47			5.76 / 1.37		-0.77 ***
82. Institution's commitment to evening students?		4.82 / 1.35			5.64 / 1.45		-0.82 ***
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.73 / 1.43		-0.67 ***
84. Institution's commitment to under-represented populations?		4.93 / 1.41			5.63 / 1.41		-0.70 ***
85. Institution's commitment to commuters?		4.99 / 1.38			5.62 / 1.45		-0.63 ***
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.76 / 1.49		-0.96 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 16208 records

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Safety and Security

	Independence Community College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SAFETY AND SECURITY	5.44	4.63 / 1.11	0.81	6.18	5.41 / 1.21	0.77	-0.78 ***
4 Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.87	5.39 / 1.53	0.48	-1.06 ***
11 Security staff respond quickly in emergencies	5.37	4.44 / 1.38	0.93	6.16	5.37 / 1.48	0.79	-0.93 ***
24 Parking lots are well-lighted and secure	5.48	4.55 / 1.70	0.89	6.21	5.46 / 1.57	0.75	-0.91 ***
31 The campus is safe and secure for all students	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***
39 The amount of student parking space on campus is adequate	5.53	4.95 / 1.61	0.58	6.23	4.97 / 1.90	1.26	-0.02

National Group Means are based on 16,2081 records

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Service Excellence

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SERVICE EXCELLENCE	5.50	4.93 / 1.05	0.57	6.10	5.52 / 1.13	0.58	-0.59 ***
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
41. I generally know what's happening on campus	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
57. Administrators are approachable to students	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***
63. I seldom get the "run-around" when seeking information on this campus	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
65. Channels for expressing student complaints are readily available	5.89	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 62081 records

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Centeredness

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT CENTEREDNESS	5.59	4.88 / 1.13	0.71	6.13	5.58 / 1.19	0.55	-0.70 ***
1. Most students feel a sense of belonging here	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
28. It is an enjoyable experience to be a student on this campus	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***
36. Students are made to feel welcome on this campus	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
37. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1o2081 records

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Institutional Summary

Items In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
3. The quality of instruction in the vocational technical programs is excellent.	5.22	4.82 / 1.39	0.40	6.18	5.53 / 1.37	0.65	-0.71 ***
4. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.87	5.39 / 1.53	0.48	-1.06 ***
5. The personnel involved in registration are helpful.	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.33	5.63 / 1.61	0.70	-0.11
7. Adequate financial aid is available for most students.	5.69	4.90 / 1.53	0.79	6.30	5.42 / 1.66	0.88	-0.52 ***
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.45	5.60 / 1.50	0.85	-0.38 ***
9. Internships or practical experiences are provided in my degree/certificate program.	5.26	4.34 / 1.63	0.92	6.04	5.19 / 1.63	0.85	-0.85 ***
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.70	4.48 / 1.83	0.22	-0.55 ***
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	6.16	5.37 / 1.48	0.79	-0.93 ***
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	6.15	5.29 / 1.74	0.86	-0.34 **
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	6.21	5.24 / 1.68	0.97	-0.79 ***
14. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	6.21	5.86 / 1.30	0.35	-0.50 ***
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	6.42	5.61 / 1.50	0.81	-0.74 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1b2081 records

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Institutional Summary

Items: In Sequential Order

Items	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	5.34	5.06 / 1.50	0.28	-0.93 ***
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.10 / 1.37	0.72	6.48	5.66 / 1.38	0.82	-0.56 ***
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.48	5.07 / 1.48	0.41	-0.64 ***
20. Financial aid counselors are helpful.	5.66	4.74 / 1.63	0.92	6.22	5.32 / 1.68	0.90	-0.58 ***
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	6.14	5.73 / 1.43	0.41	-0.93 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.59	0.72	6.26	5.43 / 1.55	0.83	-0.51 ***
24. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	6.21	5.46 / 1.57	0.75	-0.91 ***
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
28. It is an enjoyable experience to be a student on this campus	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
30. The career services office provides students with the help they need to get a job	5.07	4.45 / 1.34	0.62	6.07	5.31 / 1.50	0.76	-0.86 ***
31. The campus is safe and secure for all students	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***

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*** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

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Institutional Summary

Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	6.40	5.59 / 1.63	0.81	-0.26 *
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.54	4.79 / 1.52	0.75	6.00	5.43 / 1.47	0.57	-0.64 ***
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	6.26	5.85 / 1.35	0.41	-0.71 ***
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	6.28	5.62 / 1.44	0.66	-0.77 ***
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
37. Faculty take into consideration student differences as they teach a course.	5.51	4.80 / 1.47	0.71	6.18	5.39 / 1.51	0.79	-0.59 ***
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.89	5.56 / 1.44	0.33	-0.75 ***
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	6.23	4.97 / 1.90	1.26	-0.02
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	6.28	5.39 / 1.66	0.89	-0.40 ***
41. Admissions staff are knowledgeable.	5.66	5.05 / 1.51	0.61	6.29	5.62 / 1.44	0.67	-0.57 ***
42. The equipment in the lab facilities is kept up to date.	5.39	4.83 / 1.46	0.56	6.24	5.63 / 1.42	0.61	-0.80 ***
43. Class change (drop-add) policies are reasonable.	5.49	5.06 / 1.40	0.43	6.22	5.69 / 1.44	0.53	-0.63 ***
44. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
45. This institution has a good reputation within the community.	5.61	4.73 / 1.60	0.88	6.15	5.78 / 1.36	0.37	-1.05 ***
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	6.31	5.48 / 1.50	0.83	-0.75 ***

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*** Difference statistically significant at the .001 level

National Group Means are based on 1e2081 records

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Institutional Summary

Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
47. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	6.18	5.45 / 1.50	0.73	-0.88 ***
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***
49. Admissions counselors respond to prospective students' unique needs and requests.	5.53	4.88 / 1.51	0.65	6.13	5.46 / 1.48	0.67	-0.58 ***
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	6.18	5.72 / 1.42	0.46	-0.42 ***
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	6.28	5.70 / 1.45	0.58	-0.87 ***
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***
53. The assessment and course placement procedures are reasonable.	5.48	4.94 / 1.35	0.54	6.17	5.58 / 1.41	0.59	-0.64 ***
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	6.16	5.40 / 1.52	0.76	-0.48 ***
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	6.17	5.54 / 1.41	0.63	-0.55 ***
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	6.15	5.61 / 1.41	0.54	-0.64 ***
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***
58. Nearly all of the faculty are knowledgeable in their fields.	5.64	5.21 / 1.29	0.43	6.41	5.83 / 1.32	0.58	-0.62 ***
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***
60. Billing policies are reasonable.	5.48	4.57 / 1.60	0.91	6.20	5.57 / 1.45	0.63	-1.00 ***
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	6.29	5.79 / 1.35	0.50	-0.53 ***

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Institutional Summary

Items In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. Bookstore staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***
63. I seldom get the "run-around" when seeking information on this campus	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	6.19	5.58 / 1.39	0.61	-0.52 ***
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	6.24	5.18 / 1.73	1.06	-0.36 **
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	6.37	5.71 / 1.39	0.66	-0.57 ***
67. Channels for expressing student complaints are readily available	5.39	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***
68. On the whole, the campus is well-maintained	5.59	4.92 / 1.47	0.67	6.28	5.96 / 1.27	0.32	-1.04 ***
69. There is a good variety of courses provided on this campus	5.63	4.93 / 1.44	0.70	6.37	5.83 / 1.36	0.54	-0.90 ***
70. I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	6.43	5.92 / 1.30	0.51	-0.83 ***
71. Campus item 1							
72. Campus item 2							
73. Campus item 3							
74. Campus item 4							
75. Campus item 5							
76. Campus item 6							
77. Campus item 7							
78. Campus item 8							

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 1o2081 records

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Institutional Summary

Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
79. Campus item 9							
80. Campus item 10							
81. Institution's commitment to part-time students?		4.99 / 1.47			5.76 / 1.37		-0.77 ***
82. Institution's commitment to evening students?		4.82 / 1.35			5.64 / 1.45		-0.82 ***
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.73 / 1.43		-0.67 ***
84. Institution's commitment to under-represented populations?		4.93 / 1.41			5.63 / 1.41		-0.70 ***
85. Institution's commitment to commuters?		4.99 / 1.38			5.62 / 1.45		-0.63 ***
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.76 / 1.40		-0.96 ***
87. Cost as factor in decision to enroll.	5.85			6.36			
88. Financial aid as factor in decision to enroll.	5.72			6.11			
89. Academic reputation as factor in decision to enroll.	5.35			5.96			
90. Size of institution as factor in decision to enroll.	4.80			5.23			
91. Opportunity to play sports as factor in decision to enroll.	4.79			3.68			
92. Recommendations from family/friends as factor in decision to enroll.	4.62			5.05			
93. Geographic setting as factor in decision to enroll.	4.82			5.60			
94. Campus appearance as factor in decision to enroll.	4.86			5.31			
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.10			5.50			

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 163981 records

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Institutional Summary

Summary Items

Summary Item	Independence Community College - SSI	National Community Colleges	Mean Difference
So far, how has your college experience met your expectations?	Average: 4.12	Average: 4.92	-0.80
1=Much worse than expected	5%	1%	
2=Quite a bit worse than I expected	5%	1%	
3=Worse than I expected	10%	6%	
4=About what I expected	44%	33%	
5=Better than I expected	21%	22%	
6=Quite a bit better than I expected	6%	13%	
7=Much better than expected	9%	18%	
Rate your overall satisfaction with your experience here thus far.	Average: 4.58	Average: 5.55	-0.97
1=Not satisfied at all	4%	1%	
2=Not very satisfied	7%	2%	
3=Somewhat dissatisfied	10%	5%	
4=Neutral	23%	11%	
5=Somewhat satisfied	20%	15%	
6=Satisfied	24%	40%	
7=Very satisfied	8%	24%	
All in all, if you had to do it over, would you enroll here again?	Average: 4.32	Average: 5.73	-1.41
1=Definitely not	11%	2%	
2=Probably not	10%	3%	
3=Maybe not	7%	3%	
4=I don't know	18%	8%	
5=Maybe yes	16%	10%	
6=Probably yes	19%	30%	
7=Definitely yes	15%	41%	

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May 2018 Demographics

Gender	N	%
Female	80	37.91%
Male	131	62.09%
Total	211	100.00%
No Response	10	

Age	N	%
18 and under	29	13.81%
19 to 24	159	75.71%
25 to 34	10	4.76%
35 to 44	6	2.86%
45 and over	6	2.86%
Total	210	100.00%
No Response	11	

Ethnicity/Race	N	%
African-American	66	32.04%
American Indian or Alaskan Native	8	3.88%
Asian or Pacific Islander	6	2.91%
Caucasian/White	102	19.51%
Hispanic	12	5.83%
Other race	8	3.88%
Race - Prefer not to respond	4	1.94%
Total	206	100.00%
No Response	15	

Current Enrollment Status	N	%
Day	206	99.04%
Evening	1	0.48%
Weekend	1	0.48%
Total	208	100.00%
No Response	13	

Current Class Load	N	%
Full-time	189	90.43%
Part-time	20	9.57%
Total	209	100.00%
No Response	12	

Class Level	N	%
1 year or less	121	57.89%
2 years	77	36.84%
3 years	6	2.87%
4 or more years	5	2.39%
Total	209	100.00%
No Response	12	

Current GPA	N	%
No credits earned	5	2.37%
1.99 or below	9	4.27%
2.0 - 2.49	23	10.90%
2.5 - 2.99	49	23.22%
3.0 - 3.49	56	26.54%
3.5 or above	69	32.70%
Total	211	100.00%
No Response	10	

Educational Goal	N	%
Associate degree	95	45.67%
Vocational/technical program	9	4.33%
Transfer to another institution	73	35.10%
Certification (initial / renewal)	8	3.85%
Self-improvement/pleasure	6	2.88%
Job-related training	9	4.33%
Other educational goal	8	3.85%
Total	208	100.00%
No Response	13	

Employment	N	%
Full-time off campus	19	9.05%
Part-time off campus	46	21.90%
Full-time on campus	22	10.48%
Part-time on campus	16	7.62%
Not employed	107	50.95%
Total	210	100.00%
No Response	11	

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May 2018 Demographics

Current Residence	N	%
Residence hall	102	48.80%
Own house	25	11.96%
Rent room or apt off campus	25	11.96%
Parent's home	44	21.05%
Other residence	13	6.22%
Total	209	100.00%
No Response	12	

Residence Classification	N	%
In-state	94	44.55%
Out-of-state	105	49.76%
International (not U.S. citizen)	12	5.69%
Total	211	100.00%
No Response	10	

Disabilities	N	%
Yes - Disability	24	11.43%
No - Disability	186	88.57%
Total	210	100.00%
No Response	11	

Institution Was My	N	%
1st choice	100	48.31%
2nd choice	60	28.99%
3rd choice or lower	47	22.71%
Total	207	100.00%
No Response	14	

Institution Question	N	%
Campus item - Answer 1	4	30.77%
Campus item - Answer 2	0	0.00%
Campus item - Answer 3	6	46.15%
Campus item - Answer 4	1	7.69%
Campus item - Answer 5	0	0.00%
Campus item - Answer 6	2	15.38%
Total	13	100.00%
No Response	208	

Institution Question 2	N	%
Campus item 2 - Answer 1	0	0%
Campus item 2 - Answer 2	0	0%
Campus item 2 - Answer 3	0	0%
Campus item 2 - Answer 4	0	0%
Campus item 2 - Answer 5	0	0%
Campus item 2 - Answer 6	0	0%
Total	0	100.00%
No Response	221	

Group Code	N	%
1332	1	0.54%
1623	10	5.41%
1850	3	1.62%
2257	18	9.73%
2342	5	2.70%
2480	1	0.54%
3480	4	2.16%
3533	4	2.16%
4670	3	1.62%
4724	6	3.24%
4815	6	3.24%
5667	5	2.70%
5671	2	1.08%
5757	59	31.89%
5820	2	1.08%
6758	2	1.08%
6776	1	0.54%
6780	3	1.62%
6830	7	3.78%
7323	2	1.08%
7627	2	1.08%
7736	2	1.08%
8380	9	4.86%
8823	13	7.03%
8848	7	3.78%
9320	1	0.54%
9331	4	2.16%

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May 2018 Demographics

9-10	3	1.62%
Total	185	100.00%
No Response	36	

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Feb 2016 Demographics

Gender	N	%
Female	119	44.24%
Male	150	55.76%
Total	269	100.00%
No Response	16	

Age	N	%
18 and under	59	22.01%
19 to 24	185	69.03%
25 to 34	17	6.34%
35 to 44	2	0.75%
45 and over	5	1.87%
Total	268	100.00%
No Response	17	

Ethnicity/Race	N	%
African-American	56	21.46%
American Indian or Alaskan Native	11	4.21%
Asian or Pacific Islander	4	1.53%
Caucasian/White	155	59.39%
Hispanic	17	6.51%
Other race	11	4.21%
Race - Prefer not to respond	7	2.68%
Total	261	100.00%
No Response	21	

Current Enrollment Status	N	%
Day	256	96.97%
Evening	8	3.03%
Weekend	0	0.00%
Total	264	100.00%
No Response	21	

Current Class Load	N	%
Full-time	241	91.39%
Part-time	23	8.61%
Total	267	100.00%
No Response	18	

Class Level	N	%
1 year or less	168	63.16%
2 years	86	32.33%
3 years	8	3.01%
4 or more years	4	1.50%
Total	266	100.00%
No Response	19	

Current GPA	N	%
No credits earned	11	4.15%
1.99 or below	10	3.77%
2.0 - 2.49	31	11.70%
2.5 - 2.99	57	21.51%
3.0 - 3.49	73	27.55%
3.5 or above	83	31.32%
Total	265	100.00%
No Response	20	

Educational Goal	N	%
Associate degree	121	46.79%
Vocational-technical program	17	6.42%
Transfer to another institution	92	34.72%
Certification (initial / renewal)	10	0.04%
Self-improvement/pleasure	2	0.75%
Job-related training	3	1.13%
Other educational goal	11	4.15%
Total	265	100.00%
No Response	20	

Employment	N	%
Full-time off campus	30	11.15%
Part-time off campus	72	26.77%
Full-time on campus	20	7.43%
Part-time on campus	21	7.81%
Not employed	126	46.84%
Total	269	100.00%
No Response	16	

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Feb 2016 Demographics

Current Residence	N	%
Residence hall	130	50.56%
Own house	26	9.67%
Rent room or apt off campus	28	10.41%
Parent's home	68	25.28%
Other residence	11	4.09%
Total	269	100.00%
No Response	16	

Residence Classification	N	%
In-state	191	71.54%
Out-of-state	68	25.47%
International (not U.S. citizen)	8	3.00%
Total	267	100.00%
No Response	18	

Disabilities	N	%
Yes - Disability	22	8.15%
No - Disability	248	91.85%
Total	270	100.00%
No Response	15	

Institution Was My	N	%
1st choice	128	47.58%
2nd choice	90	33.46%
3rd choice or lower	51	18.96%
Total	269	100.00%
No Response	16	

Institution Question	N	%
Campus item - Answer 1	0	0.00%
Campus item - Answer 2	0	0.00%
Campus item - Answer 3	0	0.00%
Campus item - Answer 4	1	100.00%
Campus item - Answer 5	0	0.00%
Campus item - Answer 6	0	0.00%
Total	1	100.00%
No Response	284	

Institution Question 2	N	%
Campus item 2 - Answer 1	0	0%
Campus item 2 - Answer 2	0	0%
Campus item 2 - Answer 3	0	0%
Campus item 2 - Answer 4	0	0%
Campus item 2 - Answer 5	0	0%
Campus item 2 - Answer 6	0	0%
Total	0	100.00%
No Response	285	

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Independence Community College - SSI Year to Year - 05/2018

Strategic Planning Overview
Strengths and Challenges

Strengths

8. Classes are scheduled at times that are convenient for me.
6. My academic advisor is approachable.
32. My academic advisor is knowledgeable about my program requirements.
18. The quality of instruction I receive in most of my classes is excellent.
36. Students are made to feel welcome on this campus.
70. I am able to experience intellectual growth here.
25. My academic advisor is concerned about my success as an individual.
61. Faculty are usually available after class and during office hours.
27. The campus staff are caring and helpful.
14. Library resources and services are adequate.
58. Nearly all of the faculty are knowledgeable in their fields.
50. Tutoring services are readily available.
66. Program requirements are clear and reasonable.
34. Computer labs are adequate and accessible.

Challenges

31. The campus is safe and secure for all students.
52. This school does whatever it can to help me reach my educational goals.
16. The college shows concern for students as individuals.
28. It is an enjoyable experience to be a student on this campus.
51. There are convenient ways of paying my school bill.
15. I am able to register for classes I need with few conflicts.
29. Faculty are fair and unbiased in their treatment of individual students.
20. Financial aid counselors are helpful.
45. This institution has a good reputation within the community.
13. Financial aid awards are announced to students in time to be helpful in college planning.
22. People on this campus respect and are supportive of each other.
46. Faculty provide timely feedback about student progress in a course.

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Independence Community College - SSI Year to Year - 05/2018

Strategic Planning Overview
Trends

Lower Satisfaction vs. Feb 2016

51. There are convenient ways of paying my school bill.
15. I am able to register for classes I need with few conflicts.
20. Financial aid counselors are helpful.
50. Tutoring services are readily available.
45. This institution has a good reputation within the community.
5. The personnel involved in registration are helpful.

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Institutional Summary

Scales: In Order of Importance

Scale	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Academic Advising Counseling	5.73	5.10 / 1.24	0.63	5.85	5.24 / 1.15	0.61	-0.14
Concern for the Individual	5.65	4.90 / 1.23	0.75	5.80	5.02 / 1.18	0.78	-0.12
Instructional Effectiveness	5.62	4.99 / 1.06	0.63	5.79	5.04 / 1.12	0.75	-0.05
Admissions and Financial Aid	5.61	4.80 / 1.23	0.81	5.72	5.04 / 1.14	0.68	-0.24 *
Registration Effectiveness	5.61	4.98 / 1.08	0.63	5.80	5.22 / 1.01	0.58	-0.24 *
Student Centeredness	5.59	4.88 / 1.13	0.71	5.69	5.03 / 1.19	0.66	-0.15
Campus Climate	5.55	4.79 / 1.09	0.76	5.67	4.94 / 1.12	0.73	-0.15
Academic Services	5.54	5.10 / 1.08	0.44	5.75	5.29 / 1.07	0.46	-0.19
Service Excellence	5.50	4.93 / 1.05	0.57	5.70	5.08 / 1.05	0.62	-0.15
Safety and Security	5.44	4.63 / 1.11	0.81	5.50	4.67 / 1.25	0.92	-0.04
Campus Support Services	4.97	4.43 / 1.13	0.54	5.21	4.74 / 1.06	0.47	-0.31 **
Responsiveness to Diverse Populations		4.93 / 1.31			5.01 / 1.31		-0.08

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
9. Classes are scheduled at times that are convenient for me	6.00	5.22 / 1.51	0.78	6.05	5.35 / 1.48	0.70	-0.13
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.04	5.66 / 1.43	0.38	-0.14
87. Cost as factor in decision to enroll	5.85			6.08			
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	5.89	5.37 / 1.49	0.52	-0.04
18. The quality of instruction I receive in most of my classes is excellent	5.82	5.10 / 1.37	0.72	5.94	5.10 / 1.42	0.84	0.00
31. The campus is safe and secure for all students	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11
36. Students are made to feel welcome on this campus	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
70. I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	5.92	5.26 / 1.42	0.66	-0.17
25. My academic advisor is concerned about my success as an individual	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
52. This school does whatever it can to help me reach my educational goals	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	5.86	5.26 / 1.40	0.60	0.00
16. The college shows concern for students as individuals	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
88. Financial aid as factor in decision to enroll	5.72			6.06			
28. It is an enjoyable experience to be a student on this campus	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	5.75	5.12 / 1.49	0.63	-0.29 *
7. Adequate financial aid is available for most students.	5.69	4.90 / 1.53	0.79	5.90	5.13 / 1.56	0.77	-0.23
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	5.91	5.25 / 1.40	0.66	-0.38 **
29. Faculty are fair and unbiased in their treatment of individual students.	5.69	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	5.77	5.15 / 1.50	0.62	-0.20
20. Financial aid counselors are helpful.	5.66	4.74 / 1.63	0.92	5.97	5.31 / 1.56	0.66	-0.57 ***
41. Admissions staff are knowledgeable.	5.66	5.05 / 1.51	0.61	5.83	5.28 / 1.41	0.55	-0.23
14. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	5.87	5.52 / 1.36	0.35	-0.16
23. Faculty are understanding of students' unique life circumstances.	5.64	4.92 / 1.50	0.72	5.83	4.86 / 1.66	0.97	-0.05
58. Nearly all of the faculty are knowledgeable in their fields.	5.64	5.21 / 1.29	0.43	5.88	5.44 / 1.34	0.44	-0.23
21. There are a sufficient number of study areas on campus.	5.63	4.82 / 1.52	0.81	5.83	5.08 / 1.49	0.75	-0.26
69. There is a good variety of courses provided on this campus.	5.63	4.93 / 1.44	0.70	5.88	5.08 / 1.49	0.80	-0.15
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	5.80	5.24 / 1.55	0.56	-0.25
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	5.86	5.60 / 1.40	0.26	-0.30 *
45. This institution has a good reputation within the community.	5.61	4.73 / 1.61	0.88	5.51	5.05 / 1.51	0.46	-0.32 *
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	5.78	5.24 / 1.39	0.54	-0.10
13. Financial aid awards are announced to students in time to be helpful in college planning	5.60	4.45 / 1.72	1.15	5.64	4.67 / 1.50	0.97	-0.22
22. People on this campus respect and are supportive of each other	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
68. On the whole, the campus is well-maintained.	5.59	4.92 / 1.47	0.67	5.76	5.04 / 1.67	0.72	-0.12
18. Counseling staff care about students as individuals	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22
34. Computer labs are adequate and accessible	5.56	5.14 / 1.42	0.42	5.67	5.24 / 1.43	0.43	-0.10
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	5.70	4.88 / 1.57	0.82	-0.15
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	5.60	4.95 / 1.50	0.65	-0.03
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	5.81	5.20 / 1.37	0.61	-0.23
2. Faculty care about me as an individual	5.55	5.00 / 1.41	0.46	5.79	5.01 / 1.54	0.78	-0.08
35. Policies and procedures regarding orientation and course selection are clear and well-published	5.55	4.85 / 1.34	0.70	5.59	4.98 / 1.40	0.61	-0.13
33. Admissions counselors accurately portray the campus in their recruiting practices	5.54	4.79 / 1.52	0.75	5.42	4.83 / 1.54	0.59	-0.04
39. The amount of student parking space on campus is adequate	5.53	4.95 / 1.61	0.58	5.64	4.75 / 1.82	0.89	0.20
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	5.53	4.99 / 1.42	0.54	-0.11

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items, In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
37. Faculty take into consideration student differences as they teach a course.	5.51	4.80 / 1.47	0.71	5.70	4.77 / 1.51	0.93	0.03
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	5.68	5.12 / 1.37	0.56	-0.13
43. Class change (drop-add) policies are reasonable	5.49	5.06 / 1.40	0.43	5.74	5.17 / 1.38	0.57	-0.11
17. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	5.61	4.89 / 1.50	0.72	-0.32*
53. The assessment and course placement procedures are reasonable	5.48	4.94 / 1.35	0.54	5.62	4.99 / 1.33	0.63	-0.05
60. Billing policies are reasonable	5.48	4.57 / 1.60	0.91	5.71	4.86 / 1.60	0.85	-0.29
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	5.74	4.64 / 1.68	1.10	0.18
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	5.65	5.08 / 1.36	0.57	-0.02
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10
24. Parking lots are well-lighted and secure	5.44	4.55 / 1.70	0.89	5.62	4.58 / 1.76	1.04	-0.03
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
12. The equipment in the lab facilities is kept up to date	5.39	4.83 / 1.46	0.56	5.58	5.10 / 1.40	0.48	-0.27*
63. I seldom get the "run-around" when seeking information on this campus	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
67. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	5.59	4.70 / 1.51	0.89	0.02
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	5.51	4.53 / 1.48	0.98	-0.05

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
89. Academic reputation as factor in decision to enroll.	5.35			5.61			
44. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.56	5.14 / 1.42	0.42	-0.33 *
9. Internships or practical experiences are provided in my degree/certificate program.	5.26	4.34 / 1.63	0.92	5.49	4.80 / 1.52	0.69	-0.46 **
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	5.45	4.93 / 1.40	0.52	-0.11
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.10			5.32			
90. The career services office provides students with the help they need to get a job.	5.07	4.45 / 1.34	0.62	5.44	4.72 / 1.45	0.72	-0.27 *
4. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.33	4.54 / 1.75	0.79	-0.21
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
19. This campus provides effective support services for displaced homemakers.	4.87	4.43 / 1.33	0.44	5.02	4.78 / 1.28	0.24	-0.35 **
91. Campus appearance as factor in decision to enroll.	4.86			5.05			
93. Geographic setting as factor in decision to enroll.	4.82			5.05			
96. Size of institution as factor in decision to enroll.	4.80			5.02			
91. Opportunity to play sports as factor in decision to enroll	4.79			5.23			

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Institutional Summary

Items, In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
92. Recommendations from family/friends as factor in decision to enroll	4.62			4.90			
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	4.84	4.51 / 1.41	0.33	-0.38 *
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.29	4.15 / 1.53	0.14	-0.22
71. Campus item 1				5.89	5.00 / 1.57	0.89	
72. Campus item 2				6.00	5.64 / 1.39	0.36	
73. Campus item 3				5.66	5.35 / 1.34	0.31	
74. Campus item 4				5.62	4.74 / 1.59	0.88	
75. Campus item 5				5.84	5.37 / 1.34	0.47	
76. Campus item 6				5.83	4.90 / 1.61	0.93	
77. Campus item 7				5.88	4.84 / 1.72	1.04	
78. Campus item 8				5.98	4.88 / 1.75	1.10	
79. Campus item 9				5.66	4.78 / 1.62	0.88	
80. Campus item 10				5.31	4.84 / 1.77	0.47	
81. Institution's commitment to part-time students?		4.99 / 1.47			5.07 / 1.43		-0.08
82. Institution's commitment to evening students?		4.82 / 1.35			5.11 / 1.38		-0.29 *
83. Institution's commitment to older returning learners?		5.06 / 1.34			5.00 / 1.47		0.06
84. Institution's commitment to under-represented populations?		4.93 / 1.41			4.96 / 1.44		-0.03

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Institutional Summary

Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
85. Institution's commitment to committers?		4.99 / 1.38			4.92 / 1.46		0.07
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.00 / 1.52		-0.20

* Difference statistically significant at the .05 level
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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC ADVISING COUNSELING	5.73	5.10 / 1.24	0.63	5.85	5.24 / 1.15	0.61	-0.14
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.04	5.66 / 1.43	0.38	-0.14
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	5.77	5.15 / 1.50	0.62	-0.20
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	5.89	5.37 / 1.49	0.52	-0.04
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	5.80	5.24 / 1.55	0.56	-0.25
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Services

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
ACADEMIC SERVICES	5.54	5.10 / 1.08	0.44	5.75	5.29 / 1.07	0.46	-0.19
11. Library resources and services are adequate	5.64	5.36 / 1.32	0.28	5.87	5.52 / 1.36	0.35	-0.16
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	5.83	5.08 / 1.49	0.75	-0.26
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
34. Computer labs are adequate and accessible	5.56	5.14 / 1.42	0.42	5.67	5.24 / 1.43	0.43	-0.10
42. The equipment in the lab facilities is kept up to date	5.39	4.83 / 1.46	0.56	5.58	5.10 / 1.40	0.48	-0.27 *
50. Tutoring services are readily available	5.62	5.30 / 1.46	0.32	5.86	5.60 / 1.40	0.26	-0.30 *
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	5.68	5.12 / 1.37	0.56	-0.13

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Admissions and Financial Aid

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ADMISSIONS AND FINANCIAL AID	5.61	4.80 / 1.23	0.81	5.72	5.04 / 1.14	0.68	-0.24 *
7. Adequate financial aid is available for most students	5.69	4.90 / 1.53	0.79	5.90	5.13 / 1.56	0.77	-0.23
13. Financial aid awards are announced to students in time to be helpful in college planning	5.60	4.45 / 1.72	1.15	5.64	4.67 / 1.50	0.97	+0.22
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	5.97	5.31 / 1.56	0.66	-0.57 ***
33. Admissions counselors accurately portray the campus in their recruiting practices	5.54	4.79 / 1.52	0.75	5.42	4.83 / 1.54	0.59	+0.04
41. Admissions staff are knowledgeable	5.66	5.05 / 1.51	0.61	5.83	5.28 / 1.41	0.55	-0.23
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	5.53	4.99 / 1.42	0.54	-0.11

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Climate

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS CLIMATE	5.55	4.79 / 1.09	0.76	5.67	4.94 / 1.12	0.73	-0.15
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
41. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
45. This institution has a good reputation within the community.	5.61	4.73 / 1.69	0.88	5.51	5.05 / 1.51	0.46	-0.32 *
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25
63. I seldom get the "run-around" when seeking information on this campus.	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
65. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	5.59	4.70 / 1.51	0.89	0.02

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Support Services

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS SUPPORT SERVICES	4.97	4.43 / 1.13	0.54	5.21	4.74 / 1.06	0.47	-0.31 **
10. Child care facilities are available on campus	4.07	3.93 / 1.53	0.14	4.29	4.15 / 1.53	0.14	-0.22
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	4.84	4.51 / 1.41	0.33	-0.38 *
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.02	4.78 / 1.28	0.24	-0.35 **
30. The career services office provides students with the help they need to get a job	5.07	4.45 / 1.34	0.62	5.44	4.72 / 1.45	0.72	-0.27 *
38. The student center is a comfortable place for students to spend their leisure time	5.28	4.81 / 1.47	0.47	5.56	5.14 / 1.42	0.42	-0.33 *
47. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	5.61	4.89 / 1.50	0.72	-0.32 *
59. New student orientation services help students adjust to college	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Concern for the Individual

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CONCERN FOR THE INDIVIDUAL	5.65	4.90 / 1.23	0.75	5.80	5.02 / 1.18	0.78	-0.12
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
25. My academic advisor is concerned about my success as an individual	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
38. Counselors/staff care about students as individuals	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
INSTRUCTIONAL EFFECTIVENESS	5.62	4.99 / 1.06	0.63	5.79	5.04 / 1.12	0.75	-0.05
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
18. The quality of instruction I receive in most of my classes is excellent	5.82	5.10 / 1.37	0.72	5.94	5.10 / 1.42	0.84	0.00
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.50	0.72	5.83	4.86 / 1.66	0.97	0.06
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
37. Faculty take into consideration student differences as they teach a course	5.51	4.80 / 1.47	0.71	5.70	4.77 / 1.51	0.93	0.03
46. Faculty provide timely feedback about student progress in a course	5.56	4.73 / 1.41	0.83	5.70	4.88 / 1.57	0.82	-0.15
51. Faculty are interested in my academic problems	5.56	4.92 / 1.36	0.64	5.61	4.95 / 1.50	0.65	-0.03
58. Nearly all of the faculty are knowledgeable in their fields	5.64	5.21 / 1.29	0.43	5.88	5.44 / 1.34	0.44	-0.23
61. Faculty are usually available after class and during office hours	5.73	5.26 / 1.33	0.47	5.86	5.26 / 1.40	0.60	0.00
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	5.65	5.08 / 1.36	0.57	-0.02
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	5.74	4.64 / 1.68	1.10	0.18
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	5.78	5.24 / 1.39	0.54	-0.10

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
69 There is a good variety of courses provided on this campus.	5.63	4.93 / 1.44	0.70	5.88	5.08 / 1.49	0.80	-0.15
70 I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	5.92	5.26 / 1.42	0.66	-0.17

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
REGISTRATION EFFECTIVENESS	5.61	4.98 / 1.08	0.63	5.80	5.22 / 1.01	0.58	-0.24 *
5. The personnel involved in registration are helpful.	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.05	5.35 / 1.48	0.70	-0.13
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	5.91	5.25 / 1.40	0.66	-0.38 **
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	5.59	4.98 / 1.40	0.61	-0.13
43. Class change (drop/add) policies are reasonable.	5.49	5.06 / 1.40	0.43	5.74	5.17 / 1.38	0.57	-0.11
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	5.75	5.12 / 1.49	0.63	-0.29 *
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	5.81	5.20 / 1.37	0.61	-0.23
60. Billing policies are reasonable.	5.48	4.57 / 1.60	0.91	5.71	4.86 / 1.60	0.85	-0.20
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
RESPONSIVENESS TO DIVERSE POPULATIONS		4.93 / 1.31			5.01 / 1.31		-0.08
81. Institution's commitment to part-time students?		4.99 / 1.47			5.07 / 1.43		-0.08
82. Institution's commitment to evening students?		4.82 / 1.35			5.11 / 1.38		-0.29 *
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.10 / 1.47		-0.04
84. Institution's commitment to under-represented populations?		4.93 / 1.41			4.96 / 1.44		-0.03
85. Institution's commitment to commuters?		4.99 / 1.38			4.92 / 1.46		0.07
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.00 / 1.52		-0.20

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Safety and Security

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SAFETY AND SECURITY	5.44	4.63 / 1.11	0.81	5.59	4.67 / 1.25	0.92	-0.04
6. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.33	4.54 / 1.75	0.79	-0.21
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	5.51	4.53 / 1.48	0.98	-0.09
24. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	5.62	4.58 / 1.76	1.04	-0.03
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	5.64	4.75 / 1.82	0.89	0.20

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Institutional Summary

Scales, In Order With Items That Make Up the Scale - Service Excellence

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
SERVICE EXCELLENCE	5.56	4.93 - 1.05	0.57	5.70	5.08 - 1.05	0.62	-0.15
4. The personnel involved in registration are helpful.	5.59	5.05 - 1.49	0.54	5.92	5.53 - 1.38	0.39	-0.48***
22. People on this campus respect and are supportive of each other.	5.60	4.67 - 1.52	0.93	5.69	4.73 - 1.59	0.96	-0.06
26. Library staff are helpful and approachable.	5.43	5.27 - 1.21	0.16	5.73	5.39 - 1.34	0.34	-0.12
27. The campus staff are caring and helpful.	5.72	5.20 - 1.38	0.52	5.73	5.23 - 1.42	0.50	-0.03
41. I generally know what's happening on campus.	5.33	4.46 - 1.58	0.87	5.49	4.72 - 1.53	0.77	-0.26
57. Administrators are approachable to students.	5.61	5.01 - 1.49	0.60	5.73	5.14 - 1.41	0.59	-0.13
62. Bookstore staff are helpful.	5.45	5.38 - 1.36	0.07	5.72	5.48 - 1.44	0.24	-0.10
65. I seldom get the "run-around" when seeking information on the campus.	5.39	4.58 - 1.44	0.81	5.65	4.80 - 1.49	0.85	-0.22
67. Channels for expressing student complaints are readily available.	5.39	4.72 - 1.47	0.67	5.59	4.70 - 1.51	0.89	0.02

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Centeredness

	May 2018			Feb 2016			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT CENTEREDNESS	5.59	4.88 / 1.13	0.71	5.60	5.03 / 1.19	0.66	-0.15
1. Most students feel a sense of belonging here	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
37. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	5.45	4.93 / 1.40	0.52	-0.11
4. Security staff are helpful	5.06	4.33 / 1.61	0.73	5.33	4.54 / 1.75	0.79	-0.21
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.04	5.66 / 1.43	0.38	-0.14
7. Adequate financial aid is available for most students.	5.69	4.90 / 1.53	0.79	5.90	5.13 / 1.56	0.77	-0.23
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.05	5.35 / 1.48	0.70	-0.13
9. Internships or practical experiences are provided in my degree/certificate program	5.26	4.34 / 1.63	0.92	5.49	4.80 / 1.52	0.69	-0.46 **
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.29	4.15 / 1.53	0.14	-0.22
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	5.51	4.53 / 1.48	0.98	-0.09
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	5.77	5.15 / 1.50	0.62	-0.20
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	5.64	4.67 / 1.50	0.97	-0.22
14. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	5.87	5.52 / 1.36	0.35	-0.16
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	5.91	5.25 / 1.40	0.66	-0.38 **
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	4.84	4.51 / 1.41	0.33	-0.38 *
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.10 / 1.37	0.72	5.94	5.10 / 1.42	0.84	0.00
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.02	4.78 / 1.28	0.24	-0.35 **
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	5.97	5.31 / 1.56	0.66	-0.57 ***
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	5.83	5.08 / 1.49	0.75	-0.26
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.50	0.72	5.83	4.86 / 1.66	0.97	0.06
24. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	5.62	4.58 / 1.76	1.04	-0.03
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
26. Library staff are helpful and approachable.	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
30. The career services office provides students with the help they need to get a job	5.07	4.45 / 1.34	0.62	5.44	4.72 / 1.45	0.72	-0.27 *
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	5.89	5.37 / 1.49	0.52	-0.04
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.54	4.79 / 1.52	0.75	5.42	4.83 / 1.54	0.59	-0.04
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	5.67	5.24 / 1.43	0.43	-0.10
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	5.59	4.98 / 1.40	0.61	-0.13
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
37. Faculty take into consideration student differences as they teach a course.	5.51	4.80 / 1.47	0.71	5.70	4.77 / 1.51	0.93	0.03
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.56	5.14 / 1.42	0.42	-0.33 *
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	5.64	4.75 / 1.82	0.89	0.20
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	5.80	5.24 / 1.55	0.56	-0.25
41. Admissions staff are knowledgeable.	5.66	5.05 / 1.54	0.61	5.83	5.28 / 1.41	0.55	-0.23
42. The equipment in the lab facilities is kept up to date.	5.30	4.83 / 1.46	0.56	5.58	5.10 / 1.40	0.48	-0.27 *
43. Class change (drop/add) policies are reasonable.	5.49	5.06 / 1.40	0.43	5.74	5.17 / 1.38	0.57	-0.11
44. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
45. This institution has a good reputation within the community.	5.61	4.73 / 1.60	0.88	5.51	5.05 / 1.51	0.46	-0.32 *
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	5.70	4.88 / 1.57	0.82	-0.15

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
47. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	5.61	4.89 / 1.50	0.72	-0.32 *
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22
49. Admissions counselors respond to prospective students' unique needs and requests.	5.53	4.88 / 1.51	0.65	5.53	4.99 / 1.42	0.54	-0.11
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	5.86	5.60 / 1.40	0.26	-0.30 *
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	5.75	5.12 / 1.49	0.63	-0.29 *
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13
53. The pre-enrollment and course placement procedures are reasonable.	5.48	4.94 / 1.35	0.54	5.62	4.99 / 1.33	0.63	-0.05
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	5.60	4.95 / 1.50	0.65	-0.03
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	5.68	5.12 / 1.37	0.56	-0.13
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	5.81	5.20 / 1.37	0.61	-0.23
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13
58. Nearly all of the faculty are knowledgeable in their fields.	5.64	5.21 / 1.29	0.43	5.88	5.44 / 1.34	0.44	-0.23
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25
60. Billing policies are reasonable.	5.48	4.57 / 1.60	0.91	5.71	4.86 / 1.60	0.85	-0.29
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	5.86	5.26 / 1.40	0.60	0.00

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** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10
63. I seldom get the "run-around" when seeking information on this campus.	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
64. Nearly all classes deal with practical experiences and applications.	5.46	5.06 / 1.40	0.40	5.65	5.08 / 1.36	0.57	-0.02
65. Students are notified early in the term if they are doing poorly in a class.	5.47	4.82 / 1.47	0.65	5.74	4.64 / 1.68	1.10	0.18
66. Program requirements are clear and reasonable.	5.61	5.14 / 1.40	0.47	5.78	5.24 / 1.39	0.54	-0.10
67. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	5.59	4.70 / 1.51	0.89	0.02
68. On the whole, the campus is well-maintained.	5.50	4.92 / 1.47	0.67	5.76	5.04 / 1.67	0.72	-0.12
69. There is a good variety of courses provided on this campus.	5.63	4.93 / 1.44	0.70	5.88	5.08 / 1.49	0.80	-0.15
70. I am able to experience intellectual growth here.	5.75	5.09 / 1.47	0.66	5.92	5.26 / 1.42	0.66	-0.17
71. Campus item 1				5.89	5.00 / 1.57	0.89	
72. Campus item 2				6.00	5.64 / 1.39	0.36	
73. Campus item 3				5.66	5.35 / 1.34	0.31	
74. Campus item 4				5.62	4.74 / 1.59	0.88	
75. Campus item 5				5.84	5.37 / 1.34	0.47	
76. Campus item 6				5.83	4.90 / 1.61	0.93	
77. Campus item 7				5.88	4.84 / 1.72	1.04	

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Items	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
78. Campus item 8				5.98	4.88 / 1.75	1.10	
79. Campus item 9				5.66	4.78 / 1.62	0.88	
80. Campus item 10				5.31	4.84 / 1.77	0.47	
81. Institution's commitment to part-time students?		4.99 / 1.47			5.07 / 1.43		-0.08
82. Institution's commitment to evening students?		4.82 / 1.35			5.11 / 1.38		-0.29 *
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.00 / 1.47		0.06
84. Institution's commitment to under-represented populations?		4.93 / 1.41			4.96 / 1.44		-0.03
85. Institution's commitment to commuters?		4.99 / 1.38			4.92 / 1.46		0.07
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.00 / 1.52		-0.20
87. Cost as factor in decision to enroll	5.85			6.08			
88. Financial aid as factor in decision to enroll	5.72			6.06			
89. Academic reputation as factor in decision to enroll	5.35			5.61			
90. Size of institution as factor in decision to enroll	4.80			5.02			
91. Opportunity to play sports as factor in decision to enroll	4.79			5.23			
92. Recommendations from family/friends as factor in decision to enroll	4.62			4.90			
93. Geographic setting as factor in decision to enroll	4.82			5.05			

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
94 Campus appearance as factor in decision to enroll	4.86			5.05			
95 Personalized attention prior to enrollment as factor in decision to enroll.	5.10			5.32			

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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Institutional Summary

Summary Items

Summary Item	May 2018	Fall 2016	Mean Difference
So far, how has your college experience met your expectations?	Average: 4.12	Average: 4.38	-0.26
1=Much worse than expected	6%	3%	
2=Quite a bit worse than I expected	6%	2%	
3=Worse than I expected	10%	11%	
4=About what I expected	44%	46%	
5=Better than I expected	21%	17%	
6=Quite a bit better than I expected	9%	8%	
7=Much better than expected	5%	10%	
Rate your overall satisfaction with your experience here thus far	Average: 4.58	Average: 4.67	-0.09
1=Not satisfied at all	4%	3%	
2=Not very satisfied	7%	5%	
3=Somewhat dissatisfied	10%	7%	
4=Neutral	23%	30%	
5=Somewhat satisfied	20%	19%	
6=Satisfied	25%	23%	
7=Very satisfied	8%	10%	
All in all, if you had to do it over, would you enroll here again?	Average: 4.17	Average: 4.73	-0.56
1=Definitely not	11%	5%	
2=Probably not	10%	8%	
3=Maybe not	7%	5%	
4=I don't know	18%	20%	
5=Maybe yes	16%	12%	
6=Probably yes	19%	26%	
7=Definitely yes	15%	17%	

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Appendix C: ADA Report and Plan

Independence Community College Accessibility Report and Plan

During the spring 2018 semester the Associate Dean for Tutoring and Accessibility and the ICC Compliance Officer toured every building on the main and west campuses utilizing an ADA checklist in each area. Many areas were found to be out of compliance. A representative from the Great Plains ADA Center presented to campus and toured facilities; offering advice and confirming checklist items. ICC has a responsibility to maintain student access to programming and use of facilities.

Explanation of Priority Levels

Priority Level High – ICC is out of compliance and could face repercussions if item is not remedied
Priority Level Medium – ICC is out of compliance and could face repercussions if item is not remedied but there is a workable temporary solution or issue has smaller impact to students and employees
Priority Level Low – This item would improve overall Accessibility at ICC

Year One

Priority Level	Compliance Need	Estimated Cost
Medium	Investigate and budget funds for installation of elevator in Academic Building	$0
High	Investigate and budget funds installation of elevator in Student Union	$0
High	Update restroom signage in all buildings to match accessibility level	$250
High	Update restrooms in Academic Building Lower Level Faculty	$1500
High	Update restrooms in Academic Building Upper level	$2000
Medium	Update Administration Building main entrance hand rail	$300
High	Replace/modify all restroom sink knobs/levers	$100
Medium	Update/modify accessible parking signage outside Cessna building	$100
Medium	Update/modify accessible parking signage outside Administration building	$100
Medium	Update/modify accessible parking signage outside Fine Arts Building	$100

High	Update/modify accessible parking signage outside Student Union	$100
High	Install ramp for access to Field House floor	$1000
High	Update restrooms in Fine Arts building	$2000
High	Update lower level restrooms in Student Union	$2000
High	Update upper level restrooms in Student Union	$7500
High	Update restrooms in Field House	$2000
Low	Continuous accessibility training and implementation	$200
		$19250

During the investigation it was found that ICC has used "ambulatory" restrooms as the wheelchair accessible restrooms. ICC must provide wheelchair access to a restroom in every building. The first step towards compliance is to update all campus restroom signage. The current "Faculty Restrooms" located on the first floor of the Academic Building should be updated to meet ADA standards (lowering mirror, adding grab bars, etc.)

Elevator access is crucial in the Student Union and a priority in the Academic Building. Students must have access to student programming in the lower level of the Student Union and have access to both levels of the academic building. Current pathways to both buildings are not compliant.

The Administration Building handrail does not meet standards. The entrance has a ramp and is marked as accessible. Replacing the handrail should be relatively easy and inexpensive.

The Field House court is not accessible due to a ledge/step up into the gym. A ramp could be created to allow access. New doors may have to be purchased to accommodate ramp access.

In all ICC restrooms there is an accessible sink. However, many restrooms do not have the proper sink knobs/levers on the appropriate sink. This issue can be corrected quickly and with little cost because the appropriate sink knob/lever is on another sink in the same restroom.

Restrooms in Student Union are not accessible. The upper level restrooms doorway does not allow wheelchair access and the stall width does not meet standards. The lower level restrooms do not meet stall width requirements and are not accessible due to ramp/stairway issues.

The Fine Arts building restrooms are not accessible due to stall width requirements.

The Field House restrooms stall partitions should be updated to allow wheelchair access.

For restrooms not meeting stall width requirements it is recommended ICC purchase new dividers and move plumbing as necessary.

All restrooms must lower or modify the bio-hazard container to meet accessibility requirements.

Accessible parking signs on campus must be 60 inches above the ground from the bottom of the sign. This needs to be corrected across campus. In addition, areas need repainted and/or dimensions adjusted.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars.

Year Two

Priority Level	Compliance Need	Estimated Cost
High	Investigate and budget funds installation of elevator in Student Union	$7500
Medium	Investigate and budget funds for installation of elevator in Academic Building	$7500
Medium/Low	Provide access to Fab Lab machines	Expansion should remedy
Low	Continuous accessibility training and implementation	$200
Medium	Replace cosmetology reception counter	$600
		$15800

The cosmetology counter should be adjusted to allow wheelchair patrons access to view receptionist and pay for services.
The Fab Lab machines are partially accessible. The expansion should remedy accessibility issues. Staff should remain aware of patron needs and remedy accessibility needs as they are presented.
Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Three

Priority Level	Compliance Need	Estimated Cost
Medium	Budget funds for installation of elevator in Academic Building	$7500
High	Budget funds for installation of elevator in Student Union	$7500
Low	Continuous accessibility training and implementation	$200
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Four

Priority Level	Compliance Need	Estimated Cost
High	Investigate and budget funds installation of elevator in Student Union	$7500
Medium	Investigate and budget funds for installation of elevator in Academic Building	$7500
Low	Continuous accessibility training and implementation	$200
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Five

Priority Level	Compliance Need	Estimated Cost
High	Install elevator in Student Union	$2500
Medium	Install elevator in Academic Building	$2500
Low	Continuous accessibility training and implementation	$200
		$5200

Total Cost: $70650

Appendix 110

2018-2019 Strategic Plan, Strategic Goal

2016-2019

STRATEGIC PLAN

Created 2015-2016
Implemented 2016-2017
Updated June 2017
Updated June 2018

Independence Community College

(For clarity, significant revisions from the previous year's plan are highlighted in yellow.)

Part One: Introduction

Strategic Plan Annual Review Process

The College's Strategic Plan uses four primary review processes for strategic planning:

1. On a quarterly basis, operational divisions review their progress against their Operational Plan goals, each of which is tied to the Strategic Plan.
2. An annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.
3. On an annual basis, administration produces a report for Board review ("Strategic Plan Annual Review"), which provides data on the College's progress in the five areas of measure named in the Strategic Plan, as well as year-end summaries of the progress divisions made toward their goals.
4. On an annual basis, following the review described in #3, the Board of Trustees makes any needed adjustments to the Strategic Plan, using data presented in the review and feedback from employees.

This document is result of the fourth step of the process described above.

Strategic Plan History

Work began on the current Strategic Plan in 2015, when the Trustees had a special public meeting to receive feedback from the College community and to discuss whether the existing Mission and Vision Statements remained appropriate. The Board elected to continue the Mission and Vision statements unchanged, and then assigned the President to create a broad-based workgroup to draft a plan for review. The President assembled a ten-member team of faculty and staff who were chosen specifically because they represented all areas of the College and both physical campus locations. The team members solicited feedback from each of their areas. The team's meetings were open to all, and the team's draft was then presented to the Board of Trustees, which also provided input. In addition, ICC's Institutional Researcher completed an environmental scan using interviews with 52 community members, and internally, the College had just completed a SWOT analysis which every employee was able to complete. All of this material was made available to the Board. The Board then held a special public meeting to discuss institutional goals, and four goals were selected. In all, the 2015 Strategic planning process included over a dozen faculty and staff in the writing process, the entire campus in the research process, 52 members of the community in the same research process, and the entire Board of Trustees. In addition, any member of the faculty, staff, or public were included in the public comment and discussion periods prior to adoption.

The result was a three-year Strategic Plan for 2016-2019. The Board of Trustees set a vision for the school in which the College progresses on a path of continuous improvement in the areas of academics, student services, and staff support services. The continuous improvement is in defined areas which are quantitative and lend themselves to the use of comparative data to measure progress and to drive resource and policy decisions, with the goal of further improvement. Departmental Operational Plans were developed to measure continuous improvement in achieving the Board of Trustees' vision of excellence, and were documented in Tk20 for tracking purposes. Through the use of Tk20, areas for improvement were identified, goals set, measures established, and analysis

conducted throughout each area of the campus. Compilation of the individual Departmental Operational Plans resulted in the 2016-2017 ICC Operational Plan, which ties to the Board of Trustees' Strategic Goals and the College Strategic Plan. The first annual Operational Plan was presented to the Board of Trustees during the April 14, 2016 Board meeting. Quarterly Reports were presented during the July and October 2016 meetings, as well as the January and April 2017, Board meetings; an Annual Report was also to be provided in a standardized format and published on the College website.

The Board of Trustees reviewed the 2016-2017 Strategic Plan Annual Review in June of 2017, and adopted a number of recommendations for the Strategic Plan in July of 2017. The college 2017-2018 budget was created based on the strategic priorities contained in the updated Strategic Plan.

Operational Plans for each area, which are based on the Board's strategic goals, are created following revision to the Strategic Plan and subsequent budget development. The Board of Trustees continued to receive Operational Plan Quarterly Reviews during the 2017-2018 year. The Strategic Plan Annual Review was completed in June of 2018.

PART TWO: STRATEGIC PLAN

MISSON STATEMENT

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

VISION STATEMENT

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.

CORE VALUES

• Integrity ICC holds its employees and students accountable to be honest, ethical, and transparent.
• Excellence ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.
• Responsiveness ICC looks to the future by responding to the emerging needs of its stakeholders.
• Diversity/Enrichment ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.
• Commitment ICC commits to making decisions that best serve its students and community.

STRATEGIC GOALS

1. Ensure continuous improvement of educational quality.
Institutional Action Steps:

- Implement and complete 2018 assessment plan (draft plan is included as Appendix A of this document)
- Continue participation in Assessment Academy

2. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.
Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year
- Continue ongoing program review process (review schedule to ensure that each year of the comprehensive review schedule includes a technical program)
- Consult with the academic division and entrepreneurship program to determine if distinctiveness can be achieved through the incorporation of "soft skills" or "cognitive skills".

3. Improve the College's relationship with the community.
Institutional Action steps:

- Determine baseline community participation in 2018 Inge Festival, measured by dollar support, volunteer participation, and local attendance, show improvement for 2019 in each category
- Create 5-year Strategic Plan for Festival

- Emphasize those aspects of the Facilities Master plan which are most likely to see public use (Facilities Plan is included as Appendix B of this document)
- Implement at least one program per year designed to reach out to the non-credit needs and desires of our community members on the 45-64 age group, which the data shows has experienced the most significant decline in the last five years of any specific age group
- Increase community access to, and publication of, board meeting materials
- Include formal public comment period following adoption of Strategic Plan

4. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- Further enhance the CP2 Program to create additional community participants
- Operational Plans for each area that serve students should adopt a specific weak CSSE or Noel Levitz measure or measures that the area's activities influence
- Prioritize ADA improvements to existing facilities according to ADA Plan presented in Appendix C

5. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- Meet or exceed needs identified by HLC
- Ensure campus-wide training in new accreditation pathway
- Meet any critical needs identified by 2017 Vet Tech Accreditation
- Prioritize needs identified by 2017 Cosmetology site inspection

6. In anticipation of a decrease in public funding, create philanthropic structures and processes to increase private support, and tuition and fee support.

Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016- 2017 levels.
- Create a simple unrestricted quasi-endowment fund to be created with the current Capital Reserve account and any other available funds, for the primary but not exclusive purpose of funding capital projects in perpetuity.
- Increase Booster Club membership by 10% per year
- Begin planning/feasibility phase for Centennial Capital Campaign

7. In recognition of the declining cash position of the College, create new structures, policies, and processes that create financial efficiencies, and bring anticipated expenditures into balance with anticipated revenue.

Institutional Action Steps:

- Some portion of academic scholarship dollars be devoted to the recruitment of residential students, separate from athletics and targeted toward academic programs in which residential enrollment growth is specifically desirable. That portion should be designed to produce residential enrollment growth of 10% per year in ICC-owned dorms.
- Develop a completely new emphasis on online, in which online becomes its own virtual campus. The Director of Online should report directly to the President and should be a member of the President's Cabinet, and should be tasked with and evaluated on his/her

success in reaching a minimum target of 25 new, unduplicated students in the fall semester of 2018 and a minimum target of an additional 25 new, unduplicated students in the spring semester of 2019.

- Led by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area.
- Reflect the 2017-2018 revenue decrease accurately in the 2018-2019 balanced budget, and do the same for any anticipated revenue decrease in the 2018-2019 budget.
- Adopt the following new student enrollment goals, which are contained in the "recruitment" section of this plan:
    - Measurement 1: Freshman athletic enrollment should remain steady or increase.
    - Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase.
    - Measurement 3: Online enrollment should increase by 25% per year
    - Measurement 4: Residential enrollment should increase to full dorm capacity with the goal of an increase of 10% per year

8. Systematize an approach to the remaining projects in the Facilities Master Plan (Appendix B). The projects that remain the Facilities Master Plan should be prioritized, based on campus need and donor partner potential.

Institutional Action Steps

- Using multiple measurement tools, survey the campus regarding priorities.
- Edit the Facilities Master Plan to remove finished projects, incorporate the ADA plan, and include any new necessary projects.
- Implemented edited plan, with the goals of: implementing an appropriate portion of the ADA plan, an appropriate portion of structural needs, and part or all of a prioritized capital project in the revised plan.
- Prioritize structural improvements to main Academic Building
- Incorporate the five-year Technology Plan (Appendix D) by reference into the Facilities Master Plan.

9. Develop a new 5-year College Strategic Plan.

Institutional Action Steps

- Environmental scan completed by Office of Institutional Research
- Create Strategic Planning Work Group with representation from Board of Trustees, Community, Employees, Students
- Identify aspirational peer for use as model (structure, not content)
- Conduct internal and external draft review/comment sessions

ENSURING THE MISSION - ACHIEVING THE VISION

For the purpose of this plan, the Board will consider an educational experience exceptional if it is part of a comprehensive program of continuous quality improvement, as defined in our Core Value – Excellence. We will achieve the Board's vision through excellence in the following three areas:

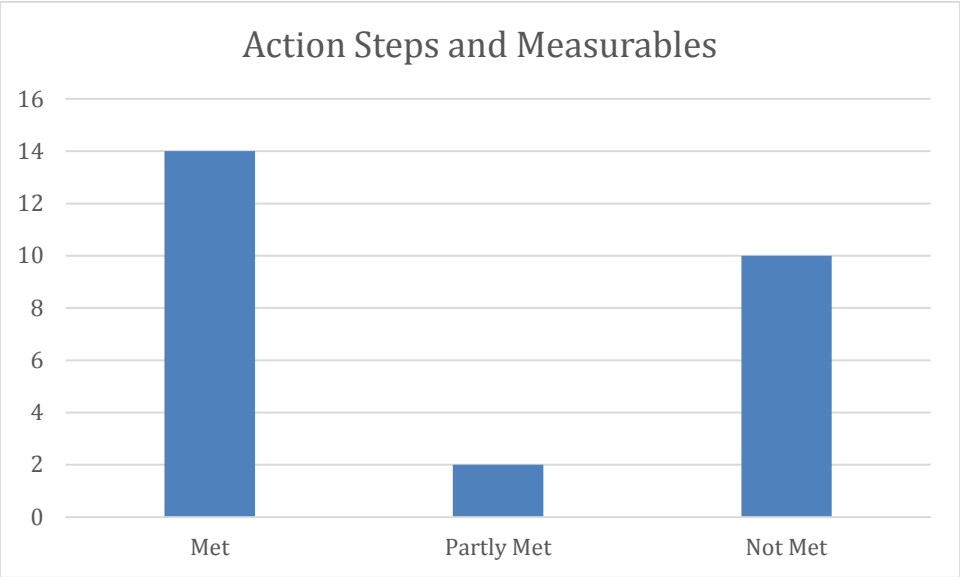
• Academic Excellence
• Service Excellence

• Support Excellence

We will measure our continuous improvement (excellence) using five areas of measure:
• Student Satisfaction
• Enrollment
• Retention
• Recruitment
• Completion

Summary of Supporting Data
(Please refer to 2018 Strategic Plan Review for a more detailed analysis.)

Review/Report Card of Current Strategic Plan Mission, Vision, Areas of Measure, and Goals for 2017-2018:

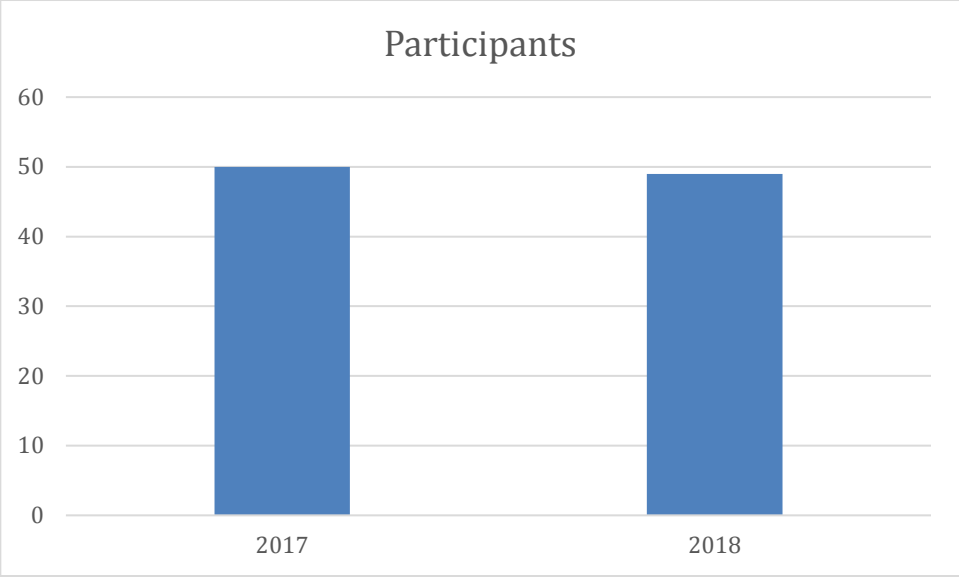


This data should be used as a baseline against which future years' performance is calculated.

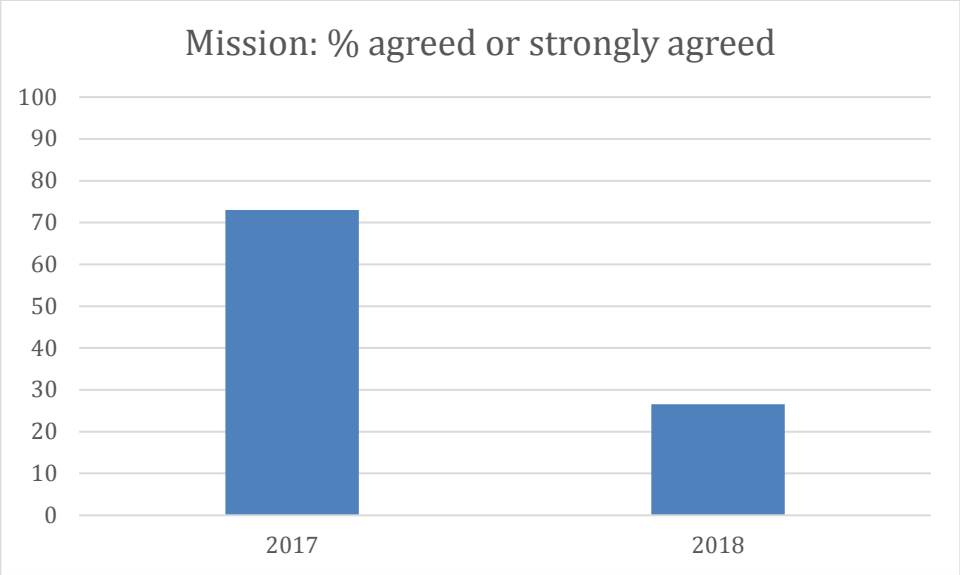
Mission and Vision Statement Survey

For the last two years, an annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.

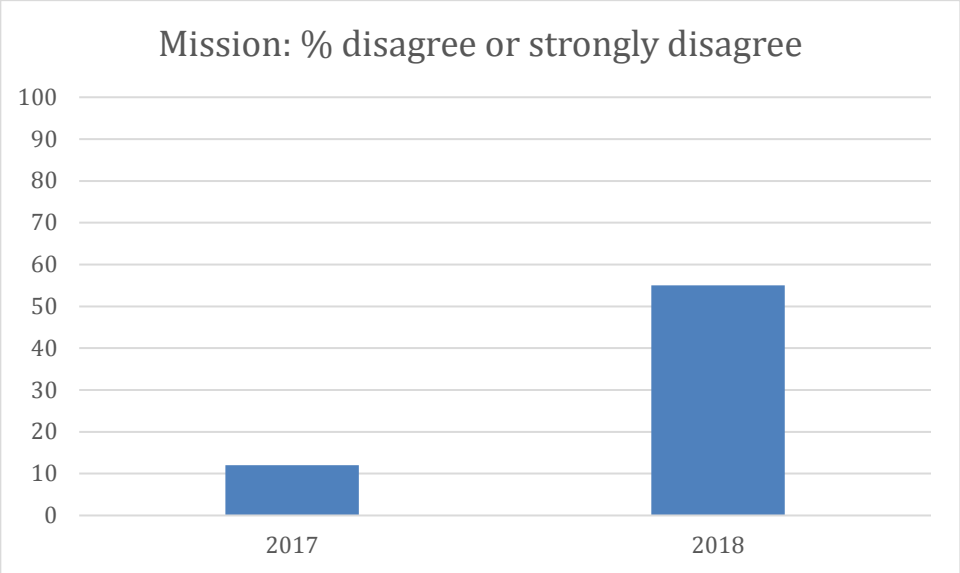
Participation in the survey remained nearly constant:



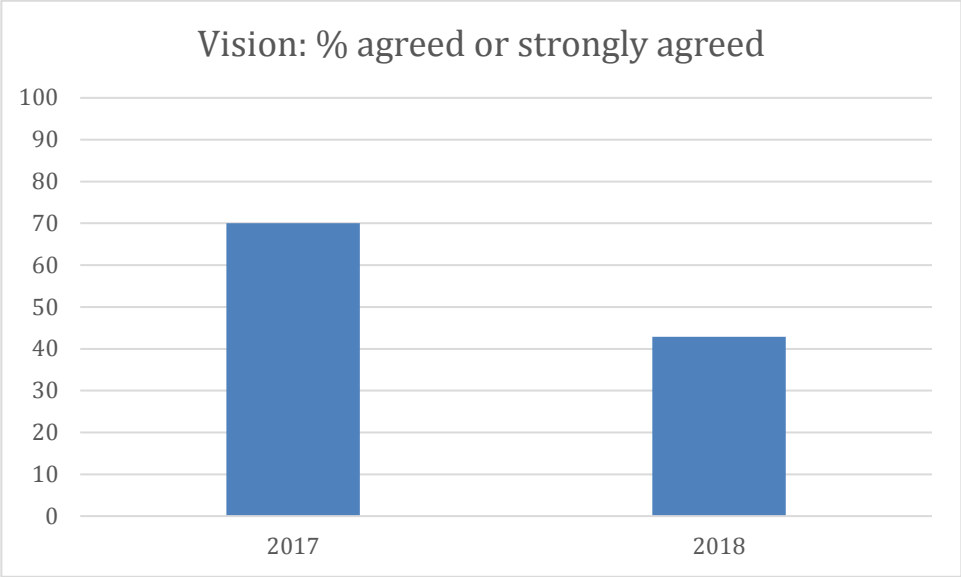
The result showed a decline in agreement with the mission of the college, measured against the results from 2017:



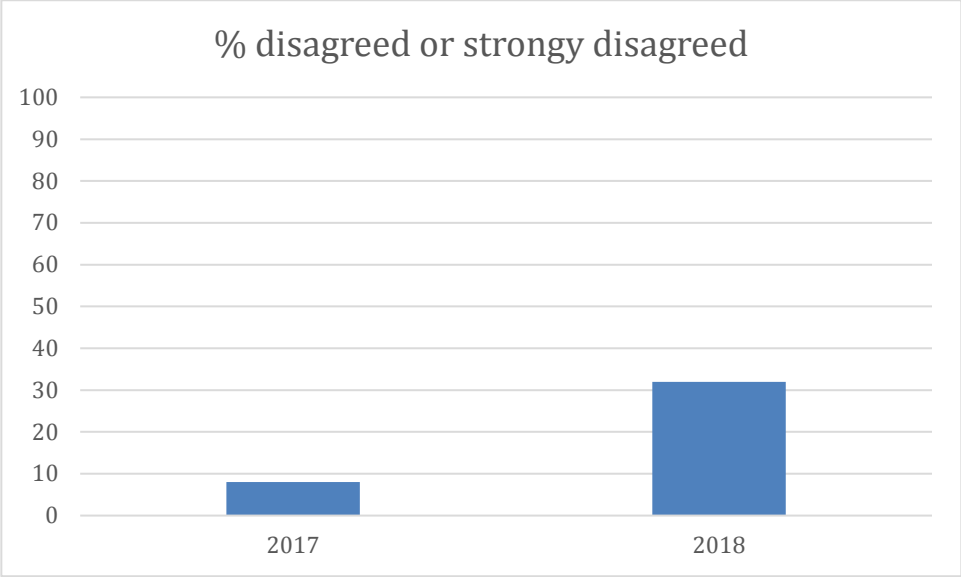
The result showed an increase in disagreement with the mission of the college, measured against the results from 2017:



The results for the Vision Statement were similar, showing a decline in agreement with the vision of the college, measured against the results from 2017:



The result showed an increase in disagreement with the vision of the college, measured against the results from 2017:

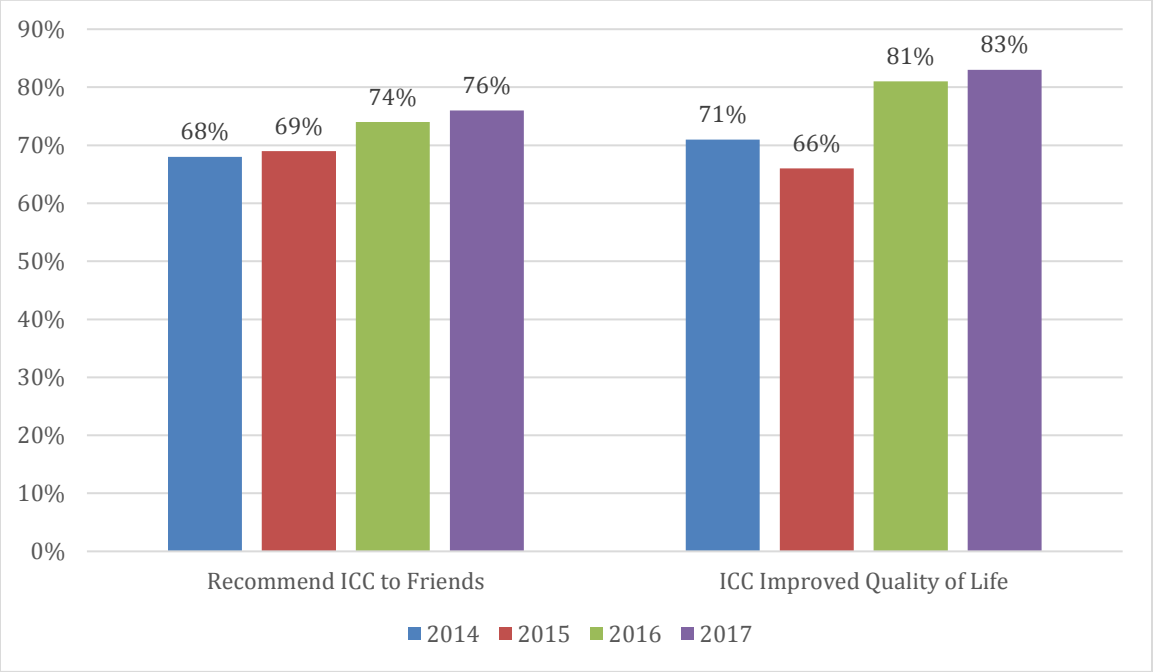


The qualitative comments that accompanied the survey suggest strongly that the those who disagreed with the mission or vision did not feel that the mission or vision are inappropriate. Many actually stated that the mission or vision were appropriate. But the common theme was the perception that one or more areas of the college were not taking the mission or vision seriously, or whose actions were at odds with the lofty ideals they contain. These results are accommodated by the strategic goal which calls for new 5-year Strategic Plan, which would include a comprehensive review of the Mission and Vision.

Student Satisfaction Goals

There are three primary vehicles for measuring students' satisfaction: Graduate Exit Survey, CSSE, and Noel Levitz. Because the latter two are administered on alternating years and are nationally normed, they provide excellent long-term data about satisfaction trends.

Measured internally with non-normed instruments, ICC student satisfaction shows continuous improvement in general satisfaction:



How do you rate your two-year college experience at ICC as preparation for continuing your education? (Scale of 5 where 1=Very poor and 5=Very good)

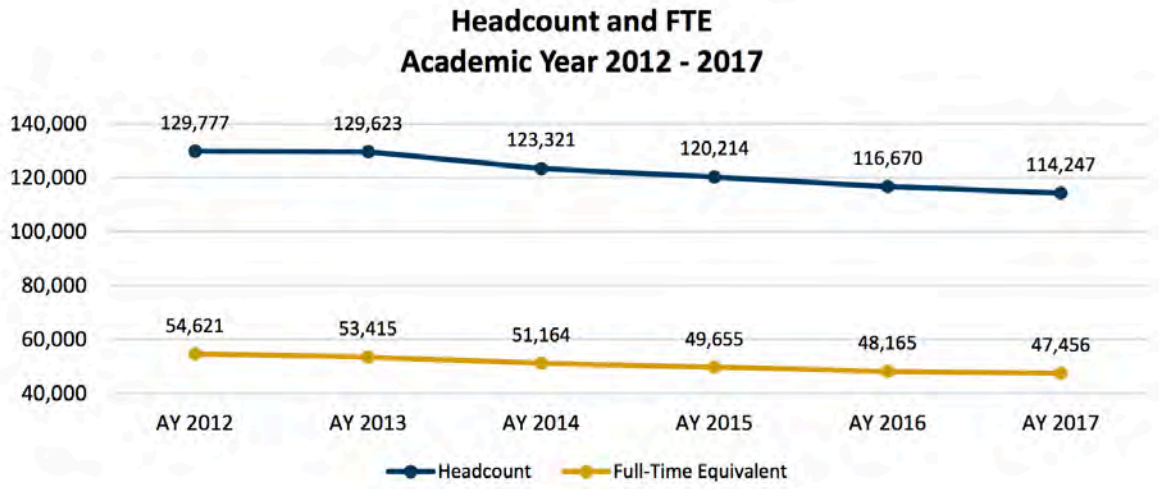
1. 2014: 4.01 (*N*=111)
2. 2015: 3.92 (*N*=116)
3. 2016: 4.04 (*N*=117)
4. 2017: 4.08 (N=109)

The Noel-Levitz data, however, which is nationally normed and far more detailed, reveals multiple areas which are internal satisfaction weaknesses, or are below the national average for peer institutions, or both.

Recommendation for operational plans: Each Division should identify those items which are pertinent to their areas and weakest, and implement Operational Plan tactics that are designed to increase satisfaction in those areas. The institution-wide goals will be an average increase of 5% in all areas that were measured that year.

Enrollment Goals

Enrollment at community colleges in Kansas continues to be challenging. Here is the statewide headcount and FTE trend from the 2018 KBOR Data Book:



In the last five years, 17 out of the 19 community colleges have lost headcount enrollment:

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	4,959	4,972	4,535	4,208	4,031	4,046	-18.4%
Barton Community College	14,810	15,807	15,951	16,275	16,049	14,736	-0.5%
Butler Community College	14,811	14,551	13,495	13,315	13,055	12,895	-12.9%
Cloud County Community College	4,601	4,484	3,764	3,569	3,437	3,089	-32.9%
Coffeyville Community College	2,718	2,486	2,470	2,362	2,331	2,329	-14.3%
Colby Community College	1,923	1,990	1,931	1,906	2,137	2,239	16.4%
Cowley Community College	6,147	6,155	5,571	4,998	4,461	3,876	-36.9%
Dodge City Community College	2,880	2,773	2,620	2,605	2,635	2,564	-11.0%
Fort Scott Community College	3,237	3,145	3,216	3,074	2,784	2,710	-16.3%
Garden City Community College	2,874	3,171	2,958	3,038	3,086	2,933	2.1%
Highland Community College	5,400	4,936	5,086	5,184	5,283	5,127	-5.1%
Hutchinson Community College	9,410	9,924	9,622	9,275	8,740	8,914	-5.3%
Independence Community College	1,825	1,730	1,530	1,292	1,303	1,444	-20.9%
Johnson County Community College	31,581	30,938	29,670	29,837	29,430	29,661	-6.1%
Kansas City Kansas Community College	11,047	10,805	9,779	9,212	8,464	8,338	-24.5%
Labette Community College	2,536	2,521	2,394	2,332	2,235	2,281	-10.1%
Neosho County Community College	3,931	4,176	3,812	3,100	2,877	2,837	-27.8%
Pratt Community College	2,417	2,325	2,285	1,994	1,640	1,641	-32.1%
Seward County Community College	2,670	2,734	2,632	2,638	2,692	2,587	-3.1%
Total Headcount	**129,777**	**129,623**	**123,321**	**120,214**	**116,670**	**114,247**	**-12.0%**

Five schools have lost more enrollment than ICC, and eleven schools lost less. (Note one interesting trend in the above chart – only two schools gained enrollment in the last three years, and ICC was one of them.)

The trend for FTE is similar but slightly worse:

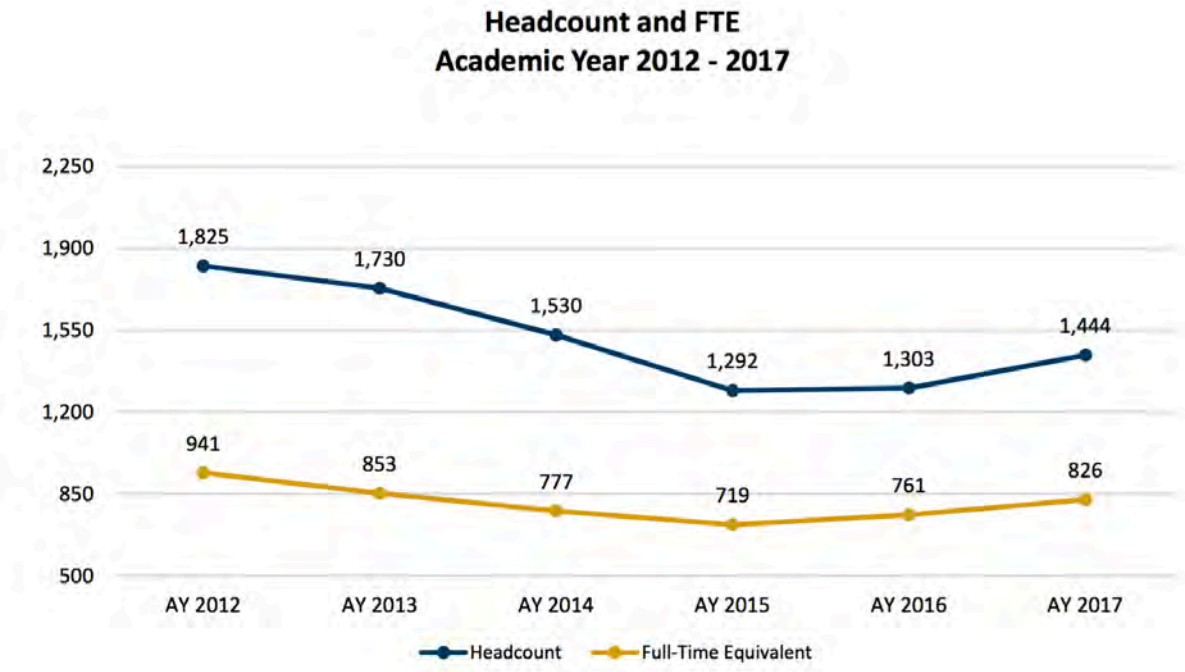
Community Colleges
Full-Time Equivalent Enrollment*
Academic Year 2012 - 2017

Table 3.2

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	2,055	2,054	1,892	1,790	1,630	1,579	-23.2%
Barton Community College	3,869	4,079	4,257	4,291	4,252	3,849	-0.5%
Butler Community College	6,840	6,676	6,201	6,053	6,053	6,049	-11.6%
Cloud County Community College	1,710	1,612	1,463	1,397	1,344	1,321	-22.8%
Coffeyville Community College	1,501	1,307	1,375	1,269	1,279	1,288	-14.2%
Colby Community College	976	1,066	1,015	1,030	1,009	980	0.4%
Cowley Community College	3,237	3,199	2,911	2,537	2,361	2,026	-37.4%
Dodge City Community College	1,477	1,398	1,371	1,349	1,337	1,337	-9.5%
Fort Scott Community College	1,686	1,517	1,527	1,407	1,326	1,295	-23.2%
Garden City Community College	1,386	1,485	1,498	1,553	1,625	1,613	16.3%
Highland Community College	2,150	1,968	2,078	2,093	2,161	2,088	-2.9%
Hutchinson Community College	4,114	4,174	3,961	3,887	3,750	3,913	-4.9%
Independence Community College	941	853	777	719	761	826	-12.2%
Johnson County Community College	12,545	12,006	11,498	11,510	11,179	11,180	-10.9%
Kansas City Kansas Community College	4,848	4,721	4,309	4,019	3,619	3,593	-25.9%
Labette Community College	1,182	1,174	1,078	1,027	997	1,037	-12.2%
Neosho County Community College	1,662	1,668	1,579	1,392	1,295	1,325	-20.3%
Pratt Community College	1,162	1,130	1,109	1,039	881	895	-23.0%
Seward County Community College	1,280	1,326	1,267	1,294	1,306	1,262	-1.4%
Total FTE**	**54,621**	**53,415**	**51,164**	**49,655**	**48,165**	**47,456**	**-13.1%**

Eight schools have lost more FTE than ICC (one losing the same), and eight schools lost less. Only one school gained, and it gained the equivalent of four full-time students in five years! (Note that only five schools gained FTE enrollment in the last three years, and ICC was one of them.)

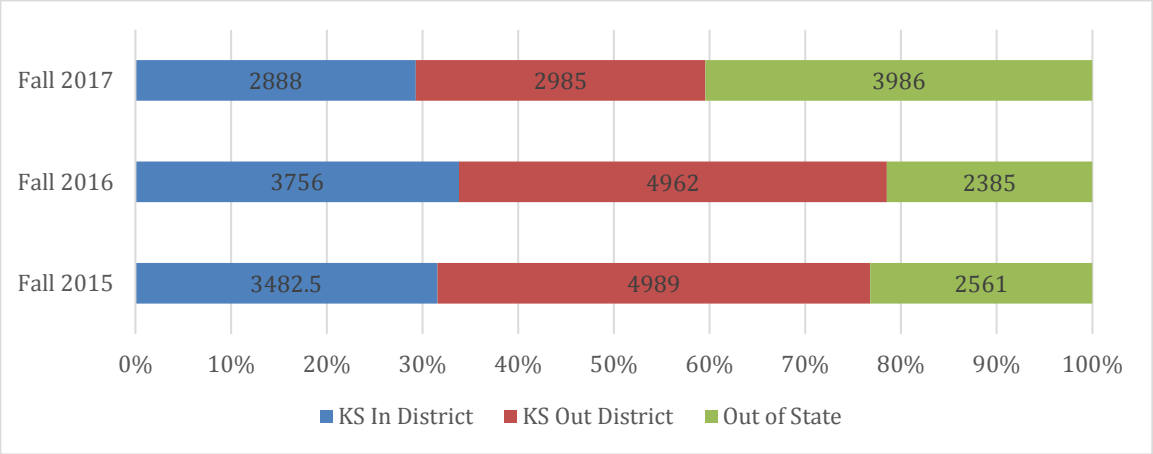
Here is ICC's five-year headcount and FTE for the most recent full years:



Enrollment declined during the AY2018 year, but as of the writing of this plan we do not have the final data for the entire academic year for our school or comparative data for the system.

Because funding at the state level is no longer tied to FTE for most courses, the College's primary strategic goal should be to fill its dorms, as the payments on those dorms represent a fixed cost. This does not necessarily favor out of district students, since some in-district students may either prefer to or be required to live in the residence halls. However, our primary measure of enrollment success for 2018-2019 should be whether we have maximum dorm occupancy. For the fall of 2017, credit hour enrollment shows the following:

Fall Semester: Credit Hour Enrollment by Residency
Source: KBOR Fall Census Collection
Out of state enrollment includes international enrollment hours.

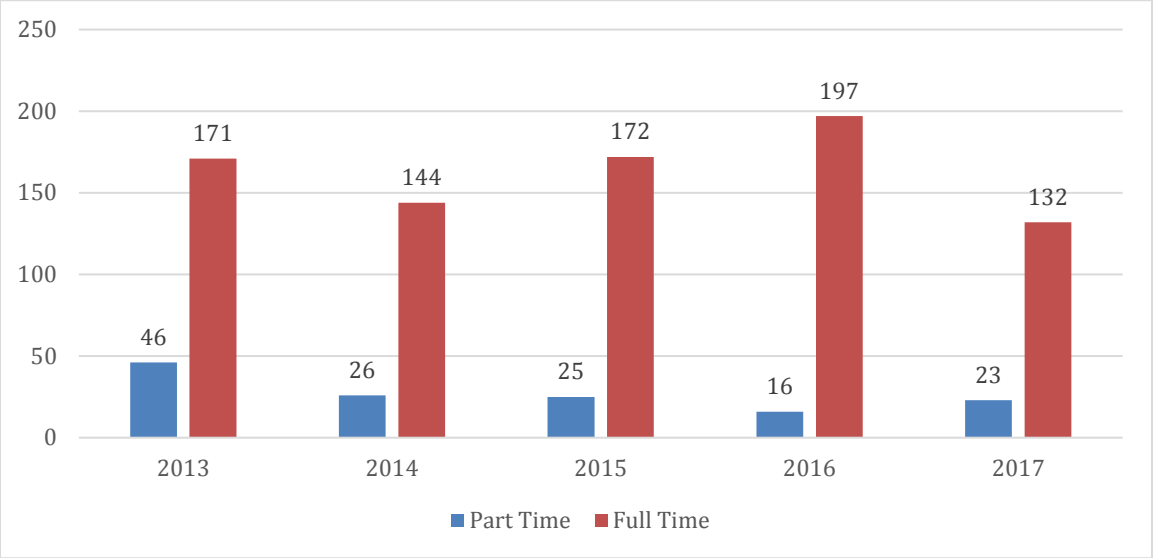


This data is not identical to whether a student lives in the dorms, but there is a strong correlation which will remain until online-only programs are successful. We have no clear institutional definition of dorm "occupancy" and this must be developed.

Retention

Retention clearly declined for the previous year:

Undergraduate Retention History

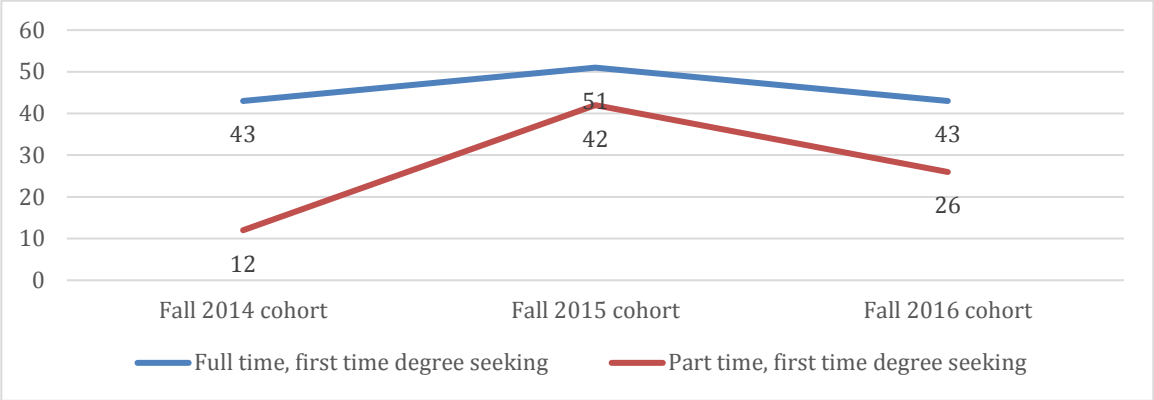


- Of the 353 high school students enrolled on census day for Fall 2016, 30% or 106 were enrolled on census day for Fall 2017.
- Of the 722 undergraduates enrolled on census day for Fall 2016, 22% or 155 were enrolled on census day for Fall 2017.
    - Of the 567 full time undergraduates enrolled on census day for Fall 2016, 23% or 132 returned for Fall 2017.
    - Of the 155 part time undergraduates enrolled on census day for Fall 2016, 15% or 23 returned for Fall 2017.

First Time, Degree Seeking Undergraduate Retention

Source: IPEDS Fall Enrollment Survey

The retention rate is the percentage of the cohort who returned the subsequent fall semester plus students who completed their program as of the fall semester.



The college undertook a massive retention effort during the 2017-2018 year, and the results of that effort will not be known until fall 2018 at the earliest.

Recruitment

In the fall of 2015, the College achieved its major goal with regard to online education: ICC was approved by HLC for permission to offer 100% of individual academic programs online. This has dramatically increased the number and type of online courses ICC can offer, and we believe that online will become a significant growth area for us. It is important to note, however, that growth in online has not yet contributed to significant NET growth in institutional enrollment. We can see this from three sets of combined data: the minimal growth in total FTE at the College, majority of headcount growth coming from concurrent students, and the stagnation of credit hours offered to Freshmen and Sophomores. Online courses are currently cannibalizing some of our on-ground courses. However, this is not necessarily a bad thing: it is our responsibility to offer a variety of classroom formats to suit the needs and interests of students. But it does point the way to the next step for online: leveraging the HLC award to offer increased courses to attract substantial new students to ICC.

In light of this data, recruitment will be measured in the following ways:

Measurement 1: Freshman athletic enrollment should remain steady or increase.

Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase.

Measurement 3: Online enrollment should increase by 25% per year

Measurement 4: Residential enrollment should increase to full dorm capacity with the goal of an increase of 10% per year

Illustration 23. Athletic Scholarships by Sport and by Term
Source: Financial Aid Scholarship Tracking
The first number in each cell is the number of students actually receiving a scholarship for that sport, the number in parenthesis is the number of students receiving a different type of scholarship (Academic Athlete, Sports Management, etc.) that were recruited by that sport.

	Baseball	Cheer	Football	Golf	Men's Basketball	Softball	Volleyball	Women's Basketball
Spring 2018	17 (15)	16 (2)	39 (60)	2 (0)	11 (7)	17 (9)	12 (9)	13 (9)
Fall 2017	21 (21)	13 (2)	65 (95)	4 (1)	12 (11)	18 (10)	13 (8)	13 (8)
Summer 2017	2	4	31 (141)	0 (0)	12 (2)	0 (0)	5 (0)	1 (2)
Spring 2017	18 (18)	20 (4)	54 (71)	2 (0)	8 (9)	19 (5)	12 (0)	13 (8)
Fall 2016	19 (24)	30 (4)	69 (40)	2 (0)	14 (11)	21 (3)	12 (0)	11 (3)
Summer 2016								
Spring 2016	20 (21)	32 (5)	60 (38)	1 (0)	15 (9)	17 (11)	10 (4)	15 (8)
Fall 2015	18 (27)	39 (4)	73 (26)	0	16 (12)	20 (11)	11 (8)	15 (10)

Illustration 24. Fine Arts Scholarships by Department and by Term
Source: Financial Aid Scholarship Tracking

	Art	Band	Vocal	Theatre
Spring 2018	1	15	15	9
Fall 2017	3	13	17	8
Summer 2017	0	3	1	0
Spring 2017	4	15	11	5
Fall 2016	4	19	16	7
Summer 2016				
Spring 2016	7	32 Music*		7
Fall 2015	7	38 Music*		12

**The tracking for music scholarships during this time frame doesn't show a distinction between Band and Vocal*

Completion Goals

As shown in the 2017-2018 Strategic Plan Review, local completion data is as follows:

Four Years of Completion Rates
Source: IPEDS Graduation Rates Survey

	2011	*2012*	*2013*	*2014*
Total Women's Cohort	105	94	128	101
Women Completers within 150%	40	33	32	24

Women Transfer-out Students	15	27	54	42
Total Men's Cohort	114	104	162	139
Men Completers within 150%	20	16	31	28
Men Transfer-out Students	29	49	73	68
Total Cohort	219	198	290	240
Total Completers within 150%	60	49	63	52
Total Transfer-out Students	44	76	127	110

Completions by Gender and Race/Ethnicity

Source: IPEDS Completions Survey

Completion represents the number of awards earned during the indicated academic year and may represent a duplicated headcount of students in which a student may earn more than one award.

	2014-2015		*2015-2016*		*2016-2017*	
	Men	Women	Men	Women	Men	Women
International	1	1	1	3	1	3
Hispanic/Latino	4	3	1	3	0	4
American Indian/Alaska Native	2	5	0	1	3	0
Asian	0	1	0	0	1	0
Black or African American	11	7	25	11	20	9
Native Hawaiian or Other Pacific Islander	1	0	0	0	1	0
White	46	131	51	117	41	79
Two or More Races	3	4	2	8	6	3
Total	68	152	80	143	74	106

Completions by Degree Level and Age

Source: IPEDS Completions Survey

	2014-2015		*2015-2016*		*2016-2017*	
	Certificate	Associate	Certificate	Associate	Certificate	Associate
Under 18	29	0	20	0	18	0
18-24	66	76	58	91	27	98
25-39	23	14	16	12	10	10
40 and above	8	4	10	7	2	6
Total	126	94	104	110	57	114

Measurement: ICC's position is that we view the success of our transfer students and the success of our local completers to be of equal value if the student has met his/her self-identified educational goal. Therefore, our goal is to increase our % Cohort Rank for "% Completed OR Transferred" by an average of 2% each year for the next five years. Note that because of the need to track transfers, this is a lagging indicator, and so steps taken to achieve this goal may result in modest results for the next 2-3 years.

Operational Plans

Operational Plans and Review Cycles

The Board will ensure the influence of this plan through the use of operational plans in each administrative area. These plans will:

- Be documented for public access and data retrieval
- Drive resources in the budget process
- Be reviewed for input by the Board of Trustees

The Board will ensure accountability and data-driven decision-making through the use of rigorous, transparent reporting in each area of measure: These reports will:

- Consist of Quarterly Reports and an Annual Report to the Board
- Be presented using standardized format across administrative areas
- Be published on the college website Operational Plan Purpose, Content and Format

The Board of Independence Community College believes that those it serves, whether taxpayers, students, or donors, deserve the finest school possible. The Board has set a vision for the school in which the College progresses on a path of substantial continuous improvement in the areas of academics, non-services, and staff support services. This substantial continuous improvement should be in defined areas which are quantitative and lend themselves to the use of comparative data. This data should be used to measure progress and to drive resource and policy decisions, with the goal of further improvement. The resulting plan should be driven by the Board's vision, require that decisions are driven by data, places students and education at the center of the College's efforts, and clearly separates the statutory responsibilities of the Board from administrative management of the College.

The College Operational Plan for 2018-2019 will support the Board's directive to demonstrate excellence in Academics, Service, and Support, and will outline the specific steps each area will take to support the specific Strategic Goals of the ICC Board of Trustees. Format of the Operational Plan Areas within the College vary widely in complexity, scope, and number of employees. Because of this, the individual area plans vary in terms of the number of objectives the area has selected, how they are achieved, and how many employees are available to support the effort. However, each individual area Plan has a common general format. That format asks five questions:

1. What are the objectives of this area? (Each should relate to the Strategic Goals of the Board and/or the three areas of excellence)

2. What are the strategies this area will use to achieve the objectives?

3. What measurements will this area use to determine whether the objectives have been met?

4. Who is responsible for carrying out the various strategies, and by when?

5. What is the current status of each strategy?

Appendix A

Independence Community College

2018-21

Institutional Plan for Assessing Student Learning

General Information

The Student as the Primary Measurement Level

Independence Community College (ICC) is committed to transforming the lives of its students. In order to meet this commitment, ICC's student learning outcomes assessment process is focused primarily on the direct measurement of students' learning and experiences. Data is collected from students through coursework, co-curricular participation, surveys, etc. to assess learning outcomes both inside and outside the classroom. The primary focus of the assessment process is the value added to the life of a student through the completion of each individual's goals.

The Mission, Vision, and Core Values at ICC guide the development of the Strategic Plan. The assessment plan at ICC is used to evaluate the actions taken as we strive to reach our strategic goals. Below is a list of each of these entities:

The Mission of Independence Community College

Independence Community College serves the best interest of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

The Vision of Independence Community College

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.

Core Values

Integrity: ICC holds its employees and students accountable to be honest, ethical, and transparent.

Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.

Responsiveness: ICC looks to the future by responding to the emerging needs of its stakeholders.

Diversity/Enrichment: ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.

Commitment: ICC commits to making decisions that best serve its students and community.

Strategic Goals

1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year
- Continue ongoing program review process (review schedule to ensure that each year of the review schedule includes a technical program)

2. Improve the College's relationship with the community.

DRAFT

Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program
- Improve community participation in Inge Festival, measured by dollar support, volunteer participation, and local attendance
- Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete

3. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program 10
- Focus the 2017-2018 Repair and Renovation Fund expenditures on improving the student experience
- Operational Plans for each area that serve students should adopt a specific CSSE or Noel Levitz measure or measures that the area's activities influence
- Research and identify funding sources for implementation of a professional recruiting software system

4. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- At close of regional accreditation cycle, identify accreditation requirements not yet addressed
- Meet any critical needs identified by 2017 Vet Tech Accreditation
- Meet any facilities needs identified by 2017 Cosmetology site inspection

5. In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.

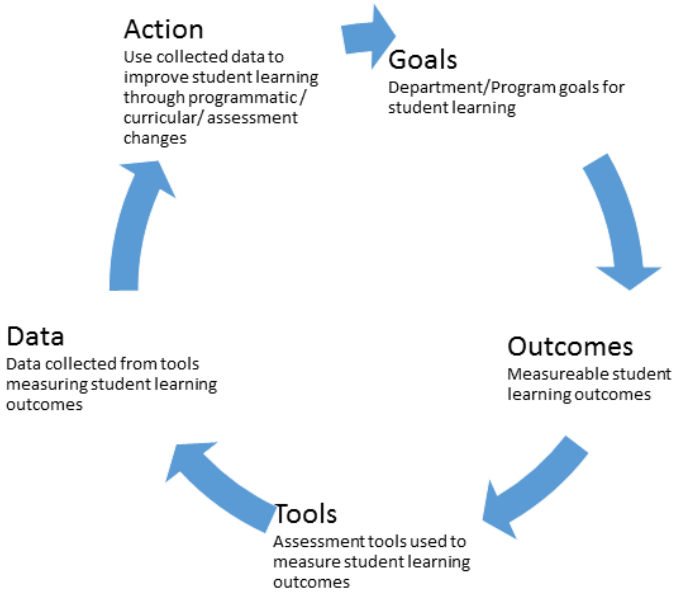
Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016- 2017 levels
- Create new structures and processes to increase unrestricted support for the College in the amount equivalent to the loss of public funding since 2016-2017
- Increase Booster Club membership by 10% per year
- Lead by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area

DRAFT

The Institutional Assessment Cycle

In order to engage in continuous quality improvement, ICC has set forth the following assessment cycle to ensure continuous learning, measurement, and assessment of student learning. This is a three year cycle, with the first two years collecting and analyzing data, and the third year reflecting on the data to make changes for the upcoming cycle. While mini cycles can happen continuously throughout the given academic year, this plan will set the larger goals that will be accomplished at the institution level. For more in-depth cycles, please see the Program Review Handbook and the Faculty Assessment Handbook.



Step 1: Setting Goals (Year 1)

Each department/program at ICC must align their goals for student learning to at least one of the institutional-level outcomes listed below:

Thinking: Stakeholders will demonstrate the ability to think critically, to evaluate information analytically, and to use ideas in creative and innovative ways.

Communication: Stakeholders will demonstrate the ability to express ideas and information effectively.

Literacy: Stakeholders will demonstrate the ability to master concepts and terminology.

Responsibility: Stakeholders will demonstrate the ability to reason ethically as responsible citizens.

Step 2: Setting Outcomes and Tools (Year 1-2)

Each area of the College must use both internal and external tools when setting outcomes. These can include surveys and benchmarks (NCCBP, CCSSE, Noel Levitz), or data received from the Kansas Board of Regents.

A.) Departments will set outcomes through their Operational Plans that are aligned with the Strategic Goals of the College. These can remain the same from Year 1 to Year 2, or they can be changed if necessary.

B.) Academic Programs will set Program Outcomes that are tied to our General Education Learning Outcomes. Once these have been set, Course Outcomes will be mapped to the Program Outcomes. General Education and Program Outcomes will remain the same for the Program Review cycle, but Course Outcomes can change year to year if necessary.
C.) Co-Curricular Programs will set outcomes that are tied to our General Education Learning Outcomes. They may change year to year based on the outcomes set.

Step 3: Collect Data (Year 1-2)

A.) Departments will collect data on a quarterly basis each year and report that information back to the Assessment Committee and the President's office.
B.) Academic Programs will collect course data each term, and report that information back to the Assessment Committee and the Academic office. Program data will be collected and reported to the Program Review Committee. General Education data will be collected by the Assessment Committee through the reported course data each term.
C.) Co-Curricular Programs will collect data on a term basis and report that information back to the Assessment Committee.

Step 4: Action (Year 1-3)

A.) Departments will analyze data collected at the end of each academic year to determine whether student learning goals were met, or if adjustments/changes need to be made.
B.) Academic Programs will analyze course data at the end of each term, and Program data at the end of each academic year to determine whether student learning goals were met, or if adjustments/changes need to be made.
C.) Co-Curricular Programs will analyze data at the end of each term to determine whether student learning goals were met, or if adjustments/changes need to be made.

Organizational Structure

The Assessment Committee is at the top of the organizational structure for ensuring the above Assessment cycle occurs. Recommendations and decisions regarding this plan are created and/or edited by this committee. Once each term this committee will report on their progress to the President's Cabinet, as well as put together an annual report regarding ICC's assessment progress. This report will be available for the Board of Trustees when setting a new Strategic Plan.

Academic Assessment Team (AAT)

The Academic Assessment Team is composed of representatives from the Assessment Committee. The team members are responsible for guiding the assessment process and ensuring that assessment practices are conducted with fidelity. The AAT will lead the meetings and training of Faculty in Tk20. Questions or concerns about assessment should be brought to the attention of an Assessment Committee member, or to the VPAA.

DRAFT

Appendix B

Independence Community College

Facilities Master Plan Overview

Facilities Master Plan Overview
2016-2021

This overview is intended to outline the elements that would be contained in a Facilities Master Plan for Independence Community College. These elements were created by the Facilities Planning Committee, which consists of Tammie Geldenhuys (VP Student Affairs), Kara Wheeler (Interim Vice President for Academic Affairs), Chris McDiarmid (Director of Facilities and Maintenance), Jim Correll (Fab Lab Director), and Dan Barwick (President).

The items in this document flow from, and are inspired by, the college's Strategic Plan approved by the Board of Trustees in June of 2015. Specifically, that plan called for a focus on excellence, defined as continuous quality improvement. Because the physical facilities of the college represent a significant share of the college's assets, it is a natural consequence of the Strategic Plan that those assets be improved over time, in order to provide better academic quality, better services to students, and better support for employees.

The committee recommends that the Facilities Master Plan contain the following projects, with associated costs and funding sources. Each section contains a case statement, diagrams, photos, or architectural plans if available, and a description of the project. After some discussion, it is the recommendation of the committee that the projects be presented in no particular order, and with the understanding that the completion timelines are suggestions only – it is understood that in most cases, these projects rely on outside funding, the pace of which cannot be determined. In addition, the Repair and Maintenance schedule is ongoing throughout the five years.

The projects which follow comprise all of the capital projects planned during the 2016-2021 period. This includes projects that are already underway (such as the weight room and culinary lab), projects which have not yet begun but should be completed during the timeframe of the plan (such as the renovations to the academic building), and projects which will undergo only a design phase or donor feasibility study during the next five years (such as the retail courtyard).

Welcome Center – New Construction

Case: This project seeks to correct a number of campus deficiencies simultaneously:

1. Nearly all of the administrative components of the admissions process of the college, including all student services except tutoring/advising, is housed in the current administration building, which is the oldest, smallest building on campus – hardly the "front door" that prospective students expect when they visit Admissions.
2. Because Advising is separate from the rest of student services, prospective students cannot have the "one stop shop" experience that is now the norm on college campuses. A prospective student normally must interact with a number of different offices – admissions, financial aid, student accounts, advising, housing, etc. At ICC, students must physically leave the admissions department and walk across campus to meet with an advisor, and then in many cases walk back to admissions. Ideally, all student services would be in the same place.
3. The campus itself has no main entrance. ICC is the only college in Kansas that the committee is aware of that has no prominent "front door" to the campus, an entry point for visitors.

Funding is available for construction of student services facilities, through the federal Title III grant program.

Project: Construction of a Campus Welcome Center devoted primarily to student services, designed for both incoming and existing students. This facility would house all financial services, admissions, advising, and housing, while creating new administrative space for the people displaced by the Student Union project. Space would be provided for:

Receptionist/ Lounge
Children's Play Area
Admissions Coordinator
Recruiter
Registrar
Enrollment Advisor Office (2)
Admissions Spare Office
Registrar's File Room
Testing Area
Housing Office
Financial Aid Coordinator
Financial Aid Specialist (2)
Financial Aid Spare Office
Financial Aid File Room
Computer Cubicles
Cashier with Payment Window
Financial Counselor- A/R
General Ledger Office

Accounts Payable Office
Business Spare Office
Conference Room
Mail Room/Copier Room
Business Office File Room
Human Resources Manager
Payroll Manager
HR Spare Office
HR Conference Room
HR File Room
VP Financial & Employment Services
President's Office
Exec. Asst. to President
VP Marketing & Recruiting
Adm. Asst. VP Student Affairs/Athletics
VP Student Affairs/Athletics
Copier Room
Grant Writer
Dir. Institutional Research
Administration Spare Office
Board Room/Break Room
Public Area Restrooms (2)
Private Area Restrooms (2)
Break Room
Mechanical/ Electrical Rooms (2)
Walls & Circulation Space @ 20%

We have received eligibility from the federal government to file for a Title III grant. Title III grants are $2-3M grants that can be used for construction as long as that construction relates to student services and success. In 2015, we filed to determine eligibility and were turned down. This year, we were approved and so the next step is to file for a Title III grant. As the following slides show, we have already designed the facility in preparation for Title III filing.

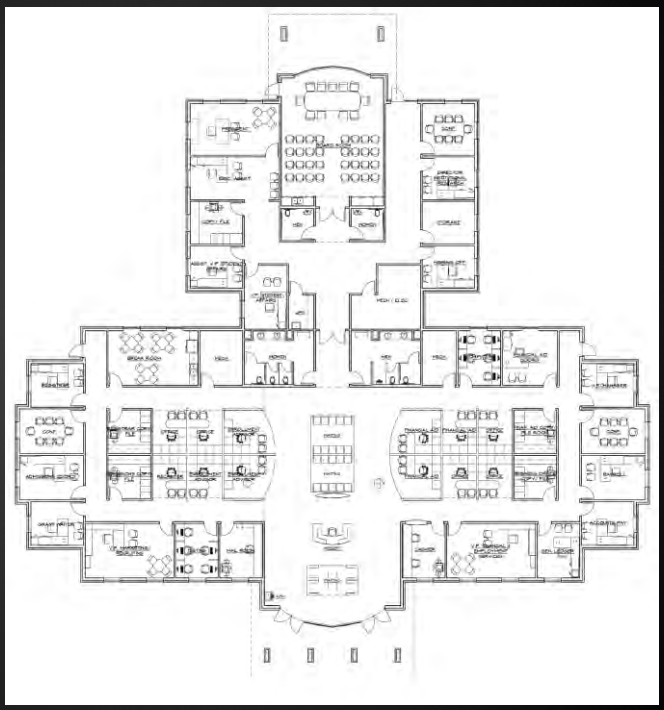
NORTHEAST EXTERIOR VIEW

INTERIOR ENTRY

BOARDROOM

NORTHEAST EXTERIOR VIEW

FLOOR PLAN



INTERIOR AERIAL VIEW

NORTHEAST EXTERIOR VIEW

CONSTRUCTION COSTS & FEATURES

DESCRIPTION	QUANTITY	UNIT	UNIT COST	EXTENDED
New Building	12,255	S.F.	$ 165.00	$ 2,022,075.00
Site Development	1	L.S.	$ 100,000.00	$ 100,000.00
Construction Contingency @ 10%	10%		$ 212,208.00	$ 212,208.00
Architectural/ Engineering Fee	7%		$ 148,545.00	$ 148,545.00
TOTAL CONSTRUCTION COSTS				**$ 2,482,828.00**

ENERGY SAVING & GREEN DESIGN FEATURES

- Polished concrete floors in high traffic areas.
- R-20 minimum wall insulation w/ masonry veneer.
- R-49 minimum roof insulation.
- White reflective single-ply roof membrane.
- Insulated low-e glass windows w/ solar screens.
- Low flow plumbing fixtures.
- Natural daylighting to all office areas.
- T-8 fluorescent bi-level light fixtures with occupancy sensor controls.
- Ground source geothermal heating and cooling system.
- Rainwater collection for landscaping irrigation.

Academic Building: Renovation

Case: With the exception of the renovations to the bookstore/library, the renovations to the Tutoring Center, and the IT infrastructure of the building, the Academic Building is virtually unchanged since it was constructed in 1970. Its appearance is dated and worn. As the main building for academics, it should be impressive, useful, and visually pleasing to visitors, students, and employees alike. Because the IT backbone is strong, the building has a new roof, and the environmental controls are sound, most of the needed improvements are simply amenities and cosmetic improvements, making this a very cost-effective part of the Facilities Master Plan.

Possible Improvements: New painting/surfaces, ceiling tiles, lighting throughout. Additional instructional aids in classrooms based on faculty feedback. AC 200 Completely updated.

Process: A working group has been convened by the president to make a series of recommendations.

The working group's membership:

Upesh Patel (custodian)
Tamara Kessler (faculty)
Brett Gilcrist (faculty)
Archana Lal (faculty)
Lynn Reddy (staff)
Sara Owen (librarian)
Kara Wheeler (academic administrator)
Chris McDiarmid (facilities)
Dan Barwick (president)

This committee will produce a set of recommendations, which will then be prioritized based on workflow, cost, and impact. Renovations will begin in the spring of 2017.

Cost: $75,000 per year for two years
Source of Funds: Repair and Renovation Fund.
Begin: 2016

Weight Room Facility – New Construction

The Case: ICC currently does not have a strength training facility, and uses the facilities at the high school. This is expensive because of transportation costs (the football team alone must transport over 100 students), and time consuming, which takes students away from the coursework and makes their academic schedules less flexible.

The Project: The proposed steel weight room building has been engineered and meets all the weight, wind and snow loads for Southeast Kansas. The steel will be 26 gauge and with 3 foot deep concrete footings anchoring the perimeter building. It will be insulated/sheet rocked and include bay lighting with central air and heat. There will be a brick veneer wrap around the building to tie it into the current architecture that will be consistent with surrounding buildings. The annual average electrical cost will be about $2663.00 per year.

Providing the student athletes with a state of the art Weight Room on our main campus enhances the ICC experience and creates 'An Elite Student-Athlete Experience', secures our competitive future which brands our college & community. It creates value to our college by increasing revenue through donor gifts and alumni engagement. No other Community College in our conference will have the performance flooring or equipment that ours will have.

Two of the top 5 conditions to be an Athletic program of Excellence will be met with this facility (according to the Athletic Program of Excellence Report provided to the Board in July of 2016):

#2 Facilities that recruit and retain top level students who are committed athletes.

#5 Highly skilled student athletes (and their Parents) are looking for Community Colleges that are committed to the student athlete experience and provide exceptional athletic facilities.

Our current weight room facilities and equipment do not even compete with High School weight rooms in the state of Kansas.

Having this Weight Room located on our main campus allows easy accessibility for daily use of all student athletes who do not have transportation. Its main campus location also provides the opportunity for academic weight training classes or personal training for all ICC students, staff and faculty. This facility will meet the need of every athletic program which amounts annually to over 300 student athletes.

Modular 9’ 6 Post Rack (Baylor) Performs all major lifts in the safety of a full rack design. Built in the USA using premium 7 Gauge Steel, Laser Cut Uprights and Rhino Hook Bar Catches.

Power Lift is the choice of the top collegiate and professional athletic programs. No other KJCC Community College has this weight room equipment.

Cost: $100,000
Source of Funds: Donor (funds already received)
Begin: 2016

A NEW WEIGHT ROOM FOR
INDEPENDENCE COMMUNITY COLLEGE
1057 COLLEGE AVE.
INDEPENDENCE, KS 67301

NOT FOR CONSTRUCTION

LOCATION MAP

CODE REVIEW

APPLICABLE CURRENT CODES

1997 UBC
2000 LIFE SAFETY
ADA
1997 UMC
1997 UPC
1997 NEC

FACILITY NAME/ADDRESS	ICC FOOTBALL OFFICE/WEIGHT ROOM 1057 W. COLLEGE AVE. INDEPENDENCE, KS		
ARCHITECT	JOHN E. HECKMAN, AIA HECKMAN & ASSOCIATES, P.A. ARCHITECTS P.O. BOX 1314 INDEPENDENCE, KS. 67301		
BUILDING INSPECTIONS	MONTGOMERY COUNTY KANSAS		
WATER SUPPLY	CITY OF INDEPENDENCE KS		
BUILDING	ADDITION		
OCCUPANCY	B = BUSINESS		
CONSTRUCTION TYPE	TYPE V N		
STORIES ALLOWED	B = 2		
STORIES ACTUAL	1 STORY		
ALLOWABLE AREA - SEC. 505	GROUP B = 9,000 SF		
AREA INCREASE	NA		
ACTUAL BUILDING AREA	EXIST GROUP B	= 1,865 SF	
	NEW GROUP B	= 2,002 SF	
	TOTAL AREA=	= 3,867 SF	

FIRE RESISTIVE REQUIREMENTS PER TABLE 6-A

BEARING WALLS - EXTERIOR	N
BEARING WALLS - INTERIOR	N
NON-BEARING WALLS - EXTERIOR	4 SEC. 604.3.1
STRUCTURAL FRAME	N
PERMANENT PARTITIONS	N
SHAFT ENCLOSURES	1
FLOOR	N
ROOF	N
STAIRWAYS	N

REQUIRED SEPERATION OF OCCUPANCIES (HOURS)

NA

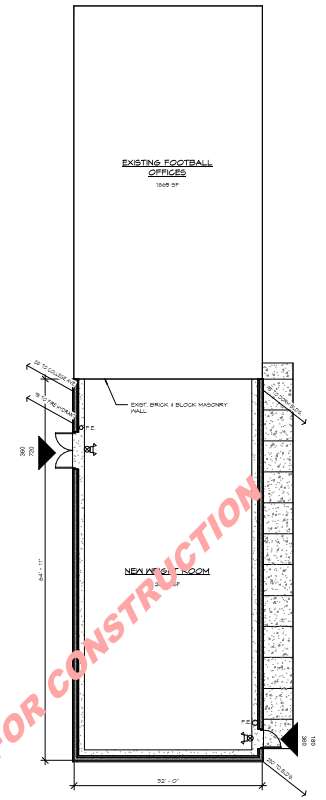
FIRE SAFETY SYSTEMS

EXIT SIGNS & LIGHTS
FIRE EXTINGUISHERS

OCCUPANCY LOAD

EXISTING OCCUPANCY LOAD=	15/65
ADDITION OCCUPANCY LOAD=	40/44
TOTAL OCCUPANCY LOAD=	55/69

2 CODE REVIEW
1/16" = 1'-0"



1 CODE FOOTPRINT
1/8" = 1'-0"

NOT FOR CONSTRUCTION

pkmr
Steward Engineering Consultants, LLC
2060 Independence Road
Sedan, KS 67361

H&A
HECKMAN & ASSOCIATES, P.A.
ARCHITECTS

Architect
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Phone: (620) 331-8171
Fax: (620) 331-8172
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REVISIONS

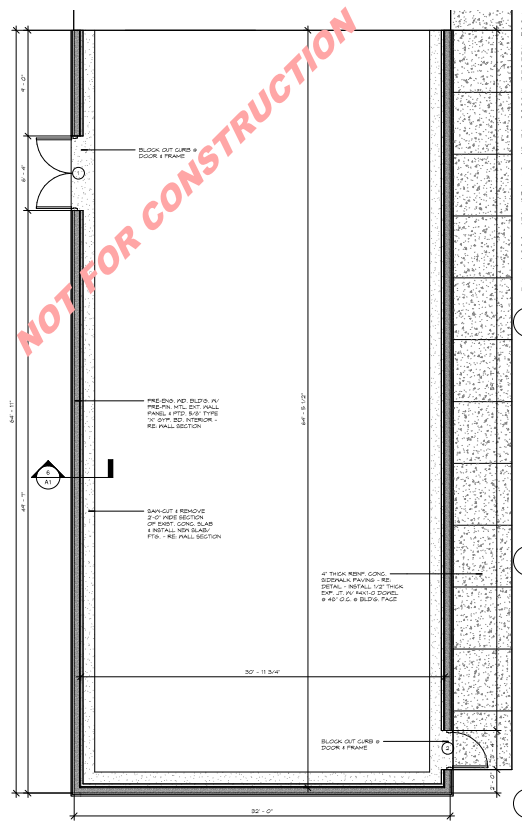
No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

COVER PAGE & CODE FOOTPRINT

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	A0
Scale	As indicated



1 PLAN
1/4" = 1'-0"

1. CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND CONDITIONS SHOWN ON THE DRAWINGS & AT THE JOB SITE AND SHALL NOTIFY THE ARCHITECT OF ANY DISCREPANCIES, OMISSIONS AND/OR CONFLICTS BEFORE PROCEEDING WITH THE PROJECT & THE ORDERING OF MATERIALS.

2. CONTRACTOR MUST COMPLY WITH ALL RULES & REGULATIONS OF AGENCIES HAVING JURISDICTION AND SHALL COMPLY WITH ALL CITY, COUNTY, STATE & FEDERAL CONSTRUCTION, SAFETY & SANITARY LAWS, CODES, STATUTES AND ORDINANCES. ALL FEES, TAXES, PERMITS, APPLICATIONS & CERTIFICATES OF INSPECTION, AND THE FILING OF ALL FORMS WITH GOVERNMENTAL AGENCIES SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR.

3. ALL WORK SHALL BE PERFORMED BY SKILLED AND QUALIFIED WORKMEN IN ACCORDANCE WITH THE BEST PRACTICES OF THE TRADES INVOLVED AND IN COMPLIANCE WITH THE MANUFACTURERS CURRENT PRINTED INSTALLATION GUIDE, BUILDING REGULATIONS AND/OR GOVERNMENTAL LAWS, BUILDING CODES, STATUTES OR ORDINANCES.

4. EACH TRADE WILL PROCEED IN A FASHION THAT WILL NOT DELAY THE TRADES FOLLOWING THEM.

5. CONTRACTOR SHALL BE RESPONSIBLE FOR THE DISTRIBUTION OF DRAWINGS TO ALL TRADES UNDER HIS JURISDICTION.

6. ALL WORK SHALL BE ERECTED AND INSTALLED PLUMB, LEVEL, SQUARE, TRUE & IN PROPER ALIGNMENT. ALL ROOFS SHALL POSITIVELY SLOPE TO DRAIN.

7. ALL MATERIALS SHALL BE NEW, UNUSED & OF THE HIGHEST QUALITY IN EVERY RESPECT, UNLESS OTHERWISE NOTED. MANUFACTURED MATERIALS & EQUIPMENT SHALL BE INSTALLED PER MANUFACTURER'S RECOMMENDATIONS & INSTRUCTIONS.

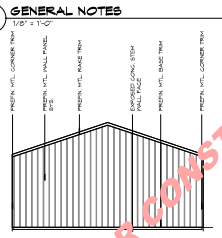
8. CONTRACTOR SHALL BE RESPONSIBLE FOR CUTTING AND PATCHING REQUIRED FOR HIS WORK. REPAIR ANY EXISTING MATERIAL OR EQUIPMENT DAMAGED BY THESE OPERATIONS.

9. CONTRACTOR SHALL AT ALL TIMES KEEP THE PREMISES FREE OF ACCUMULATION OF WASTE MATERIALS OR RUBBISH. PREMISES TO BE PICKED UP & CLEANED DAILY OF ALL CONSTRUCTION DEBRIS. AT THE COMPLETION OF THE WORK, LEAVE THE JOB SITE FREE OF ALL MATERIALS & THOROUGHLY CLEAN.

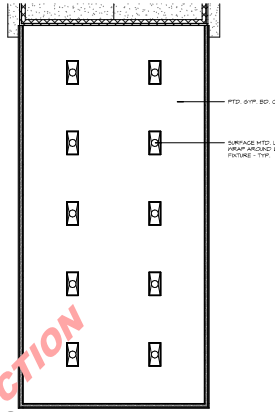
10. DO NOT SCALE DRAWINGS. FIELD VERIFY ALL DIMENSIONS & QUANTITIES.

11. KEEP ALL ADHESIVES, SEALANTS & CLEANING MATERIALS AWAY FROM ALL IGNITION SOURCES. DO NOT SMOKE WHILE USING THESE MATERIALS.

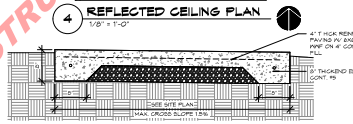
2 GENERAL NOTES
1/8" = 1'-0"



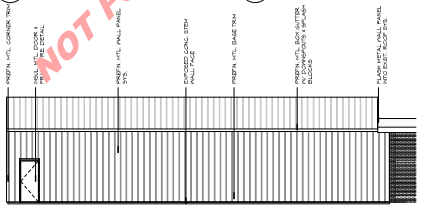
3 SOUTH ELEVATION
1/8" = 1'-0"



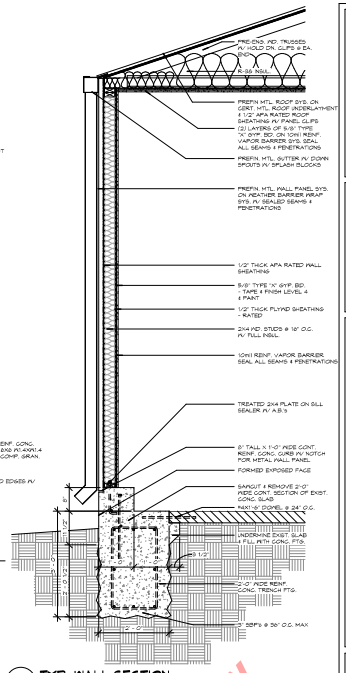
4 REFLECTED CEILING PLAN
1/8" = 1'-0"



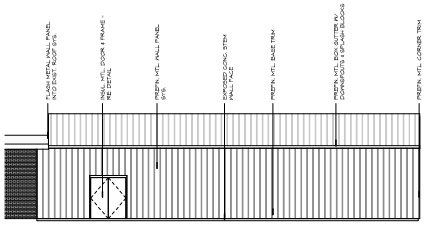
10 SIDEWALK DETAILS1
1" = 1'-0"



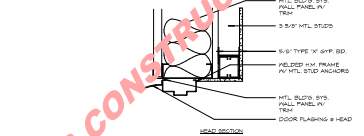
5 EAST ELEVATION
1/8" = 1'-0"



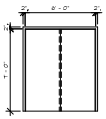
6 TYP. WALL SECTION
3/4" = 1'-0"

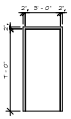


8 WEST ELEVATION
1/8" = 1'-0"



9 TYP. DOOR FRAME DETAIL
1 1/2" = 1'-0"





7 DOOR SCHEDULE
1/4" = 1'-0"

NOT FOR CONSTRUCTION
NOT FOR CONSTRUCTION
NOT FOR CONSTRUCTION

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REVISIONS

No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

PLAN, ELEVATIONS SECTIONS & NOTES

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	A1
Scale	As indicated

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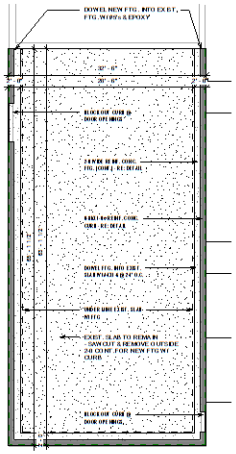
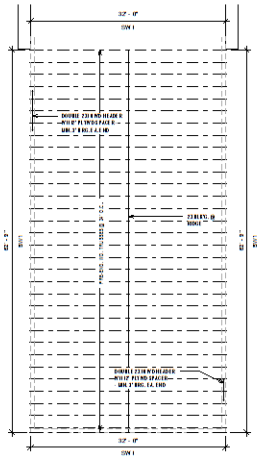
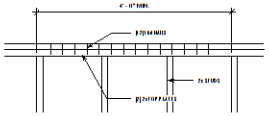


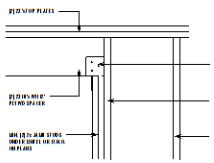
1 FOUNDATION PLAN
1/8" = 1'-0"



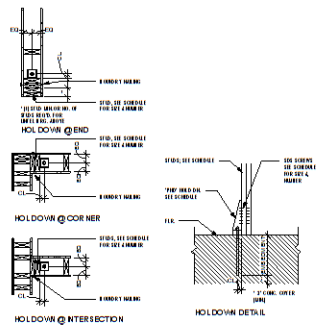
2 ROOF FRAMING PLAN
1/8" = 1'-0"

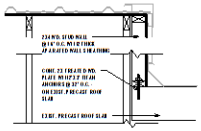


3 NAILED TOP PLATE SPLICE
1" = 1'-0"

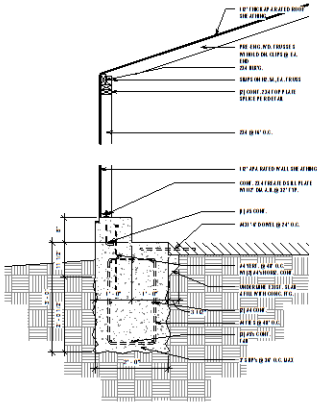


4 TYP. WOOD LINTEL BRG. DETAIL
1" = 1'-0"





7 SHEAR WALL ON EXIST. ROOF
1" = 1'-0"



5 FOUNDATION & ROOF SECTION
3/4" = 1'-0"

HOLDOWN SCHEDULE

TYPE	STUDS		STUD ANCHORS		CONCRETE ANCHOR				REMARKS
	SIZE	NO.	SIZE	NO.	SIZE	EMBEDMENT	WOOD	CL	
PHDS-SDS3	2X4	2	SDS HD3	18	5/8"	24"	-	1 3/8"	SS FIRM ANCHOR BOLT
PHDS-SDS3	2X4	2	SDS HD3	18	7/8"	24"	-	1 3/8"	SS FIRM ANCHOR BOLT
PHDS-SDS3	2X4	2	SDS HD3	24	7/8"	24"	-	1 3/8"	SS FIRM ANCHOR BOLT
HDUS-SDS3	2X4	2	SDS HD3	24	7/8"	24"	-	1 1/4"	SS FIRM ANCHOR BOLT

NOTE:
1. "HD" HOLDOWNS NOTED ARE SIMPSON
2. HOLDOWN BOLTS NOTED ARE SIMPSON "SSTB" ANCHOR BOLTS

DIAPHRAGM & SHEARWALL SCHEDULE

MARK	MATERIAL	SIDES	BLOCK REQ'D	NAILS	SPACING INCHES			SILL BOLTS	TIE DOWN	REMARKS
					B	E	F			
SW1	15/32" PLYWOOD	1	Y	3.25" DIA. 3.3"	6	6	12	1/8" DIA. @ 36" O.C.	PHDS-SDS3	
SW2	15/32" PLYWOOD	1	Y	3.25" DIA. 3.3"	4	4	12	1/8" DIA. @ 36" O.C.	PHDS-SDS3	
HDUS	15/32" PLYWOOD		N	3.25" DIA. 3.3"	6	6	12			

NOTE:
1. B=BOUNDARY, E=EDGE, F=FIELD

6 SHEARWALL
3/4" = 1'-0"

GENERAL NOTES:

ALL NOTES INDICATED ARE TYPICALLY APPLICABLE UNLESS OTHERWISE NOTED ON PLANS OR DETAILS.

GENERAL:
THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND ELEVATIONS WITH THE ARCHITECT'S PLANS BEFORE STARTING WORK.
SEE ARCHITECTURAL PLANS FOR EXACT DIMENSIONS AND LOCATIONS OF OPENINGS IN WALLS, ROOF AND FLOORS STRUCT.
THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS OF ROOF SIZES, LOCATIONS AND SAME PRIOR TO FABRICATION OF CONTRACTOR.
SUBMIT ALL SHOP DRAWINGS FOR ARCHITECTURAL PRIOR AND FOR BLUE LINE PRINTS. THE REPRODUCIBLE PRINT WILL BE RETURNED. ALL BLUE LINE PRINTS REQUIRED BY THE CONTRACTOR ARE THE RESPONSIBILITY OF THE CONTRACTOR.
GENERAL CONTRACTOR SHALL APPROVE AND STAMP ALL SHOP DRAWINGS BEFORE SUBMITTING FOR STRUCTURAL REVIEW. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND GENERAL CONTRACTOR.
CONTRACTOR SHALL PROVIDE AND MAINTAIN TEMPORARY BRACING, SHORING, CORING, ETC. AND OTHER SOLUTIONS TO PREVENT EXCESSIVE STRESSES AND WIND STRUCTURAL RESULTS REPLACE DURING CONSTRUCTION. THESE PROVISIONS TO REMAIN IN PLACE UNTIL SUPERVISION PERMANENT MEMBERS ARE CONSTRUCTED TO ADDRESS THE SAFETY OF THE STRUCTURE.
ALL DETAILS SHOWN ARE TYPICAL. SIMILAR DETAILS APPLY TO SIMILAR CONDITIONS, UNLESS SHOWN OTHERWISE FOUNDATIONS/ROOF.
FOUNDATIONS DESIGN BASED ON ASSESSED BEARING CAPACITY. PROPRIATION SHOT SHALL BE BUILDING PAD AND ALL SUBSTANCE, BUILDING, BACKFILL OF UNDER FOUNDATIONS AND VERIFICATION OF BEARING CAPACITY, SHALL BE UNDER THE DIRECTION OF A QUALIFIED SOILS ENGINEER. PROVIDE FOR BEARING FOUNDATION SYSTEM SHALL BE AS APPROVED BY THE SOILS ENGINEER TO REDUCE THE DEFLECTION OF THE BEARING SOILS.
ALL FOUNDATIONS SHALL BEAR UNDERSIGNED SOLUTIONS ENGINEERED FOR ALL ELEVATIONS SHOWN ON DETAILS. BEARING MATERIALS TO BE VERIFIED BY A LICENSED SOILS ENGINEER.
ALL ABANDONED FOUNDATIONS, UNITS, ETC., THAT INTERFERE WITH NEW CONSTRUCTION SHALL BE REQUIRED. BEAR INFORMATION ON ENGINEERED FILL OR INCREASE BEARING DEPTH FOUNDATION TO ACTUAL REQUIRED OVERSIZING.
ALL FOUNDATIONS ARE FOOTING FOR BEARING ON CONTRACT SOIL.
FOUNDATION SHALL BE FOUNDED ON WALLS, ARE CONTAINS, SOILS.
GRADE BEAM CONSTRUCTIONS ARE TO BE CONTINUED BETWEEN PIERS.

CONCRETE:
CONCRETE REINFORCING FABRICATION AND GENERAL CONTRACTOR SHALL CERTIFY THAT THEY HAVE REVIEWED ALL SHOP DRAWINGS SHEETS BEFORE SUBMITTING FOR REVIEW BY STAMPING EACH SHEET, ONLY COMPANY LETTERHEAD STATING THE SAME, FOR EACH SUBMITTAL. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND/OR GENERAL CONTRACTOR. SHOP DRAWINGS SUBMITTED FOR ENGINEERS REVIEW ARE ONLY CHECKED FOR GENERAL CONFORMANCE WITH THE DESIGN CONCEPT OF THE PROJECT AND GENERAL COMPLIANCE WITH THE CONTRACT DOCUMENTS. NO RESPONSIBILITY IS ASSUMED BY THE ENGINEER FOR THE CORRECTNESS OF DIMENSIONS, DETAILS, QUANTITIES OR PROCEDURES SHOWN ON THE SHOP DRAWINGS.
SHOP DRAWINGS SHALL BE PREPARED BEFORE WITH THE CURRENT MATERIAL STANDARDS: F.P.I.
CONCRETE SHALL CONFORM TO THE CURRENT ACI MANUAL OF CONCRETE PRACTICE.
ALL CONCRETE SHALL HAVE A MINIMUM COMPRESSIVE STRENGTH OF 3000 PSI AT 28 DAYS, EXCEPT CONCRETE SLABS SHALL HAVE A MINIMUM COMPRESSIVE STRENGTH OF 4000 PSI AT 28 DAYS AND HAVE 4% TO 6% THROUGH DAYS. SEE PLANS AND DETAILS FOR ADDITIONAL STRENGTH AND REQUIREMENTS.
POINT AND CENTER SHALL MEET A 3/4 CYCLE, TYPE FOR ALL.
ALL ACCURACY FOR MINIMUM WORK CONCRETE SHALL MEET ASTM C-31.
NO ADDITIONS, OTHER THAN AN INTERVALING, SHALL BE USED WITHOUT THE ARCHITECT'S OR ENGINEER'S PRIOR APPROVAL.
REINFORCING SHALL BE DETAILED, FABRICATED, AND PLACED PER CIRCUIT AND ACI BUILDING CONCRETE CODE AND ACI SUPPORTS.
DESIGN DETAILS OF SUPPORTING TOP BARS BEFORE SAFE TO BE VERIFIED WITH CONTRACTOR'S PROVIDE CORNER BARS AT ALL "REINFORCING" AND WALL INTERSECTIONS INCLUDING CONTROL SLABS. CORNER BARS TO MATCH HORIZONTAL REINFORCING OF CONCRETE, SIZE AND SPACING. AT INTERSECTIONS OF CONTINUOUS OR SPREAD FOOTINGS, EXTEND ALL BARS TO FAR SIDE OF INTERSECTING FOOTING.
LAP BARS AT ALL SPLICES AND DOWELS MINIMUM LAP AS SCHEDULED BELOW UNLESS NOTED OTHERWISE ON PLANS AND/OR DETAILS.
STAGGER ALL SPLICES AT MINIMUM:

BAR SIZE	VERTICAL BARS	HORIZONTAL BARS	CORNER BARS
#4 AND SMALLER	24 BAR DIAMETERS	48 BAR DIAMETERS	33 BAR DIAMETERS
#5 AND LARGER	40 BAR DIAMETERS	60 BAR DIAMETERS	42 BAR DIAMETERS

LAP WELDED WIRE FABRIC 6" ON THE FULL WIDTH, WHICH IS GREATER.
ALL REINFORCING SHALL MEET ASTM A-15, GRADE 60. REINFORCING FOR ENGINEERED SHALL MEET ASTM A-16, GRADE 60. ALL WELDED WIRE FABRIC (WWF) SHALL MEET ASTM A-185.
CONCRETE PROTECTION FOR REINFORCING: 3" AT FOUNDATIONS; 2" AT FORMED SURFACES LATER EXPOSED TO SOIL OR WEATHER; 1 1/2" AT ALL OTHER FORMED SURFACES; 3/4" AT SLABS.
ALL SLABS ON GRADE SHALL BE 4" THICK WITH 6 IN. AND 4 IN. AT MID-DEPTH UNLESS NOTED OTHERWISE ON PLANS. SEE ARCHITECTURAL PLANS FOR ARCHITECTURE. SEE DETAILS FOR CONTROL AND/OR CONSTRUCTION JOINTS.
FLOOR SLABS ON GRADE SHALL HAVE A NON-CONTROL JOINT LOCATED TO FORM APPROXIMATELY SQUARE PANELS OF NOT MORE THAN 100 SQUARE FEET. CONSTRUCTION JOINTS MAY BE SUBMITTED AT CONTRACTORS OPTION. CONTROL JOINTS SHALL BE CONTINUED ON CONTRACTOR'S MINIMUM OF POSSIBLE.
NO HOLES OR OPENINGS SHALL BE ALLOWED AND/OR FOOTINGS ARE PERMITTED WITHOUT ENGINEERS APPROVAL.
NO ALUMINUM SHALL BE BURIED OR IN CONTACT.
PROVIDE 2 ALL 4" X 4" LINEAR TRANSITIONS DIMENSION, ON ALL SIDES OF OPENINGS IN ALL CONCRETE.
LOCATION OF CONSTRUCTION JOINTS, SUBSTANCE JOINTS AND BRICK LEDGES SHALL BE APPROVED BY ARCHITECT OR ENGINEER.
EXPOSED EDGES OF CONCRETE SHALL BE CHAMFERED 3/4".
CONDUIT OR PIPE SHALL NOT EXCEED 1/4 OF SLAB THICKNESS AND SHALL BE PLACED BELOW THE LAYER OF REINFORCING.
CONCRETE WITHOUT CONDUITS OR PIPES SHALL BE A TRIBED EXCEPT WHERE DETAILED OPENINGS ARE PROVIDED.

WOOD:
W1 STRESS INCREASE FOR CONSTRUCTION WITHOUT THE LOAD SHALL NOT EXCEED 1/4.
W2 ALL FASTENERS SHALL BE IN ACCORDANCE WITH NO CABLE 2304.9.
W3 PROVIDE STANDARD OR MASTERS FOR ALL BOLT HEADS AND NUTS THAT WOOD OTHERWISE READ ON WOOD SURFACES.
W4 ALL BOLTED WOOD PLATE ARRIVED TO FOUNDATION FOR 1 1/2" DIAMETER AND UNDERSIGNED SHALL BE PLATE WASHERS AT ALL SHEARWALLS AT 48" o.c. MAXIMUM, EXCEPT AS NOTED IN SHEARWALL SCHEDULE. MINIMUM 2 BOLTS PER SQUARE WOOD PLATE.
W5 ALL METAL CONNECTORS SHALL HAVE KILN APPROVAL AND SHALL BE INSTALLED WITH THE FASTENERS OR NAILS SPECIFIED BY THE MANUFACTURER. ALL FASTENERS AND HARDWARE IN CONTACT WITH PRESSURE TO BE HOT DIP GALVANIZED.
W6 WOOD FRAMING SHALL HAVE A MAXIMUM MOISTURE CONTENT OF 19% AND THE FOLLOWING MINIMUM DIRECTIONS PROPERTIES:
SPF NO 2
Fb = 875 PSI
Fc = 1150 PSI
Fv = 70 PSI
Fcp = 425 PSI
E = 1,400,000 PSI
W7 ALL PARALLEL STRAND LUMBER (PSL) AND LAMINATED VENEER LUMBER (LVL) FRAMING MEMBERS SHALL HAVE THE FOLLOWING MINIMUM DIRECTIONS PROPERTIES:

PSL	LVL
Fb = 2900 PSI	Fb = 2600 PSI
Fc = 2900 PSI	Fc = 2500 PSI
Fv = 290 PSI	Fv = 285 PSI
Fcp = 650 PSI	Fcp = 750 PSI
E = 2,000,000 PSI	E = 1,900,000 PSI

W8 ALL WALLS SHALL BE 2 x 6 STUDS AT 16" o.c. UNLESS NOTED OTHERWISE ON PLANS.
W9 UNLESS SHEARWALLS SHALL BE 1/2 x 2x6, UNLESS OTHERWISE SHALL NUMBER OF 2x STUDS SUPPORTING LINES, HAS AND CLEARED SUPPORT STUDS AT 8" o.c. MAXIMUM VERTICALLY.
W10 PLYWOOD SHEATHING SHALL BE APPLICATED WITH EXTERIOR GLUE AND SHALL MEET ALL PRODUCT STANDARDS IN. PLYWOOD SHEATHING SHALL BE CONTINUOUS OVER 2 SPANS MINIMUM WITH JOINTS STAGGERED. PLYWOOD THICKNESS SHALL BE:
ROOF 19/32" THICK WITH 40/20 INDEX (SEE PLYCLIPS)
WALL 19/32" THICK WITH 40/20 INDEX
W11 PLYWOOD PANELS SHALL NOT OVER THE CENTER LINE OF SUPPORTING MEMBERS. EDGE HANDLING SHALL BE NOT LESS THAN 3/4" FROM PLYWOOD EDGE AND NOT LESS THAN 3/8" FROM EDGE OF SUPPORT.
W12 DIAPHRAGM HANDLING:
TYPICAL DIAPHRAGM
UNLOCKED
BOUNDARY HANDLING ..... 2/3" DIA 3.7" (3/4" o.c.
EDGE HANDLING ..... 2/3" DIA 3.7" (3/4" o.c.
FIELD HANDLING ..... 2/3" DIA 3.7" (3/4" o.c.

WOOD FRAMING:
W1 WOOD FRAMING FABRICATION AND GENERAL CONTRACTOR SHALL CERTIFY THAT THEY HAVE REVIEWED ALL SHOP DRAWINGS SHEETS BEFORE SUBMITTING FOR REVIEW BY STAMPING EACH SHEET, ONLY COMPANY LETTERHEAD STATING THE SAME, FOR EACH SUBMITTAL. ALL DEVIATIONS FROM THE CONTRACT DRAWINGS SHALL BE HIGHLIGHTED BY THE FABRICATOR AND/OR GENERAL CONTRACTOR. SHOP DRAWINGS SUBMITTED FOR ENGINEERS REVIEW ARE ONLY CHECKED FOR GENERAL CONFORMANCE WITH THE DESIGN CONCEPT OF THE PROJECT AND GENERAL COMPLIANCE WITH THE CONTRACT DOCUMENTS. NO RESPONSIBILITY IS ASSUMED BY THE ENGINEER FOR THE CORRECTNESS OF DIMENSIONS, DETAILS, QUANTITIES OR PROCEDURES SHOWN ON THE SHOP DRAWINGS.
W2 SHOP DRAWINGS SHALL BE PREPARED BEFORE WITH THE CURRENT MATERIAL STANDARDS: F.P.I.
W3 DESIGN CONTRACT AND FIELD WOOD FRAMING IN ACCORDANCE WITH THE LATEST PTY DESIGNER INFORMATION FOR LEAST SIZE AT PLANS CONNECTED WITH THE LATEST DESIGN FRAMING TO CONFORM TO THE CONTRACTOR'S SHOWN ON THE DRAWINGS. NEW CONFIGURATIONS SHOWN ARE FOR PRIMARY PURPOSES ONLY AND ARE TO BE DETAILED AS REQUIRED BY THE DESIGN CONTRACTOR.
W4 FABRICATOR SHALL SUBMIT DESIGN AND DETAILS TO THE ARCHITECT FOR APPROVAL PRIOR TO FABRICATION. SUBMITTED SHALL INCLUDE MATERIAL PROPERTIES, HANDLING DIAGRAMS, FORCE DIAGRAMS, DIMENSIONS, DATA, CONNECTOR INFORMATION, BRACING REQUIREMENTS AND LAYOUT PLACING PLANS.
NOTE:
THE FABRICATOR SHALL CERTIFY THAT THE FIELD DESIGN HANDLING HAS SEEN THE CONSTRUCTION DRAWINGS AND IS AGREED WITH THE CONTRACTOR AND METHODS OF SUPPORTING THE FRAMES. THE FIELD DESIGN SHALL BE STAMPED BY A LICENSED ENGINEER.
W5 STRESS MEMBERS SHALL HAVE A MAXIMUM MOISTURE CONTENT OF 19% AND THE FOLLOWING MINIMUM DIRECTIONS PROPERTIES:
Fb = 875 PSI
Fc = 775 PSI
Fv = 70 PSI
Fcp = 425 PSI
E = 1,400,000 PSI
MINIMUM SPECIAL GRAVITY = .47
W6 ROOF FRAMES SHALL BE DESIGNED FOR THE FOLLOWING MEMBERS:
UNLESS LOAD 30 PSI FULL DRAWING
DEAD LOAD (INITIAL) 15 PSI
DEAD LOAD (BOTTOM CHORD) 6 PSI
SPLICE PER DESIGN LOADS
W7 ALL MINIMUM TRUSS MEMBERS FOR A 2X4. ALL FRAMES TO HAVE A MINIMUM OF 4 MEMBERS. NO OPENINGS ARE ALLOWED.
W8 STRESS INCREASE FOR CONSTRUCTION WITHOUT THE LOAD SHALL NOT EXCEED 1/4.
W9 STRESS INCREASING FOR WALL PLATE FOR THE LEAD THEN OR EQUAL TO 1/4" WAS NOT EXCEED MAX. NOTES.

DESIGN LOADS & SOIL PRESSURES:
CONTROLING CODE: 2003 IBC
DESIGN LOADS
ROOF: 25 PSI
SHOW LOAD:
ROOF SHOW LOAD, Pf: 25 PSI
EXPOSURE CONDITIONS, Cs: 0.9
IMPORTANCE FACTOR, I: 1.0
THERMAL FACTOR, Ct: 1.0
WIND LOADS:
BASIC WIND SPEED: 90 MPH
IMPORTANCE FACTOR, I: 1.0
EXPOSURE: C
SEISMIC:
SEE GROUP: 1
DESIGN CATEGORY: B
IMPORTANCE FACTOR, I: 1.0
SIC: 0.07
SIC: 0.042
SDS: 0.075
SDI: 0.016
SITE CLASS: D
BASIC SEISMIC FORCE RESISTING SYSTEM: WOOD SHEARWALLS
ANALYSIS PROCEDURE: E.L.F.
NO DESIGN SOIL PRESSURE: 2000 PSF

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REVISIONS

No.	Description	Date

INDEPENDENCE COMMUNITY COLLEGE

A NEW WEIGHT ROOM

STRUCTURAL

Project number	Project Number
Date	Issue Date
Drawn by	Author
Checked by	Checker
Sheet	S1
Scale	As Indicated

Fab Lab Expansion – Addition to existing building

Relationship to Strategic Plan: Board Goals: "Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate" and "Improve the College's relationship with the community" and "Enhance programs through innovation to improve the overall student experience."

Case: The current Fab Lab was a retrofit of an unused space in the Cessna Building. The Fab Lab is experiencing crowded conditions that have come from the heavy usage it now experiences on a daily basis. We are seeing increased use from all categories of users; community members, ICC students, area high school student classes and groups, Greenbush (educational cooperative) and several of our area public and private middle schools are bringing students to the Fab Lab now and most are asking to use the facility more frequently in the future. The Fab Lab footprint was never sufficient to serve these groups, and as the facility is used more by our own engineering students, the situation will only grow worse.

This construction project expands an existing fabrication laboratory in Independence, Kansas, which is one of some 700 members of the Fab Foundation, originated at the MIT Center for Bits and Atoms. The current facility, 1,755 square feet, opened in October 2014. It has to-date more than 180 paid-memberships, some from as far as Wichita (118 miles). In response to current user needs and future demands, this project will add an 80 foot by 100 foot (8,000 sq. ft.) lab adjacent to the current fab lab. A primary goal is to allow for dedicated space for use by entrepreneurs and innovators, so they will not have to compete with community and educational users for lab resources. The projected 3,600 square feet for entrepreneur space includes an "innovation room" and "entrepreneur's bullpen." Private-sector users will also have access to an in-house "entrepreneur-in-residence" to aid their business development ideas. The expansion also allows for upgraded and expanded equipment suitable with greater prototyping capabilities, along with entrepreneurial-supportive features: a welding booth and a paint and powder coating booth. There will also be an area for entrepreneurs to lease a small office, and secure facilities to store materials.

The need for this project is reflected through statistics that describe economic conditions of the region: statistics for Montgomery County, in which the project is located; and statistics that correspond with the Southeast Kansas Comprehensive Economic Development Strategy (CEDS) region.

Montgomery County is facing increased economic distress. The U.S. Bureau of Labor Statistics reports Montgomery County with a 6.7 percent unemployment rate in June of 2016, significantly higher than the national figure of 4.9 percent. The American Community Survey shows 18.2 percent of population below poverty level, compared to 13.6 percent in Kansas as a whole.

It is likely that available statistics do not reflect major negative economic events that still hinder future growth. In October of 2015, Mercy Hospital in Independence closed (190 jobs lost), leaving the town of 9,200 among the largest isolated communities in the nation with no full-service hospital

or emergency room facility. In March 2015, two other major employers closed in Montgomery County (an Amazon.com distribution facility and the Southwire manufacturing plant), for an additional loss of 500 jobs. The Southeast Kansas CEDS report echoes this discouraging trend for Montgomery County and its immediate 12-county region. The 2014 CEDS report stated: "Unfortunately, the [the southeast Kansas CEDS area] continues to experience unemployment rates that are higher than the state average." The report adds that the economic development agency Kansas, Inc., rates Southeast Kansas as the most distressed region in Kansas, and has the lowest income of any CEDS district in the state.

To mitigate this economic distress, the Southeast Kansas CEDS Strategy outlines several objectives, and this project closely aligns with several. For instance, CEDS Strategy Objective #1 is to help with business start questions. The project includes an "Entrepreneurs Bullpen" and "Innovation Room" for exclusive use of business innovators, where they can share ideas and expertise. In-house advisors are available at no charge to aid business innovators in the best usage of advanced manufacturing equipment to attain their vision.

This project also aligns with the CEDS Strategy Objective #5, "Attracting and Retaining Business and Industry." The objective reads: "Encourage and support entrepreneur programs and educational endeavors." This project aligns with this objective. Not only is the project the sole National Fab Lab Network facility in the region, but the fab lab includes an "entrepreneur-in-residence." This experienced staff member mentors and encourages entrepreneurs, and guides the innovators to helpful resources that further develop their ideas. Furthermore, this project adds more entrepreneur-supportive features such as a coating lab, welding lab, and offices and lockers available for lease at a reasonable fee. All these features create an entrepreneur-supportive environment. These features also align with the Kansas Department of Commerce Strategic Plan titled: "Cooperating and Integrating the CEDS with Kansas' Economic Priorities" in which Priority Number 7 is to encourage "Rural and high-growth entrepreneurial ventures."

As the project is located at Independence Community College, the project fills the need of numerous organizations which use the project space as an educational tool. Continual workshops and classes will give formal training to students (and community members) on how to use the fab lab for creative uses. ICC will offer specialized training for entrepreneurs on ways to incorporate creative thinking with fab lab use.

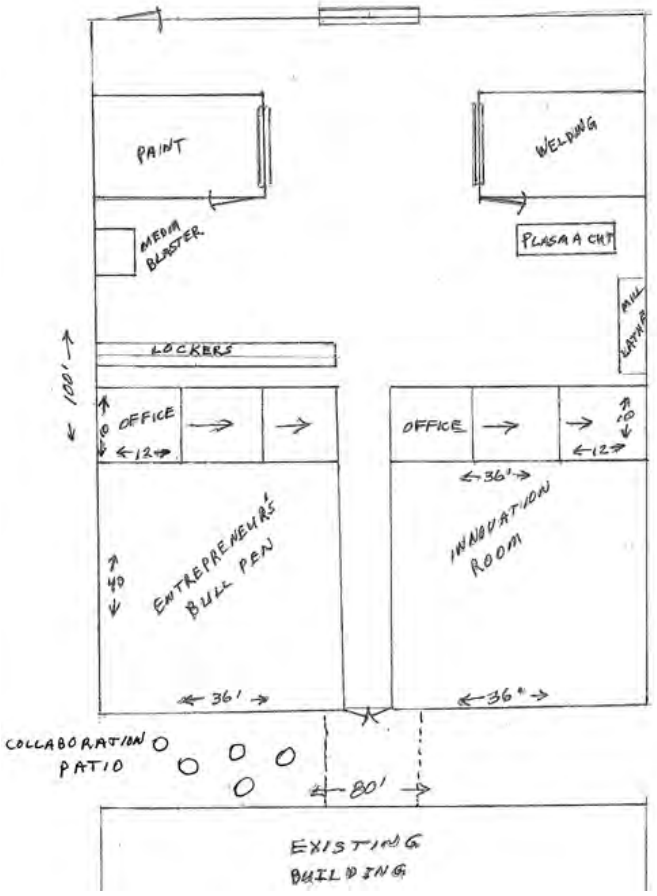
This project positively impacts two EDA funding priorities. The first priority is "Economically Distressed and Underserved Communities." The Southeast Kansas CEDS region and the immediate area around the project site have both suffered disproportionate economic distress and job losses. This project boosts the region's competitiveness by making available to innovators an expansive fabrication laboratory, supported by advanced manufacturing prototyping equipment and an entrepreneurial friendly environment.

The second EDA funding priority is the National Strategic priority in which the EDA "especially encourages projects that support increasing manufacturing, including advanced manufacturing." This project introduces advanced, additive manufacturing to a region that has customarily only

investigated subtractive manufacturing, opening new avenues of thinking and product innovation in an isolated region.

The region's eligibility is based on median income. The U.S. Census ACS 2014 statistics for Montgomery County shows the median income as $40,716. By contrast, the median income from the U.S. Census ACS 2014 shows the median income for the nation was $53,482. This means that the median income for Montgomery County was just 76.1 percent of the figure nationwide.

Planned Improvement: Build an additional facility of 8,000 square feet either attached to or adjoining the existing Cessna Learning Center on the main campus of Independence Community College. The new facility will provide these solutions to the continuing needs of our rapidly growing user base:



- **Metal Fabrication –**

o Space will be provided for our existing metals equipment, including our plasma cutting table, mill, lathe and media blaster.

o The area will include a new booth to add welding to our existing metals capability.

o Additional space will serve to house metal working equipment that will be donated in the future.

- **Paint and Finishing –** Space will include a paint booth so that projects can be painted safely with the proper ventilation and safety equipment.

- **Member Storage** – Lockers will be made available for members and students to store their small projects and personal effects.
- **Office Space** – While not as exciting as other aspects of creative space, we need some work space where we can go about the business of administering and operating Fab Lab ICC and the leaders of our partner programs.
- **Entrepreneurs Bull Pen** – This open area is available to Fab Lab member entrepreneurs to run their businesses in an open, collaborative area where the inspirations and ideas can flow freely. The Bull Pen is office space without the traditional cubicles.
- **Innovation Room** – This room will serve as a place for meetings, classes, gatherings, meals and other activities. There will be no "permanent" Fab Lab equipment; therefore, the room can be scheduled for private as well as collaborative meetings and classes. The design and "look" of the room will foster creativity and innovation.

Cost: $700,000
Source of Funds: $350,000 from EDA, $50,000 from IAP, $100,000 from college, 200,000 from gifts
Begin: 2017

Proposed site:

Contour Map

MONTGOMERY COUNTY

GIS Department
P.O. Box 507
Independence, KS 67301
Phone: 620-330-1050
Fax: 620-330-1117

Property Ownership Map
Montgomery County, Kansas
prepared under the direction of
Kansas Department of Revenue
Division of Property Valuation
and
Montgomery Board of County Commissioners

This map is for tax purposes only.
This map is not a legal survey.
This map is not intended for conveyances.

0 75 150 300
Feet

Date of Map: 6/15/2016

1 inch = 150 feet

Montgomery County makes every effort to produce and publish the most current and accurate information possible. The data is provided "as is" without warranty or any representation of accuracy, timeliness or completeness. The burden for determining accuracy, completeness, timeliness, merchantability and fitness for or the appropriateness for use rests solely on the requester. The County makes no warranties, express or implied, as to the use of the Data. There are no implied warranties of merchantability or fitness for a particular purpose. The requester acknowledges and accepts the limitations of the Data, including the fact that the Data is dynamic and is in a constant state of maintenance, correction and update.
---Montgomery County GIS Department

Legend
Centerline
O Parcels

Recital Hall – Addition to existing building

Relationship to Strategic Plan Areas: Academic Excellence, Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: The current Fine Arts Building is not nearly big enough for its current needs, let alone any expansion of the music, art, or theatre programs. The music practice room has become a catch-all for choir practice, band practice, community band, instrument storage, class instruction, and one-on-one instruction. The building has almost no storage capability to accommodate the significant theatre set storage needs of the Inge Center and the theatre program, many of which are currently stored at ICC West. One of the two art labs is also used as classroom space. The Inge Theatre is used by two academic programs, the Inge Center, the college for occasional events, and various community groups. When sets are on stage, the theatre cannot be used for other events, including music performances. In addition, the Inge Theatre is not well-suited to music events, since its acoustical capabilities are poor.

Planned Improvements; All of these problems listed above could be alleviated by the construction of a music recital hall and storage space. This recital hall would seat 150-200 people and be located immediately adjacent to the building to the east of the Inge Theatre. Such a facility would allow all music practice to move out of the current facility, freeing the current practice room to be renovated into an acoustically correct lecture hall. The new lecture space would allow the art labs to be fully used as labs instead of instructional space, allow a new large instructional space for Music Appreciation and Art Appreciation, and provide an additional large lecture space for the college. The burden on the Inge Theatre would then be reduced by four on-campus groups: the Choir, Chamber Singers, Band, and Recitals could now all be held in the new facility. The new recital hall would include storage space for the Inge Theater sets, which would save staff time (compared to moving sets from ICC West) and expand storage capability.

Examples of existing recital halls in this size range:

Alfred Newman Recital Hall, USC

Recital Hall, University of Minnesota, Morris Campus

Evangel University Recital Hall

Cost: Approximately $1M
Source of Funds: $500,000 from Capital Reserve Fund (pipeline funds), $500,000 from gifts
Begin: 2018

Culinary Lab – Buildout of unfinished space

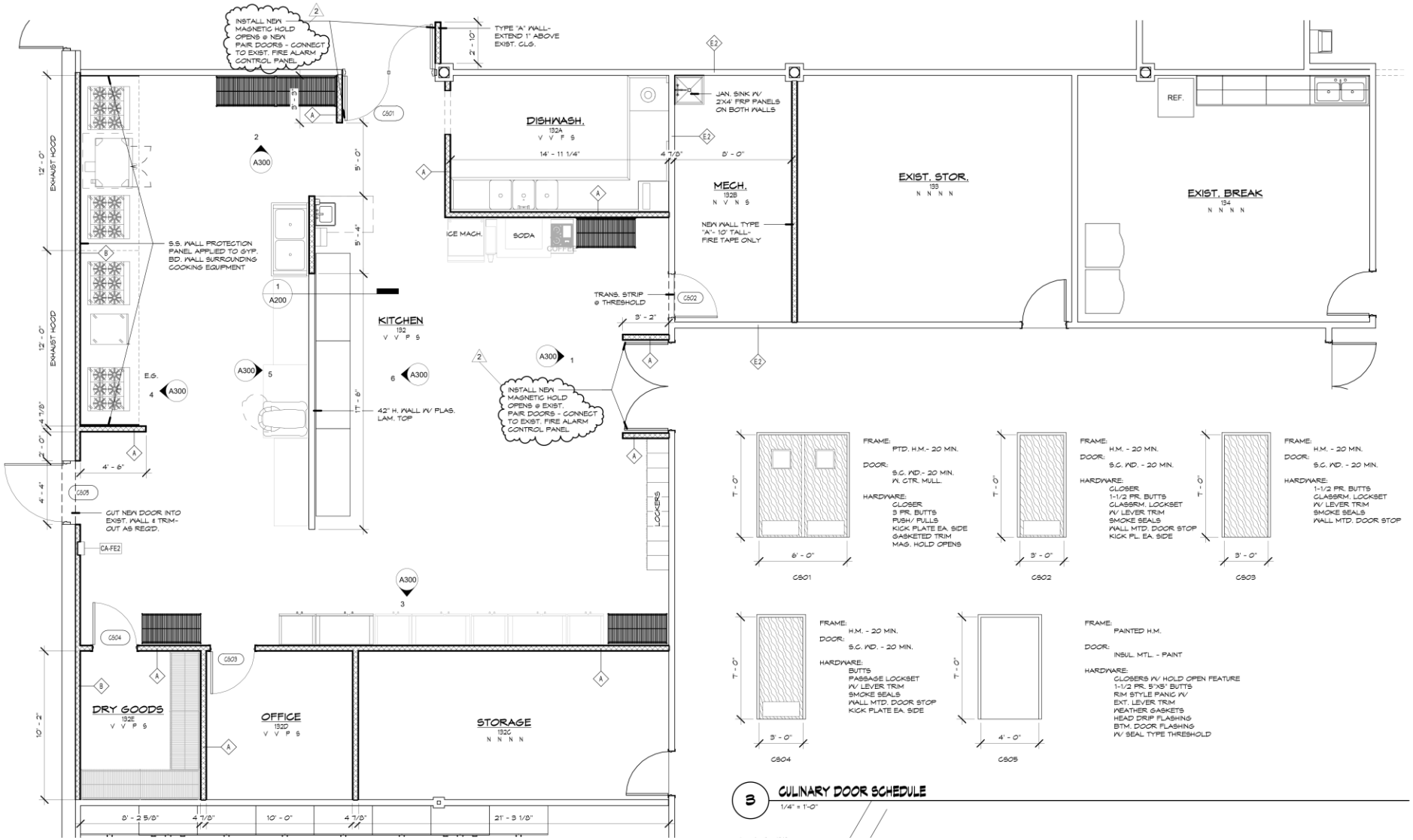
Relationship to Strategic Plan Areas: Academic Excellence, Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: The college currently has two culinary-related programs: "Culinary Arts" and "Culinary Arts and Hospitality." Both are 15 credit-hour programs designed to offer a simple credential to students that would lead to a basic level of employment in a food-related setting. Historically, neither of these programs has enrolled any significant number of students. Because of low enrollment, the college would hire an adjunct to teach the courses. But the root cause of the low enrollment was a lack of a teaching facility; without a facility, recruitment was difficult; without students, a full-time instructor did not seem to be warranted; without students or full-time instructor, it seemed pointless to expand the facilities, and the cycle would repeat. This is despite reports of widespread interest in the program from prospective students.

Planned Improvements: The college should build a culinary lab in the final unfinished space at ICC West. The size of the space is appropriate for such a lab, the space is adjacent to the community room (which means the lab could be used for catering that space), the program is consistent with the other workforce preparation programs at the facility and with the Board of Trustees goal to develop further workforce preparation programs.

Cost: Approximately $293,000
Source of Funds: $75,000 from repair and renovation fund, $98,000 from capital mill levy, $45,000 from ICC Foundation, $75,000 from gifts
Begin: 2016

(A floorplan follows on the next page)



3 CULINARY DOOR SCHEDULE

1/4" = 1'-0"

Indoor Athletic Practice Facility – New Construction

Relationship to Strategic Plan Areas: Service Excellence. Board Goals: "Improve the College's relationship with the community"

Case: Our current facility is far too small for the number of teams and athletes we have. It does not allow large teams to practice indoors during winter or poor weather, some of our teams don't have locker rooms, there is no space for cheer and dance to practice, and intramural opportunities are limited.

Planned Improvement: Indoor Athletic Training Facility with Weight Room, located behind the Villas.

- This facility would benefit Football, Baseball and Softball by allowing them to practice during inclement weather.
- Both basketball teams and the volleyball team would benefit by having a quality weight room, and reduce wear and tear on the floor in the gymnasium from practices by other sports teams.
- All teams would benefit in recruiting more quality athletes who are going to other Community Colleges because of their indoor facilities.
- An extra court would provide a place to house Intramurals and practice space for Cheer/Dance.
- Provide local high school coaches and their teams another place to practice during the winter.
- An indoor facility would allow us to increase the size of our current athletic training room in the gymnasium to provide better service and rehab for our injured athletes.
- Provide locker rooms for Baseball and Softball who currently don't have them.
- Revenue source from rental to community events throughout the year.

Cost: approximately $1M
Source of Funds: $250,000 from Capital Reserve Fund (pipeline funds), $750,000 from gifts
Begin: 2019

ICC West Expansion - Design Phase

Relationship to Strategic Plan Area: Academic Excellence. Board Goals: “Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate” and “Improve the College’s relationship with the community” and “Enhance programs through innovation to improve the overall student experience.”

Case: The ICC West Campus is already too small for its current purposes. Every classroom, lab, and storage space is already at full capacity. The building does not have offices for all of the employees working there, and has only one space for the public, which is heavily used. With the addition of the culinary lab, there is no unimproved, undesignated space left at the facility – no further growth is possible. The purchase of the 4.1 acres immediately adjacent to the rear of the building would allow the cost-effective expansion of the campus without the need to construct additional parking or the hiring of additional building supervisors or maintenance personnel.

Planned Improvement: An architectural plan should be developed that would establish design and costs for a facility that occupies the undeveloped land on West Main. Simultaneously, a fundraising plan should be developed which would be a “Phase Two” for ICC West.

Cost: $25,000
Source of Funds: Regular college budget
Begin: 2019

Main Campus "Courtyard" Project – Design Phase

Relationship to Strategic Plan Area: Service Excellence. Board Goals: "Enhance programs through innovation to improve the overall student experience."

Case: The College has made significant steps forward in the student life area with the completion of the lower level of the student union. However, many of the amenities that are present at larger or better equipped campuses still need to be considered or provided. With the exception of the bookstore, the college has no retail space that could provide goods and services the students want and need. Social space remains minimally developed, as the current social spaces provide only modest amenities.

Planned Improvement: An architectural plan should be developed that would establish design and costs for a facility that provides revenue-producing amenities located adjacent to the dorm area. The committee envisioned an anchor retail space patterned after a convenience store, but larger, perhaps with a dominant visual feature like a climbing wall. The bookstore may or may not be relocated to this space as well. Encircling this anchor retail space would be a series of other spaces that can be added as demand warrants, providing goods to students (such as specialty food, coffee, electronics) or services (such as cosmetology, tanning, fitness, and gaming). Simultaneously, a fundraising plan should be developed.

Cost: $25,000
Source of Funds: Regular college budget
Begin: 2021

Maintenance Plan – Ongoing Maintenance and Capital Equipment Replacement

Relationship to Strategic Plan Area: Support Excellence. Strategic Plan Core Value: Responsiveness – "ICC Looks to the future by responding to the emerging needs of its stakeholders."

Case: The ICC campus is a 68-acre area, with facilities and equipment valued in the hundreds of millions of dollars. Any organization of that size should have a plan that organizes and prioritizes the existing building maintenance needs and new capital equipment needs, with a focus on resolving health and safety issues. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.

Cost: Approximately $350,000 annually

Source of Funds: Already included in existing college budget

Introduction

The information collected in compiling the Plan assists ICC to prioritize the exiting individual building needs, with a focus on resolving health and safety issues. In addition, any new facilities, additional classroom construction or acquisition of new facilities, or site improvements are also included in the plan. The plan organizes and prioritizes the existing building needs and new facility needs. As work is accomplished each year or new situations emerge, the remaining tasks are re-prioritized as necessary to concentrate on the critical needs. Maintenance and repair items are included and addressed annually through the college's work order system.

ICC campus is a 68-acre area.

Determine:

In order to develop the list of projects in this Plan, input was solicited from maintenance staff, professional consultants/contractors and ICC staff. Staff also created a survey and solicited input employees regarding the conditions of their facilities. This plan incorporates their feedback, where appropriate. The survey asked the Director of Maintenance to rate the exterior (lighting, grounds, parking lot, etc.) and interior (heating, air conditioning, floors, etc.) of the classroom/facility by marking "Good", "Fair", and "Poor", and note any additional comments. This plan incorporates their feedback. ICC will focus on any emergency safety needs, safety needs, and "poor" ratings.

- Survey monkey- with ratings for facilities
- Student Satisfaction Survey- are facilities rated???
- Survey – repair/renovation list
- Building Inspections, formal & informal

Project Funding & Budgets:

HVAC Systems have a typical lifespan of 15 to 20 years. Practicing good preventative maintenance and servicing as required will prolong the duration of the equipment. I have asked a representative from Trane to inspect our existing HVAC units so we can more accurately plan for replacement costs and equipment needs. The Maintenance Department is also making strides to utilize the staff resources we have available and eliminate contractor services which we can perform in-house, thus cutting expenditures to our budget.

Measure Success:

- MHEC Report (Global Risk Consultants)
- Fire Marshal Reports
- Reduce Preventative maintenance appearing on repair/renovation list
- OSHA measures
- DHS Recommendations

Location:	Exterior Rating:	Interior Rating:	Comments:
Student Union	Good	Good	Exterior windows need washed; continue landscaping west side; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Field House:	Good	Good	East doors need replaced; HVAC system is aged; possible ADA issues will need to be resolved; fascia needs repainted along with other campus buildings to tie in updated/fresh look.
Academic Building	Good	Fair	Moisture issues on west wall lower level need to be addressed, will require excavating and resealing concrete walls; exterior windows need washed; possible ADA issues will need to be resolved; flooring in classrooms needs replaced; interior classrooms need painted; windows in several locations need replaced; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Fine Arts Building	Good	Good	Moisture enters building on south side by music department. Work needs to be done to change exterior grade to keep water away from door; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC is in fair operating condition due to age of systems.
Cessna Learning Center	Good	Good	Addition will be added spring 2018; Parking lot needs to be chip sealed in locations.
Administration Building	Fair	Good	Exterior landscaping required; water/wet ground issue on east side steps needs to be resolved; windows in multiple locations need to be replaced/upgraded; fascia needs repainted along with other campus buildings to tie in updated/fresh look; HVAC system operating adequately. Parking lot needs chip sealed and resurfaced in areas.
ICC West	Good	Poor	Exterior is in good shape, parking lot needs chip sealed and resurfaced; Interior has moisture issues and flooring throughout most of the building needs to be replaced.
Maintenance Building	Fair	Good	Working well; parking area needs to be enlarged.

5-Year Plan:

Student Union-General

Built: July 1973.
Cost: $292,000
Square Footage: 15,790

Remodeled: 3/9/2006
Cost: $70,632.79 (figures provided pre 3/2017)

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union						
RT AH #1 Trane Ser. # K06K18257A Installed 2007	Replace	15-20 Years			*22-23	Operating as designed
HVAC-(Ground) Carrier Unit #3205Q06339 Installed 2005	Replace	15-20 Years			*20-21	Operating as designed
RTU #1 (kitchen) Ser. #649100733L Installed 2006		15-20 Years		*$12,000 equipment + labor	*19-20	Earliest would be needing replaced if maintained without an extreme circumstance
AH #1 Boiler & Chiller Ser. #K06K18257A Installed 2007	5/2017 8/2017	15-20 Years		$5220.13 $3055.27	*22-23	Repair Boilers & Boiler Maintenance performed in 2017 ($8275.50) Currently operating as designed.
Roof	2/2007 Replace		Yes, 15 year		22-23	Vendor: Siplast
Fire Panels/System	April 2018			$11830	17-18	D & A Electric
Painting (Exterior)						
Painting (Interior)	2014; upper level					
Kitchen	Relocated prep station				16-17	Due to current location in front of fire panels
Dining Hall Floors	Strip and re-surface	1-year	No	$350	17-18	Work completed by ICC custodians
Floors	1/07 & 3/15			$2727.95		Carpet
Floors (Upper level)					16-17	Tiles
Floor Cleaning Equipment	2020	7-years	Yes/1-year	$6500.00	20-21	Floor scrubber and burnisher
Doors	Replace				18-19	Outside kitchen doors
ADA restroom stalls	12/2006			$6746	05-06	
Windows	Washing	Annually	No	*Lift Rental	17-18	Wash windows – By Maintenance Staff
Treasure Chest (Paint &	12/12 & 2/13			$6923		

Electrical)						
Fireside Room	10/31/06			5486.63		

Remodel Treasure Chest: 2/25/2013
Cost: $ 6748 +

Remodel Cyber Cafe: 2015
Cost: $36,680 +

Remodel Lower level S. Union (Administrative offices relocated and space for student activities and clubs added)
Cost: $$??

Student Union-Cafeteria

The Student Union kitchen was remodeled in March 2007. This project cost $136,551.52

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Student Union-Caf						
Furniture (Tables/Chairs)	3/2015			27,247.08		
Dishwasher	1/2013			7,888.00		
Freezer	11/2012			14,801.00		
Kitchen Equipment	2/2010			787.79		
Painting (Interior)						
Floors						
Doors						
Windows						Clean annually
Roof Top Access						Permanent access needs to be installed.
Security System/Monitoring	Install			$3,500		15- cameras installed by ICC staff

Fieldhouse

Built: November 1971

Cost: $442,250.00

Square Footage: 26,966

Gym Floor refinish:

Locker room remodel:

Restroom Remodel:

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fieldhouse						
Boilers (Water Heater)				TBD		Operating as designed
RTU #1 – Info needed		15 to 20 Years				Operating as designed
RTU #2 – Info needed		15 to 20 Years				Operating as designed
RTU #5 Carrier Ser. #1999G20732 Installed 1999	Replace	15 to 20 Years		TBD	*14-16	Operating as designed
RTU #6 Trane Ser. #122912314L Installed 2012	Replace	15 to 20 Years		TBD	27-28	Operating as designed
RTU #7 Trane Ser. #6491010618L Installed 2006	Replace	15 to 20 Years		TBD	21-22	Operating as designed
RTU #8 Trane No info		15 to 20 Years		TBD		Operating as designed
RTU #9 Trane Ser. #649101486D Installed 2006	Replace	15 to 20 Years		$25,000 (unit only does not include labor)	21-22	Operating as designed
Unit #10 (WBB) Amana Wall Unit Ser. #10253506AE		15 to 20 Years		TBD	Watch	Operating
AT - North Wall Unit Does not run Westpoint No info available		15 to 20 Years				Do not replace – not needed
AT – East Wall Unit Amana Ser. # 10729010CE		15 to 20 Years			watch	Operating
Roof	2016 resurfaced	15 years	Yes	$125,00		Hail damage repaired
Painting (Exterior)						
Painting (Interior)						

Floors (Gym, New)	3-12-97			$235,000		
Floors (Gym, Refinish)	6-29-11			$21,900		Floor refinished
Floors (Gym, Basic refinish)	December 2017			$3,000	18-19	Annual refinish
Doors	Replace East Doors			$5,000	18-19	
Security Monitoring	Install 9 Cameras			$2100	18-19	Staff will provide labor
Windows					18-19	Clean as needed
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Bleacher repairs	1-27-08			$40,113		
Bleacher repairs					17-18	Replace motor/wheel mechanism
Bleacher handrails	6-30-12			$10,771		
Fire Panel Upgrade				$27,250		D & Al Electric

Fine Arts

Built: August 1972

Project Cost: $346,543.00

Square Footage: 20,927

Name/Building/ Project	Update/ Replace	Life Expectancy	Warranty ? Yes/No, Length	Cost	Next Budget Year	Notes
Fine Arts						
AHU #1 Ser. #K06J13331A Installed 2006	Watch &/or Replace	15 – 20 Years		$25,000 unit only	21-22	Operating as designed
CU #1 (Theatre) Ser. #C06J09678 Installed 2006	Watch &/or Replace	15 – 20 Years		$50,000 unit only	21-22	Operating as designed
RTU #1 (Air only) Ser. # C06J09677 Installed 2006	Watch &/or Replace	15 – 20 Years		$90,000 unit only	21-22	Operating as designed
RTU #2 (Heat only) Ser. #F06J10036 Installed 2006	Watch &/or Replace	15 – 20 Years		$70,000 unit only	21-22	Operating as designed
Boilers (Water heater)	Watch &/or Replace	15 – 20 Years		TBD		Operating as designed

Roof	Resurfaced Mar. 2016	15 – 20 Years	Yes-Siplast	TBD		Repaired due to hail damage
Fire Panels/System				$13,900	20-21	D & A Electric
Painting (Exterior)	7/26/12			6303.75		
Painting (Interior)	2016			125,000		Hail damage repaired
Floors	Upgrade			$13,990	19-20	
Doors	5/31/2011			10648.12		Tile
Doors	3/30/05			8750.00		Theatre Dance Floor
Doors	4/29/2009					Outer lobby doors
Windows	May 2016			7000		Theatre door
Restrooms	August 2016			7500	15-16	Steel rolling fire door
Lights				2500	16-17	Magnetic Door holders
Ceiling Repairs	4/29/2009			12,030.79		
Crown Moulding	9/30/2012			1393.73		Foyer
Desks	6/30/2013			3440		Lobby Hallway
Floor Scrubber	11/21/2013			2855		
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Security Cameras				$1,400	18-19	Install 6 cameras

Academic Building

Built: August 1971

Project Cost: $736,207

Square Footage: 43,782

Renovations:

5/2015-8/2015- The ICC bookstore was relocated to be housed next to the ICC library.

Cost: ??

Restrooms Renovated: $14, 049

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Academic Building						
RTU # 1 (Heat only) Ser. #F06J10037 Installed 2006	Replace	15 to 20 years		$10,000 unit only	21-22	Communication Issues; Operates as designed
RUT #2 (Air only) Ser. #C06509699 Installed 2006	Replace	15 to 20 years		$90,000 unit only	21-22	Communication Issues; Operates as designed
RTU #3 AIR/HEAT Ser. # C06J9674 Installed 2006	Replace	15 to 20 years		TBD	21-22	Operating as designed
RTU #4 (Heat only) Ser. # F06J10038	Replace	15 to 20 years		TBD	21-21	Communication Issues; Operates as designed

Installed 2006						
RTU #5 (Air only) Ser. #C06J09673 Installed 2006	Replace	15 to 20 years		TBD	21-22	Communication Issues; Operates as designed
Boilers (hot water heater)	TBD			TBD		
Roof	February 2016	15 years	Yes-Siplast	125,000		Hail damage repair
Fire Panels/System	Upgrade			$20,737	18-19	D & A Electric
Painting (Exterior)					19-20	Upgrade campus
Painting (Interior)					17-18	Maintenance painted hallways
Paint classrooms					18-19	To be performed by ICC staff
Balcony (Library)						
Floors – Carpet Broadloom	Replace	10- 15 years		$2.33/sq. foot	19-20	Labor and materials (average classroom 1200 sq. ft.)
Floors Carpet Tile				$3.11/sq. foot	19-20	Labor and materials (average classroom 1200 sq. ft.)
Floors – VAT/VCT	Replace	20 – 30 years		$4.50/sq. foot	19-20	Labor and materials (average classroom 1200 sq. ft.)
Doors	Update			2500	16-17	Magnetic Door Holders per Fire Marshal
Doors	Update			6,000	15-16	Panic Bars replaced on upper level , west , outer doors
Windows	Replace damaged			$4500	18-19	Several locations in library, west door
Restrooms	6/30/09			14,049.21	09-10	
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Library Carpet	6/2011			$19,094	10-11	
Security Cameras				$2,800	18-19	Install 12 cameras

Cessna Learning Center

Built: August 1996

Project Cost: $1,000,000

Square Footage: 8,008

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Cessna Learning Center						
RTU #1 – (NE unit) Trane Ser. # 151111553L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed

RTU #2 – (SE Unit) Trane Ser. # 151111535L	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #3 (NW unit) Trane Ser. # 151111604L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #4 (SW unit) Trane Ser. # 151111571L Installed 2015	Replaced 3/2015	15 to 20 years		TBD	30-31	Hawkins Heat & Air Operating as designed
RTU #5 (West) Trane Ser. # 14206BGW3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Rtu #5 (Inside West) Trane Ser. # 14235STX2V		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (East) Trane Ser. # 14206BEM3F Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
RTU #6 (Inside East) Trane Ser. # 14235SYK2V Installed 2014		15 to 20 years		TBD	29-30	Operating as designed
Boilers (Water Heater)						
Roof	12/29/09; Fall 2015;3/2016 resurfaced hail damage	15 years	Yes-Siplast	24,975	31-32	Murrell Roofing; Wray Roofing
Fire Panels/System	9/2016			$4,533	16-17	
Painting (Exterior)	2013					
Painting (Interior)	5/2013			$4220		
Floors	2/2013			$5778		CLC E & CLCW
Doors	Update			2,500	16-17	Magnetic Door Holder; per Fire Marshall
Rooftop Access						Permanent ladder for rooftop access needs to be installed
Windows						
Security Cameras	Install			$1,400		6 - Cameras (installed by ICC staff)
Solar Panels	2015				Westar	

Administration Building

Acquired: June 8, 1968?

Cost: $35,000

Square Footage: 5,440

Renovations: 3/2015

-Updated painting, carpeting, floor underlayment in north & south end of building, increased office space

Cost: $37,208 +

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Administration Building						
HVAC UNIT #2 (MID-BUILDING Carrier Ser. # 1308G30124 Installed 2013		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
Bryant Unit-Heat		15-20 years				Operating as designed
HVAC UNIT #1 (South) Carrier Ser. # 1707X83571 Installed 2017	2017	15-20 years			32-33	Operating as designed
HVAC	TEC Updated			3,000	15-16	
Ceiling Tiles	3/2015				14-15	South end of bldg.
Ceiling Tiles				5000	16-17	Lobby and hallways
Boilers						
Roof	7/27/12		Yes	24,380.00		
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	3/22/10			5676.00		New Carpet
Windows	Replace select			$2,500	18-19	Various windows that have lost gas seal
Restrooms	3/29/05		5,969.00			
Hot Water Tank	5/2015		Yes	500.00		Replaced
Security Cameras				$1,400	18-19	Install 6 Cameras

Multi-Purpose Building

This facility was originally built as part of the Dorm structure in April 1970. It was originally built to house the Dorm Director. This facility has transformed over the years. In December 2003 it was remodeled and house the “Pirate Cove” Academy, which was the ICC daycare program.

Cost: $35,000
Square Footage: 1,625

Pirate Cove Remodel
12/30/2003
Cost $117,684.00

Fitness Center Remodel:
1/30/2013
Cost: $19,325.00

Football Offices Remodel:
12/30/2015
Cost: $3750 +
Weight Room Addition Cost: ??

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Multi-Purpose Building						
International Comfort Products (Coach's office) Ser. # C153442454 Installed 2015		15 to 20 Years			30-31	Operating as designed
Carrier Ser. # 1516E09347 Installed 2015		15-20 Years			30-31	Operating as designed
Carrier (inside unit) Ser. # 4114X20957 Installed 2014		15-20 Years			29-30	Operating as designed
Roof						
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)	December 2015;July 2017			n/a		
Floors	December 2015					
Doors						
Windows						
Restrooms	December 2015					

ICC West

Acquired: 10/6/2006
Cost: $395,500.00
Renovation Costs: $1,495,313.32
Vet Tech Renovation Cost: $886,873.87
Culinary Renovation Cost: $152,744 +

Square footage: 40,499

The ICC West campus is located at 2615 W. Main in Independence. The facility is housed on 5.1 acres. It currently houses Allied Health, Cosmetology, Vet Tech, and community outreach courses. This facility was purchased in 2006 and fully renovated in August 2010. During the 2011-12 fiscal year, the ICC West was renovated to accommodate the Vet Tech program.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
ICC West						
RTU #1 Trane Ser. #950100259D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #2 Trane Ser. # 950100223D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #3 Trane Ser. #950100286D Installed 2009		15-20 Years		$25,000	24-25	Operating as designed
RTU #4 Trane Ser. #113910921D Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #3 VET TECH Ser. # 113910960L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
RTU #5 Trane Ser. #950100250D Installed 2009		15-20 Years		TBD	24-25	Operating as designed
HVAC (VET TECH #1 S. GROUND UNIT) Ser. # 110110019L Installed 2011		15-20 Years		$15,000	26-27	Operating as designed
HVAC (VET TECH #2-S. Side Ground Unit) Ser. # 113910969L Installed 2011		15-20 Years		TBD	26-27	Operating as designed
Boilers (hot water heaters)				TBD		
Roof				TBD		
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						Cosmetology painted 2017
****Floors (Cosmetology)**	Replace					
****Floors (Wood Center)**	Replace				**	
****Floors (Classroom)**	Replace				**	
****Floors (Hallway)**	Replace				**	
Floor (Multiple classrooms, hallways, labs, woods room)	Replace		No		16-17	Vet Tech Surgery, cosmetology, classrooms, halls
Doors	Update		No	5,000	16-17	Magnetic Door Holders per Fire Marshall
Windows						
Sign	6/30/12			$47,024.54		
Sprinkler System						
Culinary Addition					15-16 &	

					16-17	
Cosmetology Expansion					18-19	Emergency Exit Door, 2 partitions with doors

*****The floor replacement project is going to require addressing the moisture issues in this building. Testing of the subfloor has been performed and saturation levels are extremely high. Flooring types will be chosen based on suitability to the applications.***

Dorms

Bricks:
Built: April 1970
Cost: $514,000.00
Square Footage: 13,680
Renovations: 8/2015- Mold remediation (resulted in new carpet, paint, bed mattresses, and ventilation system)

Captains Quarters:
Built: 6/15/2001
Cost: $5,910,000
Square Footage: 43,774

ICC houses two dorm units that are owned by ICC. The units named "Bricks" are the original dorm structure that were built in April 1970. Ninety-six (96) units were built for a cost of $514,000.00

The "Brick" units are currently being managed by Bluffstone, all maintenance needs are being performed by Bluffstone staff.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Dorms						
HVAC	TBD					
Boilers	TBD					
Roof	TBD					
Fire Panels/System						
Painting (Exterior)						
Painting (Interior)						
Floors	6/30/13			$7,674.00		
Doors						
Windows						
Sign						
Sprinkler System						

Maintenance Facility

Built:
Cost:
Square Footage: 2400

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Maintenance Facility						
Sterling Gas Heater		15 to 20 Years				
Window AC Unit (Director's Office)		10 Years				
Window AC/Heat Unit (Staff Office)		10 Years				
Hot Water Heater – ABS installed 1991		15-20 years				Operating as designed
Roof						Metal roof
Fire Panels/System						
Painting (Exterior)						Metal Building – No paint
Floors						Concrete
Doors						2 overhead and 1 service
Windows						2 small-ok

Parking Lots

Drive E/F was replaced in 2017 for the amount of $89,900. For the purpose of maintaining the life-span of our paved/concrete surfaces we will be spraying cracks and crevices several times throughout the growing year to prevent vegetation from further degrading the surfaces. Ideally we will work on attaining a bid to fill cracks and seal compromised areas. With approval I will work on attaining bids.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Parking Lots						
Drive E/F Fine Arts	4/27/12;7/2017			$56,883.00/$89,900		
Drive C (Student Union)	Replace			Estimate $75,000	18-19	Would be ideal to have work down while CLC addition is being done, we may save on trucking.
Drive A (Maintenance)						Satisfactory
Drive B (Dorms)				$1500.00	18-19	Speed bump needs to be installed
ICC West	Fill Cracks/Seal			Requires estimate	19-20	
Drive D (Admin)	Fill Cracks/Seal			Requires estimate	18-19	

Fleet

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Fleet						
2000 Ford F450	9/25/10			53262.00		Running as designed
1993 Ford F-150						Running as designed
2002 Dodge Caravan						Running as designed
2003 Ford Escape (Inge)						Running as designed
2004 Ford Taurus						Running as designed
2001 Chevy Express Van						Steering going out/will need to be replaced
ICC West Ford Ambulance						Running as designed
1988 Ford AT Van						Running as designed
21-Passenger Shuttle						To be put on Purple Wave to auction
Enclosed Trailer (athletics)						Operating as designed
2009 Friesen Trailer						
2005 Carry On Trailer						

Grounds

The gas lines were replaced from the main located north of the Field House to the lateral lines connecting the Administration Building, Field House, Student Union, Academic Building and Fine Arts. The next big project will need to be working on the electrical wiring for campus light poles. Much of the electrical system is in excess of 40 years old and electrical issues (current going to poles) is occurring. The lack of adequate lighting poses a safety risk to the campus in the evenings.

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Grounds						
Water Tower/Lines	11/6/2000			$175,000.00		
Campus lighting (light poles)				Need estimate		40 + year old wiring: various locations are having issues – shorting of electrical current
Football Practice Field						
Baseball/Softball Fields						
Sidewalks	6/30/2013			$44,338.29 Need estimates for improvement projects.		Replaced multiple sidewalks. Need culverts and work on sidewalks between CLC and Admin/AC buildings; various locations need patched/repaired

Dam Improvements	6/30/2013			$15,463.00		

Equipment

Name/Building/Project	Update/Replace	Life Expectancy	Warranty? Yes/No, Length	Cost	Next Budget Year	Notes
Equipment						
Scoreboards						
Videotron	6/30/11			$50,000		Located at Shulthis Stadium
Observatory						Repair leaks in roof/repaint
Cosmo						
Vet Tech						
Allied Health						
Classrooms						
Mower	February 2016	7 years	No	9,000	15-16 RR	Hustler- Sandbagger
Mower	5/29/11	7 years	No	10,365.27		Hustler #2 needs replaced
Mower	Over 9 years old	7 years	No	9,000		Operating as designed
Golf Cart #1				$4,500	18-19	Golf Cart needs replaced
Golf Cart #2						Operating as designed
Golf Cart #3						Operating as designed
Snow blower						Virtually Brand New
Sprayer for de-icer						Virtually brand new

Appendix C

Independence Community College Accessibility Report and Plan

During the spring 2018 semester the Associate Dean for Tutoring and Accessibility and the ICC Compliance Officer toured every building on the main and west campuses utilizing an ADA checklist in each area. Many areas were found to be out of compliance. A representative from the Great Plains ADA Center presented to campus and toured facilities; offering advice and confirming checklist items. ICC has a responsibility to maintain student access to programming and use of facilities.

Explanation of Priority Levels

Priority Level High – ICC is out of compliance and could face repercussions if item is not remedied

Priority Level Medium – ICC is out of compliance and could face repercussions if item is not remedied but there is a workable temporary solution or issue has smaller impact to students and employees

Priority Level Low – This item would improve overall Accessibility at ICC

Year One

Priority Level	Compliance Need	Estimated Cost
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$0**
High	**Investigate and budget funds installation of elevator in Student Union**	**$0**
High	**Update restroom signage in all buildings to match accessibility level**	**$250**
High	**Update restrooms in Academic Building Lower Level Faculty**	**$1500**
High	**Update restrooms in Academic Building Upper level**	**$2000**
Medium	**Update Administration Building main entrance hand rail**	**$300**
High	**Replace/modify all restroom sink knobs/levers**	**$100**
Medium	**Update/modify accessible parking signage outside Cessna building**	**$100**
Medium	**Update/modify accessible parking signage outside Administration building**	**$100**
Medium	**Update/modify accessible parking signage outside Fine Arts Building**	**$100**
High	**Update/modify accessible parking signage outside Student Union**	**$100**

DRAFT

High	**Install ramp for access to Field House floor**	**$1000**
High	**Update restrooms in Fine Arts building**	**$2000**
High	**Update lower level restrooms in Student Union**	**$2000**
High	**Update upper level restrooms in Student Union**	**$7500**
High	**Update restrooms in Field House**	**$2000**
Low	**Continuous accessibility training and implementation**	**$200**
		$19250

During the investigation it was found that ICC has used "ambulatory" restrooms as the wheelchair accessible restrooms. ICC must provide wheelchair access to a restroom in every building. The first step towards compliance is to update all campus restroom signage. The current "Faculty Restrooms" located on the first floor of the Academic Building should be updated to meet ADA standards (lowering mirror, adding grab bars, etc.)

Elevator access is crucial in the Student Union and a priority in the Academic Building. Students must have access to student programming in the lower level of the Student Union and have access to both levels of the academic building. Current pathways to both buildings are not compliant.

The Administration Building handrail does not meet standards. The entrance has a ramp and is marked as accessible. Replacing the handrail should be relatively easy and inexpensive.

The Field House court is not accessible due to a ledge/step up into the gym. A ramp could be created to allow access. New doors may have to be purchased to accommodate ramp access.

In all ICC restrooms there is an accessible sink. However, many restrooms do not have the proper sink knobs/levers on the appropriate sink. This issue can be corrected quickly and with little cost because the appropriate sink knob/lever is on another sink in the same restroom.

Restrooms in Student Union are not accessible. The upper level restrooms doorway does not allow wheelchair access and the stall width does not meet standards. The lower level restrooms do not meet stall width requirements and are not accessible due to ramp/stairway issues.

The Fine Arts building restrooms are not accessible due to stall width requirements.

The Field House restrooms stall partitions should be updated to allow wheelchair access.

For restrooms not meeting stall width requirements it is recommended ICC purchase new dividers and move plumbing as necessary.

All restrooms must lower or modify the bio-hazard container to meet accessibility requirements.

Accessible parking signs on campus must be 60 inches above the ground from the bottom of the sign. This needs to be corrected across campus. In addition, areas need repainted and/or dimensions adjusted.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars.

DRAFT

Year Two

Priority Level	Compliance Need	Estimated Cost
High	**Investigate and budget funds installation of elevator in Student Union**	**$7500**
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$7500**
Medium/Low	**Provide access to Fab Lab machines**	**Expansion should remedy**
Low	**Continuous accessibility training and implementation**	**$200**
Medium	**Replace cosmetology reception counter**	**$600**
		$15800

The cosmetology counter should be adjusted to allow wheelchair patrons access to view receptionist and pay for services.

The Fab Lab machines are partially accessible. The expansion should remedy accessibility issues. Staff should remain aware of patron needs and remedy accessibility needs as they are presented.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Three

Priority Level	Compliance Need	Estimated Cost
Medium	**Budget funds for installation of elevator in Academic Building**	**$7500**
High	**Budget funds for installation of elevator in Student Union**	**$7500**
Low	**Continuous accessibility training and implementation**	**$200**
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

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Year Four

Priority Level	Compliance Need	Estimated Cost
High	**Investigate and budget funds installation of elevator in Student Union**	**$7500**
Medium	**Investigate and budget funds for installation of elevator in Academic Building**	**$7500**
Low	**Continuous accessibility training and implementation**	**$200**
		$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Five

Priority Level	Compliance Need	Estimated Cost
High	**Install elevator in Student Union**	**$2500**
Medium	**Install elevator in Academic Building**	**$2500**
Low	**Continuous accessibility training and implementation**	**$200**
		$5200

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Total Cost: $70650

Appendix D

Independence
COMMUNITY COLLEGE

Technology Plan 2018-2023

Board Submitted April 26, 2018

Eric Montgomery
Director of Information Technology
Independence Community College

Revision 2.5 (Final Draft)

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Revision History Table

Revision	Author	Date	Description
1.0	Eric Montgomery	3-1-2018	Initial Draft
2.0	Eric Montgomery	4-8-2018	Peer Review Revisions
2.1	Eric Montgomery	4-9-2018	Grammar and Spelling checks
2.2	Eric Montgomery	4-10-2018	Added Appendix A, B, C, D, F, G
2.3	Eric Montgomery	4-11-2018	Added Appendix E, H
2.4	Eric Montgomery	4-11-2018	Added Device Ages
2.5	Eric Montgomery	4-19-2018	Final Draft for Review

Mission Statement

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Vision Statement

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment.

Introduction

The Technology Plan, a guiding document for all of campus, is a revolving action plan providing comprehensive, medium-range planning for the next five years. It covers all areas of campus, including instructional and administrative functions (Records, Enrollment, etc.). Key features include goals for addressing the five major components of technology for effective education (learning, assessment, teaching, infrastructure, and productivity)[1]; initiatives and projects for the next five years; and a plan for continuous updates. Implementation will rest heavily with the Department of Information Technology, but also involve all campus users of technology.

The following document is a culmination of research surrounding multiple colleges, community colleges as well as four-year universities, Educause, Gartner and the National Education Technology Plan.

Prior IT Accomplishments

Several accomplishments have been made in the past three-year period of time, including the following:

Server Upgrades

The College migrated to an improved server environment that also included an enterprise level backup utility system to improve the performance of the Ellucian Power Campus Enterprise Resource Planning system.

Operational Enhancements

- Dynamics GP implementation which revamped our current Financial System.
- Implementation of the Power Campus ERP, moving away from the prior implemented Jenzebar system.
- Online Self Service and Portal for Students.
- Desktop Virtualization Interface development, which enabled students to access course material from a remote location through a private cloud, thus enhancing their levels of access and convenience.
- Complete Network, Wi-Fi, and datacenter replacement.

[1] https://tech.ed.gov/files/2017/01/NETP17.pdf

Campus Technology Committee Membership

The Technology Advisory Committee reports to Council of Chairs. All advisory members are recruited by the Director of Information Technology. Currently there are three vacancies we are trying to fill within the committee.

Member	Role
Eric Montgomery	Director Information Technology ICC
Brett Gilcrest	Division Chair ICC
Brian Southworth	Division Chair ICC
Eric Rutherford	Division Chair ICC
Tonda Lawrence	Division Chair ICC
Laura McClure	Technology Instructor USD #446
Melissa Ashford	Faculty ICC
John Eubanks	Faculty ICC
Cody Westerhold	Student Affairs

Planning, Budgeting, and Effectiveness

1. Planning: Provide strategic long-term planning for campus-wide technology including infrastructure, hardware, software, and support services.

    a. Create a comprehensive, campus-wide technology plan for the next five years (2018-2023). The plan should include definitions of priorities, guidelines for decision-making, proposals for annual budgets for maintenance and replacement schedules when needed.

        i. The five-year plan should be updated annually and provide the basis for annual action plans.

        ii. The evidenced-informed planning process is expected to involve the regular assessment of campus technology needs.

2. Budgeting: Guide technology planning and decision-making processes allocating budgeted funds for technology purposes.

    a. Work with the Chief Financial Officer to develop budgeting and spending policies that accurately document total campus spending on technology.

    b. Review monthly/annual reports from Great Plains Dynamics regarding departmental budgeting and spending for technology.

    c. Create policies that guide the selection of hardware and software funded within existing budgets.

    d. Propose, annually, priorities for technology expenditures.

3. Enhancing Technology's Effectiveness: Strengthen the effectiveness of campus-wide technology through proposals for and evaluation of Information Systems' functions. In the near future, these should include:

    a. Developing technology replacement cycles for all categories of equipment.

b. Establishing college-wide information technology policies, procedures, and standards, including those involving emerging technologies.

IT Department Service and Support Strategy Changes

Over the last three years, the department of Information Technology has revamped the previous infrastructure to meet ever demanding needs. Due to the current change in infrastructure and the need to become more concentric around integration and less facilitation the department needs to implement a Centralized Support Technology.

Centralized Support Technology: To address concerns regarding staffing, after hours support and communication disconnects. The decision was made to propose moving the current help desk infrastructure to a 24x7x365 staffed outsourced solution starting July 2018. The goal was to include the IT staff in more projects and general meetings, while improving IT services and support at all campus locations.

Technology and Institutional Planning

Recognizing that Information Technology is a foundational tool for nearly all campus departments, the Technology Advisory Committee provides faculty, staff, community members, local businesses, administration and students with a voice in planning for technology. This technology plan is ratified by the advisory committee prior to submitting to the board of trustees for final approval whenever substantive changes are made, new policies are written, or new initiatives are added. The plan becomes effective upon board of trustee approval.

Guiding Principles

1. Technology resources must be focused on efforts that directly support priorities in the academic arena.

2. We will seek to work together rather than to create or expand duplicate solutions.

3. Academic and administrative users will strive to communicate their needs and goals as completely and clearly as possible to the Department of Information Technology.

4. The Department of Information Technology will actively solicit input from users and each other on product and service requirements and will include their input in our technology decision-making process.

5. We will work collaboratively as a community to evaluate and manage technology deployment projects utilizing project management best practices.

6. We will employ open standards and best practices where feasible and define our college technology architecture (specifications and guidelines.)

7. We will encourage exploration of technology innovation at Independence Community College.

8. We will provide and support tools and applications that facilitate electronic collaboration of the faculty, staff and students over diverse locations, in line with college goals.

9. The college should ensure that electronic information is readily available to those who need it to accomplish their jobs, regardless of either the physical location of the user or the information.

10. Institutional data should be well defined and accurate. Wherever feasible, information will be captured once, as close to the authoritative source as possible, electronically validated and shared with those who need access.

11. We will promote an environment that provides protection from unauthorized or inadvertent access, sabotage or disasters and ensures the availability, integrity and confidentiality of information yet does not unduly hinder the college from conducting business as usual.

12. As a college community, we will adopt an IT service lifecycle process that provides robust and cost-effective enterprise services.

13. Highly routine manual processes will be automated when real benefits can be achieved and documented.

14. We will consciously establish quality objectives for each technology service and measure performance against those objectives. We will proactively identify and efficiently resolve all issues associated with the quality of our services.
Users should understand what they can expect in terms of service availability and responsiveness. Service levels will vary depending on the classification of a service - e.g. pilot or production. In some cases, we may consciously decide that perfection is not the level of quality necessary and may seek 'good enough'.

15. We will facilitate training and support for approved technology purchased by the college.

Prioritization Rubric

The following table is the rubric upon which ICC prioritizes technological needs. Program Review drives these prioritizations. However, in the case of state government, federal government, or other funding agency mandates, these technology needs will receive top priority by the College.

Number	Criteria	Weight
1	Extent to which request is identified in institutional program review	80%
2	Role of the technology in supporting curriculum or College services	10%
3	Extent to which the request represents a collaborative effort to use technology resources more effectively	5%
4	Sustainability of the technology in terms of ongoing support requirements and replacement costs	5%
Maximum Points		100%

Information Technology Strategic Plan

Significant changes were made to goals and objectives in order to make them more strategic and less tactical/operational in nature. Reviewing HLC recommendations, Student and Employee Satisfaction Survey results affirmed that the goals and objectives as stated within the Technology plan are in alignment with the Mission and Vision of Independence Community College.

Goal #1 Student Success

Key Performance Indicator(s):

- 1st to 2nd term retention rates
- 1st to 2nd year retention rates
- Graduation and completion rates
- Student satisfaction with Wi-Fi, mobile technologies, classroom and lab technologies, and technology training

Objectives	Dependencies	Responsible Party	Fiscal Year
1.1 Enhance the First Year Experience to support new student transitions and first-to-second year retention rates.	Website, Portal		
1.2 Support the use of technology that expands outreach to high school students/teachers for assessing and addressing basic skills needs prior to students entering ICC.			
1.3 Assess the viability of a Smartcard system to enhance the use of electronic student identification technology that enables integrity of learning	Hardware, Software, 3rd Party		
1.4 Enhance student training offerings to support their success in using new technologies.	Website, Portal, Technology Documentation		
1.5 Utilize business intelligence solutions (such as digital dashboards) to make informed decisions to support student success and communicate college-wide retention and degree-completion indicators.	Argos, Dashboards, Portal		
1.6 Collaborate with Institutional Research to identify technologies that compile student learning outcomes, assess program effectiveness, and manage data and documentation for regional and specialized accreditation standards.	Surveys, Dashboards, Portal		
1.7 Collaborate campus wide to assess and prioritize technology solutions that enhance student learning, success, and satisfaction.			
1.8 Evaluate and implement tools to audit the ICC learning management system, and portal to ensure ADA compliance.			
1.9 Evaluate and implement a 24x7 365 help desk solution to support student success.	Funding, Board Approval		

Goal #2 Innovation

Key Performance Indicator(s):

- % of network uptime
- Campus constituent satisfaction with communication technologies, including the portal
- # of courses using mobile technologies
- Cost savings from desktop virtualizations
- Increase student use of mobile technologies in the classroom

Objectives	Dependencies	Responsible Party	Fiscal Year
2.1 Collaborate with faculty and administrators to pilot mobile technologies projects that use technology to support alternate delivery systems.	Training		
2.2 Expand desktop virtualization throughout disciplines to enhance remote access to campus systems and applications.	Training, Licenses		
2.3 Evaluate and implement security technologies to ensure the privacy and integrity of information resources (such as password management).	Software		
2.4 Identify technologies (such as constituent relationship management solutions and communication tools) that support of ICC's Strategic Enrollment Plan.			
2.5 Extend laptop and tablet purchasing within ICC's bookstore for students.	Vendor Collaboration		
2.6 Investigate a Bring Your Own Device, BYOD, program for all faculty and staff, including a possible technology stipend.	Vendor Collaboration, Board Approval		

Goal #3 Operational Efficiencies

Key Performance Indicator(s):

- Identification and deployment of ERP audit recommendations
- Senior leader and departmental manager satisfaction with access to quality data for decision-making and reporting, as measured on campus surveys
- Time savings from technologies deployed to enhance operational efficiencies
- Faculty and staff satisfaction with document management strategy

Objectives	Dependencies	Responsible Party	Fiscal Year
3.1 Assess opportunities to enhance the use of existing and new technologies (such as workflows, Forms, and automation of manual processes) to improve college operational efficiencies.	ERP		
3.2 Collaborate with Human Resources to identify ways to use technology efficiently to recruit, hire, onboard, and train highly qualified candidates that have diverse skill sets.	Security, Training		
3.3 Continue to enhance training to support faculty and staff in effectively using new and existing technologies in their efforts.	Training, Technology		
3.4 Provide for disaster recovery/business continuity plan.			
3.5 Utilize business intelligence solutions (such as digital dashboards) to make informed decisions to support institutional effectiveness and departmental success.	Argos, Portal		
3.6 Explore opportunities shareware, and open source to expand capacity and reduce costs.			
3.7 Identify classroom equipment configurations and technology that address the needs of members of the College community.			
3.8 Develop a document management strategy that establishes a standard methodology and collaboration tools for storing, sharing, and updating documents internally.	Training, Documentation		
3.9 Conduct an independent audit of the Power Campus Enterprise Planning Resource system and third party applications to identify opportunities to meet institutional needs and optimize enterprise systems	ERP		

Goal #4 Engagement

Key Performance Indicator(s):

- # of distance education/online student enrollments
- Community Outreach
- Grants revenue

Objectives	Dependencies	Responsible Party	Fiscal Year
4.1 Collaborate with Departments to identify grant opportunities, and utilize resources	3rd Party		
4.2 Work with College and local community members to investigate technology to more fully integrate ICC with community.	Public Relations		
4.3 Deploy technology to expand/improve communications and relationship with external constituencies.	Software		
4.4 Identify opportunities to use technology in support of the institutional vision for enrollment growth, course offering efficiencies, and quality services.	ERP, Portal		

Next Steps

The next step will be to outline the action items that will achieve each goal and its objectives set forth in the implementation grids. The College values the importance of metrics and accountability and the Technology Plan incorporates measurements to provide evidence of progress and achievement of the goals set forth in the plan. The Implementation Grids contain suggested Key Performance Indicators (KPIs). Baseline and target measurements of the selected KPIs should be established to insure progress can be properly monitored during the life of the plan.

An important culmination of this process is communicating the plan to the College community. This will ensure the vision for technology use is shared among all of the constituencies served. Future communication on both changes to and progress on the plan should also be conveyed on a continuing and timely basis.

This plan should serve as a basis for the annual operational plan which outlines tactical action items that align to the goals and objectives. Additionally, as some goals are dependent on funding, the Technology Plan will feed into the budgeting process for technology for the coming five years.

Radical shifts in the environment that invalidate some of the planning assumptions should trigger a review of the plan for continued relevance. Without this examination, new opportunities could be missed.

Plan Maintenance

The Technology Plan will be reviewed and updated each Fall Semester based on information learned from the assessment activities of the prior academic year. Changes to the campus strategic plan, and the identification of new needs and opportunities. This cycle allows ICC to decide what funding should be requested prior to the budget proposals being submitted in April/May. New actions will be added to the plan and the budget requests will be made to support them. Completed actions will be removed or become part of the Technology Plan archive.

Appendix A

Network Acceptable Use Policy

I. Purpose

The College Network incorporates all electronic communication systems and equipment at the Independence Community College (the "College"). This Network Acceptable Use Policy ("AUP") sets forth the standards by which all Users may use the shared College Network.

The College Network is provided to support the College and its mission of education, service, and research. Any other uses (other than permitted personal use as discussed below), including uses that jeopardize the integrity of the College Network, the privacy or safety of other Users, or that are otherwise illegal are prohibited. The use of the College Network is a revocable privilege.

By using or accessing the College Network, Users agree to comply with this AUP and other applicable College policies which may be implemented from time to time, as well as all federal, state, and local laws and regulations. Only Users are authorized to use and/or access the College Network.

The term "User" refers to any faculty, staff, or student associated with the College, as well as any other individual with access to computers or other network devices that have been approved by the Chief Information Officer for connection to the College Network. This definition includes, but is not limited to, contractors, visitors, and temporary affiliates.

II. Principles

General requirements for acceptable use of the College Network are based on the following principles:

1. Each User is expected to behave responsibly with respect to the College Network and other Users at all times.
2. Each User is expected to respect the integrity and the security of the College Network.
3. Each User is expected to behave in a manner consistent with College's mission and comply with all applicable laws, regulations, and College policies.
4. Each User is expected to be considerate of the needs of other Users by making every reasonable effort not to impede the ability of others to use the College Network and show restraint in the consumption of shared resources.
5. Each User is expected to respect the rights and property of others, including privacy, confidentiality and intellectual property.
6. Each User is expected to cooperate with the College to investigate potential unauthorized and/or illegal use of the College Network.
7. Each User is expected to respect the security and integrity of College computer systems and data.

III. Prohibitions

Without limiting the general guidelines listed above, unless expressly agreed to by the Chief Information Officer, the
following activities are specifically prohibited:

1. Users may not attempt to disguise their identity, the identity of their account or the machine that they are using.
2. Users may not attempt to impersonate another person or organization. Users may likewise not misuse or appropriate the College's name, network names, or network address spaces.
3. Users may not attempt to intercept, monitor, forge, alter or destroy another User's communications. Users may not infringe upon the privacy of others' computer or data. Users may not read, copy, change, or delete another User's data or communications without the prior express permission of such other User.
4. Users may not use the College Network in a way that (a) disrupts, adversely impacts the security of, or interferes with the legitimate use of any computer, the College Network or any network that the College connects to, (b) interferes with the supervisory or accounting functions of any system owned or managed by the College, or (c) take action that is likely to have such effects. Such conduct includes, but is not limited to: hacking or spamming, placing of unlawful information on any computer system, transmitting data or programs likely to result in the loss of an individual's work or result in system downtime, sending "chain letters" or "broadcast" messages to lists or individuals, or any other use that causes congestion of any networks or interferes with the work of others.
5. Users may not distribute or send unlawful communications of any kind, including but not limited to cyberstalking, threats of violence, obscenity, child pornography, or other illegal communications (as defined by law). This provision applies to any electronic communication distributed or sent within the College Network or to other networks while using the College Network.
6. Intentional access to or dissemination of pornography by College employees, temporary staff, contractors, or vendors is prohibited unless (1) such use is specific to work-related functions and has been approved by the respective manager or (2) such use is specifically related to an academic discipline or grant/research project. This

provision applies to any electronic communication distributed or sent within the College Network or to other networks while using the College Network.
7. Users may not attempt to bypass network security mechanisms, including those present on the College Network, without the prior express permission of the owner of that system. The unauthorized network scanning (e.g., vulnerabilities, post mapping, etc.) of the College Network is also prohibited.
8. Users may not engage in the unauthorized copying, distributing, altering or translating of copyrighted materials, software, music or other media without the express permission of the copyright holder or as otherwise allowed by law. Information on the Digital Millennium Copyright Act can be found at:http://www.copyright.gov/legislation/dmca.pdf and the Copyright Act at: http://www.copyright.gov/title17/.
9. Except as allowed under the Personal Use Policy or the Policy on Use of College Resources in Support of Entrepreneurial Activities. Users may not use the College Network for private business, commercial or political activities, fundraising, or advertising on behalf of non-College organizations, unlawful activities, or uses that violate other College policies.
10.Users may not extend or share with public or other users the College Network beyond what has been configured accordingly by the Department of Information Technology. Users are not permitted to connect any network devices or systems (e.g., switches, routers, wireless access points, VPNs, and firewalls) to the College Network without advance notice to and consultation with the Department of Information Technology at the College.
11.Users are responsible for maintaining minimal security controls on their personal computer equipment that connects to the College Network, including but not limited to: current antivirus software, current system patches, and strong passwords.
12.Users may not violate any laws or ordinances, including, but not limited to, laws related to copyright, discrimination, harassment, threats of violence and/or export controls.

IV. Review and Penalties

The College reserves the right to review and/or monitor any transmissions sent or received through the College Network. College access to electronic mail on the College Network is permitted in accordance with the College's Policy on the Privacy of Electronic Information. Access to other transmissions sent or received through the College Network may occur in the following circumstances:
1. In accordance with generally accepted, network-administration practices.
2. To prevent or investigate any actual or potential information security incidents and system misuse, if deemed necessary by authorized personnel.
3. To investigate reports of violation of College policy or local, state, or federal law.
4. To comply with legal requests for information (such as subpoenas and public records requests).
5. To retrieve information in emergency circumstances where there is a threat to health, safety, or College property involved.
Penalties for violating this AUP may include:
6. Restricted access or loss of access to the College Network;
7. Disciplinary actions against personnel and students associated with the College.
8. Termination and/or expulsion from the College, and Civil and/or criminal liability.
The College, in consultation with its legal counsel, may contact local or federal law enforcement authorities to investigate any matter at its sole discretion.

V. Policy Updates

The College reserves the right to update or revise this AUP or implement additional policies in the future. Users are responsible for staying informed about College policies regarding the use of computer and network resources and complying with all applicable policies. The College shall provide notice of any such modifications or amendments by email to the College community. Any such modification shall be effective immediately upon notice being provided regardless of whether subscriber actually reads such notice. The current version of this policy can be found at ??.

VI. Additional IT Acceptable Use Policies

Additional policies related to the acceptable use of other IT systems and services at the College can be found at ?? .
Data Network Infrastructure Policy
Policy on the Privacy of Electronic Information
Personal Use Policy
Policy on Use of College Resources in Support of Entrepreneurial Activities

Data Network Infrastructure Policy

As with any large public utility, such as basic telephony services or electrical distribution, the College

communications infrastructure needs to be centrally planned, managed and maintained. It is only through centrally coordinated information technology strategic planning and implementation that the core technology goals of the institution are met.
An aggregation of separate, discrete, and privately-managed backbone or "backbone-like" data, voice or video networks does not constitute a utilities infrastructure that can meet these institutional goals nor does it provide for the best and most efficient return on the College's investment in this infrastructure.
To ensure a high-performance, high-availability, production-quality communications infrastructure at Independence Community College, the Department of Information Technology must provide a number of components and architectural considerations, as described below.
To ensure reliability, security and efficient use of limited resources, the Department of Information Technology must
develop and implement the physical connectivity design: how buildings connect to the campus fiber infrastructure. The design architecture for the physical layer consists of all campus buildings being designated as hubs or spurs, based on the fiber path and proximity to other buildings. All spur buildings connect to a high-speed switch port in an adjacent hub building. All hub buildings connect to high-speed switch ports in the Cessna Learning Center not only for security and high-reliability considerations, but also for high-performance connectivity to the Department of Information Technology's production systems and to the Internet.
To ensure compatibility, mobility, bandwidth and security, the Department of Information Technology must design, implement and maintain the campus networking architecture. This higher layer architecture is currently based on high-speed switching technologies, with support for virtual LANs and Layer 3 switching, incremental bandwidth upgrades where appropriate (based on proactive traffic management), and support for meshed topologies to allow for
load balancing and alternate paths.
To ensure compatibility and high performance, the Department of Information Technology must maintain campus Internet connectivity. This connectivity is presently based on redundant high speed links to Cable One and AT&T, which requires a single campus entity for coordination and management.
To ensure reliability, the Department of Information Technology must support a 8Å~5-staffed operations center to provide proactive performance monitoring and to react immediately to any unscheduled outages. This also includes maintaining appropriately configured spares of all network electronic components.
To ensure security, only appropriate Department of Information Technology personnel will be permitted to monitor traffic over backbone links through network protocol analyzers (sniffers). The design of both the fiber physical connectivity and of the networking architecture do not allow random, unauthorized traffic eavesdropping across the links: all fiber terminations are in locked cabinets, port mirroring is permitted only through the secured network management system, and the nature of network switching eliminates the shared topologies of earlier network systems. In any case, the Department of Information Technology continues to maintain that the emphasis on security needs to be at the host system level.
To ensure reliability, security and high performance, the Department of Information Technology must provide central management of network devices and systems to the wall-plate in all Independence Community College locations. Any and all data network electronics must be managed by the Department of Information Technology. This includes any and all 802.11 WiFi wireless access points and switches. Note: On-campus resident students will not be allowed to use networking equipment (i.e. home routers, hubs).
In addition to the requirement that only the Department of Information Technology can install and maintain switches and routers on the campus data network, no device with multiple network interfaces (including, but not limited to, VPN gateways, firewalls, and servers) can be connected to the network without advance notice to and consultation with the Department of Information Technology. This advance notice must be submitted in the form of a Help Desk ticket. Failure to provide this advance notice will result in said devices being isolated from the network, and unable to communicate on the network. If the connection of said device is of an emergency nature (such as replacing an existing device), the ticket can be marked as Critical and we will receive immediate notification.

Policy on the Privacy of Electronic Information

I. Introduction and Purpose of this Policy

This Policy clarifies the applicability of law and certain other College policies to electronic mail and the College's Policy on the privacy of electronic information. Users are reminded that all uses of the College's information technology resources, including electronic mail, are subject to all relevant College policies and relevant state and federal laws, including federal copyright law.
Appropriate use of College electronic resources includes instruction, research, service, and the official work of the offices, departments, recognized student and campus organizations, and other agencies of the College, and as

described below, incidental personal usage by faculty, staff, and students. Since resources are not unlimited, the College may give priority for resources to certain uses or certain groups of users in support of its mission. Consistent with the College's non-discrimination policy, the use of information resources should not be denied or abridged because of race, creed, color, sex, sexual orientation, religion, national origin, age, or physical disability.

II.Privacy of Email Files

The College encourages the use of electronic mail and respects the privacy of users. It does not inspect or monitor electronic mail routinely, nor is the College responsible for its contents. Nonetheless, users of electronic mail systems should be aware that, in addition to being subject to authorized access as detailed below, electronic mail in its present form cannot be secured and is, therefore, vulnerable to unauthorized access and modification by third parties. Receivers of electronic mail documents should check with the purported sender if there is any doubt about the identity of the sender or the authenticity of the contents, as they would with print documents.

Users of electronic mail services also should be aware that even though the sender and recipient have discarded their copies of an electronic mail record, there may be back-up copies of such electronic mail that can be retrieved on College systems or any other electronic systems through which the mail has traveled.

College electronic mail services may, subject to the foregoing, be used for incidental personal purposes provided such use does not interfere with College operation of information technologies including electronic mail services, burden the College with incremental costs, or interfere with the user's employment or other obligations to the College.

Access by authorized College employees to electronic mail stored on the College's network of computers may be necessary to ensure the orderly administration and functioning of College computing systems. Such access, gained for purposes such as to back up or move data, ordinarily should not require the employee gaining access to the electronic mail to read messages. The College requires employees, such as system administrators, who as a function of their jobs routinely have access to electronic mail and other electronically stored data to maintain the confidentiality of such information.

Access to electronic mail on the College's network of computers that involves reading electronic mail may occur only where authorized by the College officials designated below and only for the following purposes:

1. Troubleshooting hardware and software problems, such as rerouting or disposing of undeliverable mail, if deemed necessary by the Chief Information Officer or his or her authorized designee.
2. Preventing or investigating unauthorized access and system misuse, if deemed necessary by the Chief Information Officer.
3. Retrieving or reviewing for College purposes College-related information*.
4. Investigating reports of violation of College policy or local, state, or federal law*.
5. Investigating reports of employee misconduct. *
6. Complying with legal requests for information (such as subpoenas and public records requests)*; and
7. Retrieving information in emergency circumstances where there is a threat to health, safety, or College property involved*.

*The system administrator will need approval from the President and General Counsel or their designee(s) approved by the President to access specific mail and data for these purposes. The extent of the access will be limited to what is reasonably necessary to acquire the information for a legitimate purpose.

In addition to the foregoing, when a College employee leaves employment or when a student graduates or otherwise withdraws from the College, a system administrator may, with approval of the unit head to which the employee was assigned or in which the student was enrolled, remove the departing employee's or student's email files from College systems in order to conserve space or for other business purposes. An employee's email may be retained and

accessed by the unit as necessary for use in connection with College business. A student's email should be deleted unless otherwise required in connection with College business. In all such cases the extent of the access will be limited to what is reasonably necessary to acquire the information for a legitimate purpose. Units and departments are encouraged to make arrangements for disposition of email files with departing employees and students in advance of their departure.

III. Privacy of data, other than electronic mail, stored on College computers and networks

As is the case with electronic mail, access by authorized College employees to electronic data stored on the College's network of computers may be necessary to ensure the orderly administration and functioning of College computing systems. Such access may require the employee gaining access to the data to read specific files. The College requires system administrators and other employees who, as a function of their jobs, routinely have access to electronically stored data, to sign statements agreeing to maintain the confidentiality of such information.

In order to conduct its business without interruption, the College must have access to data stored on College

computers and networks. Accordingly, for legitimate business purposes, the head of any College administrative unit or department may in his or her discretion authorize the accessing or retrieval of any files other than electronic mail stored on College computers under that unit or department's control. Where necessary and appropriate, College network support personnel may assist with retrieval of such information on behalf of a unit or department, even if the information is stored at a site other than the unit or department's computer systems.
There is no guarantee of privacy or confidentiality for documents or data stored on College-owned equipment.
IV. Public records consideration
Electronic mail and other data stored on College computers may constitute a public record like other documents subject to disclosure under the Kansas Public Records Act or other laws, or as a result of litigation. However, prior to such disclosure, the College evaluates all requests for information submitted by the public for compliance with the provisions of the Act or other applicable law.
Destruction of such records is governed by the Records Retention Policies of one's unit of employment. Information about such policies is available from one's supervisor. Incidental personal electronic mail may be destroyed at the user's discretion.
V. Conclusion
Wherever possible in a public setting, individuals' privacy should be preserved. However, there is no guarantee of privacy or confidentiality for data stored or for messages stored or sent on College-owned equipment. Persons with questions about the applicability of this Policy to specific situations should contact the Human Resources Department.
Violations of College policies governing the use of College electronic resources, including mail services, may result in restriction of access to College information technology resources in addition to any disciplinary action that may be applicable under other College policies, guidelines or implementing procedures, up to and including dismissal. Suspected violations of College Policy may be reported to helpdesk@indycc.edu.

Personal Use Policy

The use of the College's resources and services for non-official purposes is permitted only in compliance with the following criteria:
1. The cost to the College must be negligible.
2. The use must not interfere with a College employee's obligation to carry out College duties in a timely and effective manner. Time spent engaged in the non-official use of College resources is not considered to be College work time.
3. The use must in no way undermine the use of College resources and services for official purposes.
4. The use neither expresses nor implies sponsorship or endorsement by the College.
5. The use must be consistent with state and federal laws regarding obscenity, libel, or the like, and state and federal laws and College policies regarding political activity, the marketing of products or services, or other inappropriate activities.
6. Users should be aware that internal or external audit or other needs may require examination of uses of College resources or services and should not expect such uses to be free from inspection.
Application: Each case will depend upon the particular circumstances and other important factors such as materiality or reasonableness. The ultimate control, therefore, lies with each employee's supervisor, as that person should have direct knowledge of the behaviors and needs of the individual employee.
Appropriateness of Practices: Employees should consult with their supervisors in advance if they have any questions about appropriateness of certain practices. A supervisor's decision cannot, however, circumvent other policies and procedures of Independence Community College that may restrict personal use beyond the limitations cited herein. For example, the use of the College's telephones, fax machines, mail services, and vehicles must comply with existing College policies, and the use of College resources in political activity is prohibited.
Telephones and Fax Machines: Only calls related to College business may be charged to College lines or calling cards. Personal calls may not be billed to College telephone numbers. Personal long distance calls may be made from College telephones only when these calls are placed as credit card, collect, third number (non-College) calls. This telephone policy also applies to the use of College fax machines.
Mail Services: College Mail Services states, "The campus mail system will be used solely for the distribution of U.S. mail delivered to the Campus Mail Center and for intra-College mail, including publications produced by the College or its related units but excluding student publications." The College mail system will not be used for the distribution of non-College related publications that are designed primarily for free circulation, nor for printed publications containing only advertising or designed primarily for advertising purposes. Use of the campus mail system for real estate advertising, chain letters, or private use for personal advantage is specifically prohibited. Individuals or departments that abuse the campus mail service will, at a minimum, be billed regular first class

postage for all copies distributed.
Vehicles: A supervisor also cannot allow the use of a State vehicle that is not in compliance with Motor Pool Policy.
Political Activity: Political activity by College employees is regulated by Federal and State law and College policy. No employee may use College funds, vehicles, equipment, supplies, or other resources in connection with partisan political activities. This includes the use of College electronic resources.

Reason for Policy

Public Trust: The College deals constantly with the public's perception of how we conduct the business of the College. All College employees must be constantly mindful of the public trust that we discharge, of the necessity for conducting ourselves with the highest ethical principles, and avoiding any action that may be viewed as a violation of the public trust. As custodians of resources entrusted us by the public, government entities, and private donors, we
should always be mindful of how we utilize these resources. As members of a campus community, we should also be
mindful of our responsibility to act so that others are not deprived of access to these same resources as they perform their duties. These resources include, but are not limited to, employee's time, facilities, supplies, and equipment, such as telephones, fax machines, and computers.
Accountability: In any business environment, however, accountability must be balanced with a consideration of the needs of employees to carry on normal day-to-day responsibilities related to their personal lives. The complex task of balancing accountability to the State with the life-needs of employees calls for the College to provide direction for managers when weighing these two essential obligations.

Support of Entrepreneurial Activities

Independence Community College values and supports entrepreneurial activity by faculty. Consistent with the College's goal to support the economic development of the Independence and the State of Kansas, entrepreneurial activities of College faculty are considered part of their duties. Faculty use of College resources in support of appropriate entrepreneurial activities may be allowed provided these activities do not conflict with applicable policies regarding use of public facilities for private gain. Incidental and minimal use of office, library, personal desktop work stations, storage servers, communication devices, or clerical staff is permitted.
For the purpose of this policy, "entrepreneurial activities" performed by a member of the College faculty as part of College duties are activities that contribute to the College's economic development, technology transfer or other public service goals. Examples include environmental or educational issues, a startup company in which the College expects to acquire an equity position through licensing College intellectual property, or activities in support of the development of a licensing agreement with an established company. Where activities are undertaken purely for an employee's personal gain without connection to the College's mission, use of College resources in support of such activities is not appropriate except as otherwise allowed by College policy.
Consulting activities undertaken as allowed are not considered entrepreneurial activities that are part of the faculty member's College duties unless they are so noted.
While this policy is meant to clarify and encourage such activity, faculty should be aware that other current College policies remain in place and are thus applicable to certain aspects of entrepreneurial activity.

Appendix B

Technology Purchasing Policy

The following policies relate to adding network lines, adding additional computers and printers, and computer installations. These policies are necessary in order to control the total College costs related to the support and replacement of the computers and related items and to provide a more timely installation of new computers. Each computer or printer network line incurs costs related to installation, upgrading, support, software licensing, Internet connection, etc. The following policies have been adopted to help control the total costs for this computer support.

Replacing a computer or printer. A new computer/printer purchase is considered a replacement when an older computer or printer is returned to the Department of Information Technology. The replacement of a computer or printer must be initiated by the Division Chair and have appropriate budget funds allocated. It also requires the approval of the Academic Dean, Departmental Directors or their designated representatives.

Adding a computer or printer. A new computer/printer purchase is considered an additional computer or printer when an older unit is not returned to the Department of Information Technology. The addition of a computer or printer must be initiated by the Division Chair and approved by the Academic Dean (academic departments), Departmental Directors or their designated representatives (administrative departments).

Redeployment of computer. To request a redeployment of an existing computer, please submit a request to helpdesk@indycc.edu. **Files existing on the computer will not be transferred**.

Network lines. A Division Chair should contact the Department of Information Technology to request installation of a new network line or for the re-activation of an unused network line. The Department of Information Technology will charge the department the cost of the line installation.

ICC provides each employee with a Primary Office computer that will be replaced on a regular basis. Additional computers, e.g. computers for certain research needs or specialized job requirements, are allowed with the approval of the Academic Dean (academic departments) or Departmental Directors or their designated representatives (administrative departments). Additional computers will not be automatically replaced through the normal annual budget process.

Notebooks. Because notebook computers cost more than desktop systems, the purchase of an additional notebook computer or a notebook computer to replace a desktop unit must be approved by the Academic Dean (academic departments), Departmental Directors or their designated representatives (administrative departments) before the purchase is initiated.

Mobile devices. Purchases of iPads and other approved tablet devices are authorized for College employees who are vice presidents, deans, associate/assistant vice presidents, and associate/assistant deans. Other employees needing such a device must demonstrate the need and purpose for the device and have approval in the form of an email or signed letter from their

Academic Dean (academic departments) or Departmental Director (administrative departments) requesting that a tablet device be purchased. Tablet devices are not considered an employee's primary computer and are not part of the replacement cycle used for departmental capital budgeting.

Non-standard systems. The campus computer standards are the Lenovo, HP, and Apple lines of computers. The purchase of any non-standard computer is an exception and requires approval from the Academic Chair and Dean for academic departments or Departmental Director or their designated representatives for administrative departments.

Printers. The standard printer for departments is a high-end laser printer. All printers should be connected to the campus network; every printer should provide printing services for several computers. Non-networked printers will not be installed without approval from the Academic Dean (academic departments), Departmental Director or their designated representatives (administrative departments).

Projectors. The purchase of a display device (projector, flat panel display, etc.) must be initiated by the Division Chair and approved by the Academic Dean (academic departments), Departmental Director or their designated representatives (administrative departments).

Externally funded purchases. Unless otherwise specified in the applicable grant or contract agreement, all computer technology purchased with external funds is the property of Independence Community College, and as such is subject to the ICC computer software, network, support, and disposal policies, as well as ICC software agreements.

Warranty. A three-year warranty is required on all computer and projector purchases.

Software. Departments must contact the Department of Information Technology before purchasing any software. ICC has purchased site licenses and/or volume licenses for many software packages. It is possible that the software you need is already available at no additional cost.

All software license agreements/contracts must be reviewed by the Department of Information Technology and the Business Office and signed by the Chief Financial Officer.

Appendix C

Computer Software Policy

1. Independence Community College licenses the use of computer software from a variety of outside companies. Independence Community College does not own this software or its related documentation and unless authorized by the software developer, the institution does not usually have the right to reproduce it except for backup purposes, and fair use.

2. With regard to Client/Server and network applications employees shall use the software only in accordance with the license agreements.

3. Employees shall not download or upload illegal software over the Internet.

4. Employees learning of any misuse of software or related documentation within the College shall notify the Department of Information Technology.

5. According to applicable copyright law, persons involved in the illegal reproduction of software can be subject to civil damages and criminal penalties including fines and imprisonment. Independence Community College does not condone the illegal duplication of software. Employees who make, acquire, or use illegal copies of computer software shall be disciplined as appropriate following the guidelines set forth in the Network Acceptable Use Policy and / or the appropriate employee Handbook. In addition, violations of the Computer Software policy could result in a suspension of the individual/s computer account and access to Independence Community College resources.

6. Any doubts concerning whether any employee may copy or use a given software program should be raised with the Department of Information Technology before proceeding.

I am fully aware of the software use policies of Independence Community College and agree to uphold those policies.

_____ _____

Signature Date

Appendix D

Technology Life Cycle

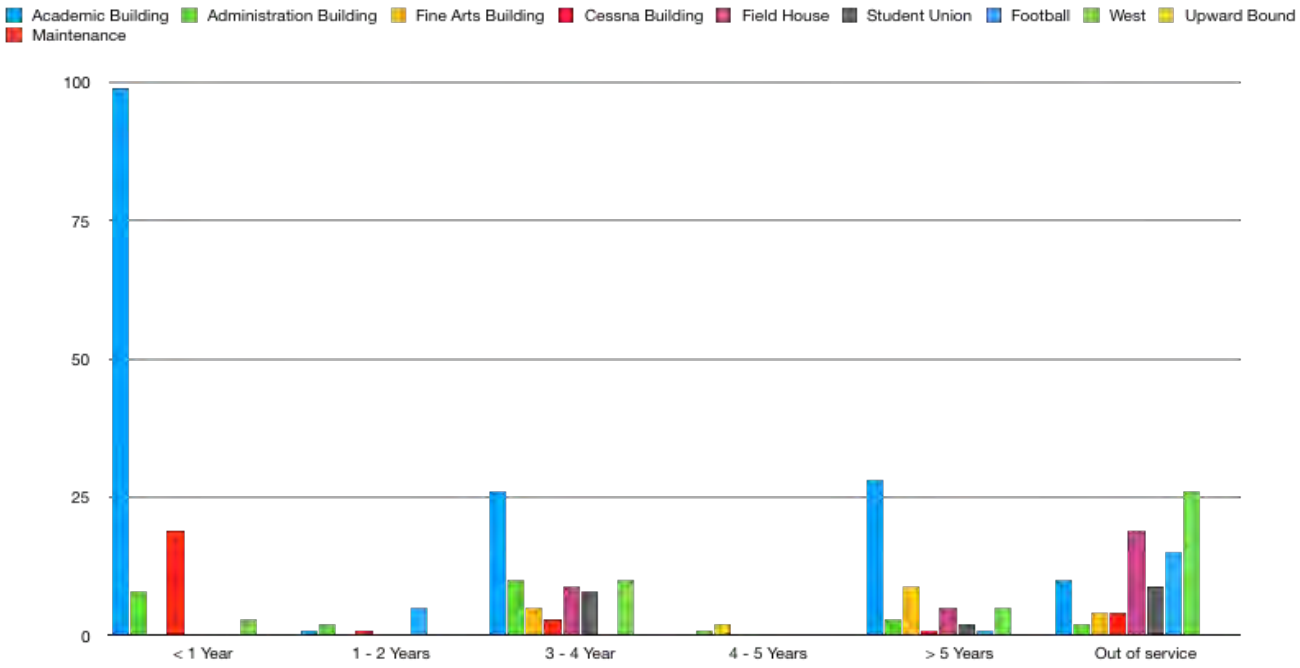
Device	Life Cycle in Years
Network Infrastructure	
Network Equipment	7-10
Facility wiring	10-20
Data Center	
Servers / Storage	5-8
UPS / Batteries	3
Devices	
Desktops	6
Zero / Thin Clients	8
Laptops	3-5
Tablets	3-5
Printers	5
Digital Classrooms	10
Projectors	5
Wi-Fi	Upon Review

Current End User Device Age

End User Devices

	< 1 Year	1 - 2 Years	3 - 4 Year	4 - 5 Years	> 5 Years	Out of service
Academic Building	99	1	26	0	28	10
Administration Building	8	2	10	1	3	2
Fine Arts Building	0	0	5	2	9	4
Cessna Building	19	1	3	0	1	4
Field House	0	0	9	0	5	19
Student Union	0	0	8	0	2	9
Football	0	5	0	0	1	15
West	3	0	10	0	5	26
Upward Bound						
Maintenance						
Totals	129	9	71	3	54	89

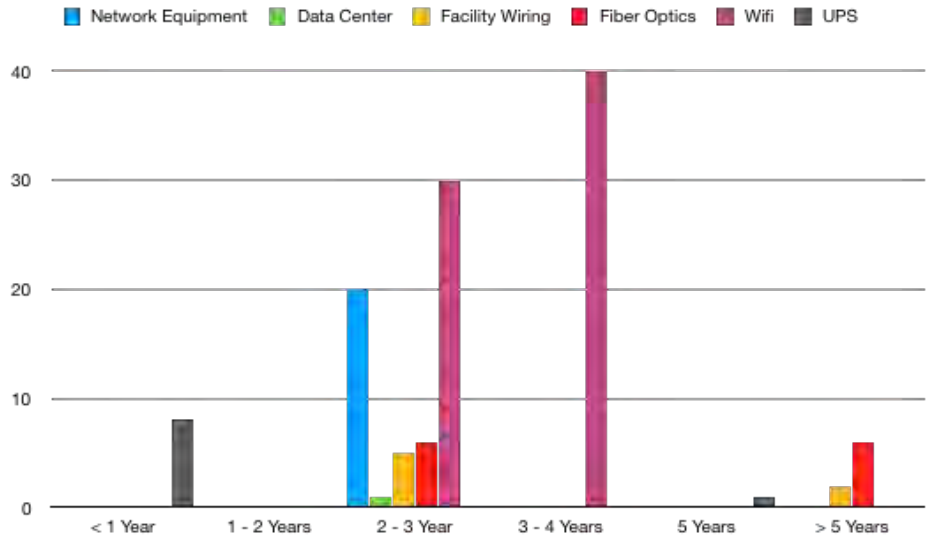
Decommissioned = 117



Current Infrastructure Age

Infrastructure

	< 1 Year	1 - 2 Years	2 - 3 Year	3 - 4 Years	5 Years	> 5 Years
Network Equipment	0	0	20	0	0	0
Data Center	0		1	0	0	0
Facility Wiring	0	0	5		0	2
Fiber Optics	0	0	6	0	0	6
Wifi	0	0	30	40	0	0
UPS	8	0	0	0	1	0



Appendix E

Technology Replacement Plan

Overview

The Technology Replacement Plan sets general replacement guidelines for computer technology within college IT standards. In 2018 the Technology Committee was revamped removing it as a standing committee and implementing an Advisory committee. The Advisory Committee will assess needs, guide priorities, and set goals in relation to the area of Technology. The intent of this plan is to guide college technology replacement.

The plan includes recommendations regarding projections for replacement and associated costs considerations to be used in planning. These projections and replacement guidelines are applicable to equipment for faculty, staff, management; equipment for instructional computer labs; and equipment needed to support the college administrative, teaching, and learning, and supporting applications.

The Technology Replacement Plan guidelines will:

- Identify redeployment strategies for older equipment.
- Identify computers and related equipment that have become obsolete and should be liquidated.
- Inform replacement costs projection in accordance with Total Cost of Ownership for budgeting and planning purposes.

Criteria to Replace Computers and Related Equipment

The criteria to replace college computers and related equipment will be reviewed annually by the Technology Advisory Committee and modified as needed. Current criteria are as follows.

Age and model of computer/workstations or peripheral equipment within the following replacement:

- Desktop hardware and peripherals 6 years
- Network hardware 7-10 years
- Wiring and physical infrastructure 10-20 years
- Wireless coverage standards reviewed by Information Technology Staff

The college Technology Advisory Committee will evaluate requests outside of these criteria based on documented and submitted needs within the program review process and available funds.

Technology Advisory Committee will collaborate with college and IT personnel to assist with prioritization of need.

- Review administrative departments on 2-year cycle to see if delay replacement can be delayed by 1-2 years.
- Review use of re-deployed computers for computer labs and faculty.
- Look at possibility of adding memory to existing lab computers.
- Review multi-media equipment replacement needs to determine if replacement can be delayed a year or more.

Redeployment

Computers and related equipment for personnel, existing instructional computer labs, and classrooms will be redeployed, with documented rationale, if the equipment has not been aged out as defined by the Technology Life Cycle. If the equipment has been aged out the equipment will **NOT** be redeployed.

Liquidation

Computers and related equipment that have been replaced by new or redeployed units will be liquidated in accordance with the Kansas Board of Reagents policy:

- Equipment has aged out of the Technology Life Cycle
- Equipment has a history of disrepair
- Equipment is older than three years and cannot economically be repaired, or for which parts cannot be acquired
- Equipment has no other college identified use

Costs and Projections for Planning

While every attempt was made to verify information, equipment changes occur continuously within each office/department. This working document may be subject to change. The college will utilize asset tracking to determine and verify age and need prior to equipment being purchased.

Total Cost of Ownership

In the Information Technology industry, Gartner, Inc. is regarded as a leading information technology research and advisory company. The Gartner Group (now Gartner, Inc.) originally introduced the concept of **Total Cost of Ownership (TCO)** in 1987.

Gartner defines total cost of ownership (TCO) for Information Technology (IT), as "…a comprehensive assessment of information technology (IT) or other costs across enterprise boundaries over time…including hardware and software acquisition, management and support, communications, end-user expenses and the opportunity cost of downtime, training and other productivity losses[2]". Total cost of ownership analysis attempts to define both the obvious costs for acquisition and ongoing support and the so-called "hidden" costs of ownership across the full ownership life or life cycle of the acquisition. The Gartner model uses the IT Key Metrics Data (ITKMD) to calculate a price for infrastructure and operations with recommended IT staffing levels.

[2] Gartner IT Glossary 2016. http://www.gartner.com/it-glossary/total-cost-of-ownership-tco/

In defining ownership life[3], The Technology Advisory Committee takes into account the following areas influencing the useful lifespan of IT systems:

- **Economic life**. - The number of years for which the IT system provides more value to than it costs to own, operate, and maintain. When ongoing costs exceed returns, the IT system is considered to be beyond its economic life.
- **Service life**. - The number of years the IT system is actually in service providing appropriate functionality and performance for the requirements.
- **Depreciation life -** The number of years over which financial systems charge depreciation expense.

While the economic life may be a factor in which upgrades should be planned, the service life is more often the defining factor. The Technology Advisory Committee uses the service life for determination of equipment life. In IT, discrete systems and technologies present different life cycles to analyze. For example, tablets and laptops exceed their service life in functionality and usefulness faster than Enterprise server systems. If a computer can no longer do the job needed by the staff, faculty or student, then upgrades are mandatory because the device has reached the end of its useful service life.

Costs of ownership span beyond the procurement process itself. In the life cycle graphic shown, an IT system or technology requires different types of IT effort, as it moves from a new deployment to an aging service. The various phases include Planning, Procurement, Deployment, Management, Support and Disposition. Each phase requires IT to provide specific IT knowledge and task execution. The ongoing cost of ownership incorporates all expenses for staff, equipment and support to execute those tasks.

The Department of Information Technology have made operational and architecture choices to minimize the ongoing costs of ownership and better position the available staff to support the technology expansion and increased sophistication.

[3] Total Cost of Ownership TCO Explained, Business Encyclopedia, ISBN 978-1-929500-10-9. https://www.business-case-analysis.com/total-cost-of-ownership.html

Due to decreased staff and increased TCO the Department of Information Technology would like to investigate the plausibility of a Bring Your Own Device, BYOD, initiative. The BYOD program would work in conjunction with the Technology Replacement Plan. Faculty and Staff at Independence Community College would receive a possible stipend to purchase their own technology, while the replacement plan would be garnered to apply only to infrastructure needs and Labs.

Appendix F

Helpdesk Statistics

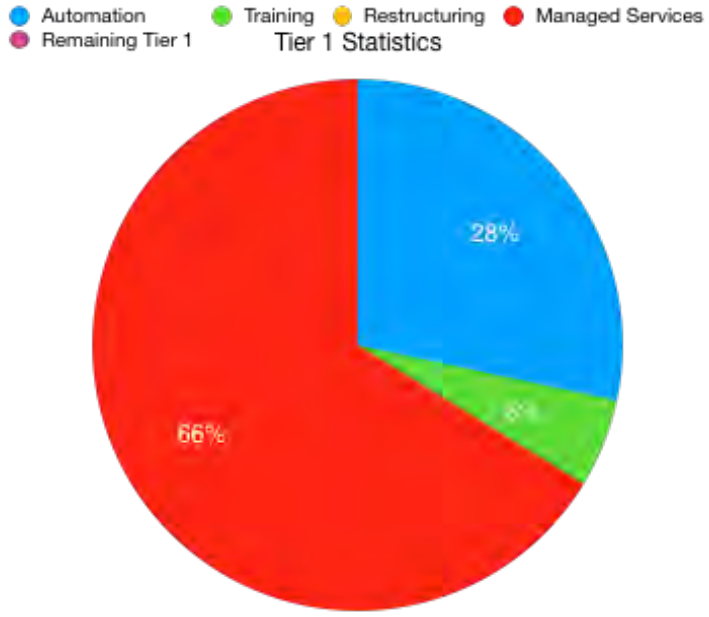
Help Desk Statistics

Tier 1	2,166
Tier 2	822
Printer	254
Management	143
Reports	57
Total	**3,442**

Tier 1 Statistics

Automation	614
Training	117
Restructuring	0
Managed Services	1435
Remaining Tier 1	0

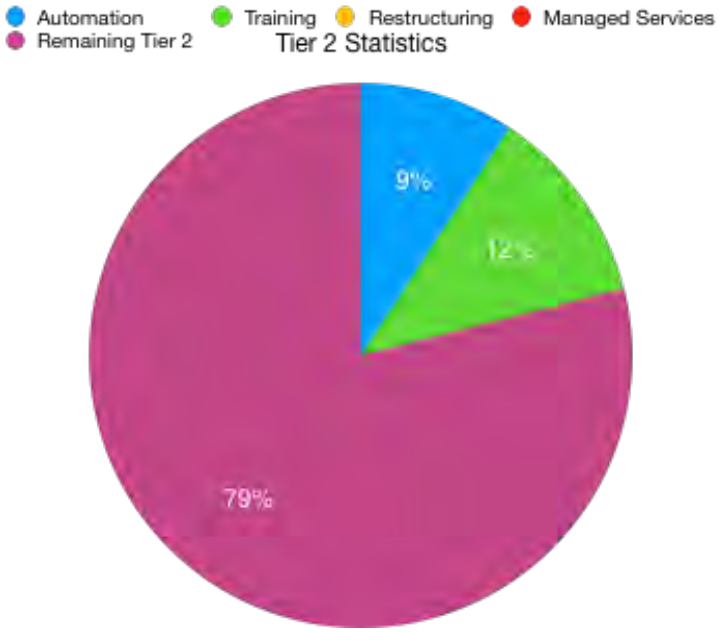
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Tier 1 - Work by ICC IT Staff



Tier 2 Statistics

Automation	76
Training	97
Restructuring	0
Managed Services	0
Remaining Tier 2	649

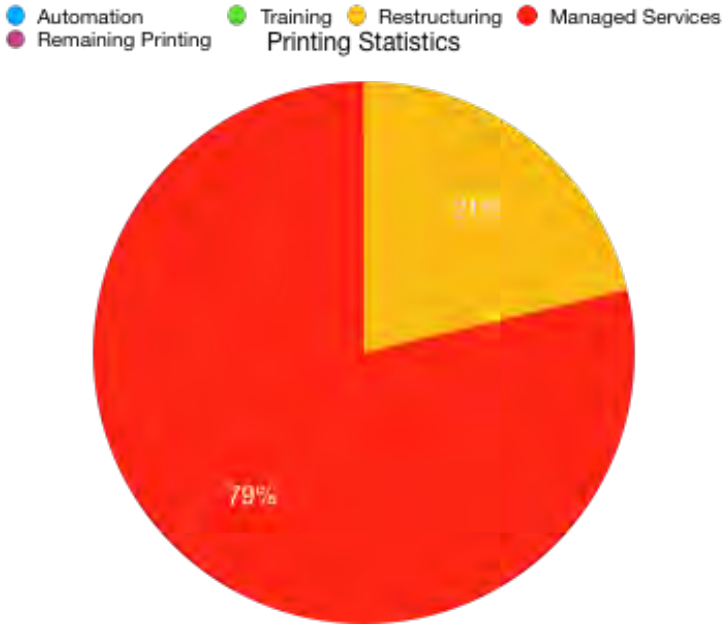
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Tier 2 - Work by ICC IT Staff



Printing Statistics

Automation	0
Training	0
Restructuring	54
Managed Services	200
Remaining Printing	0

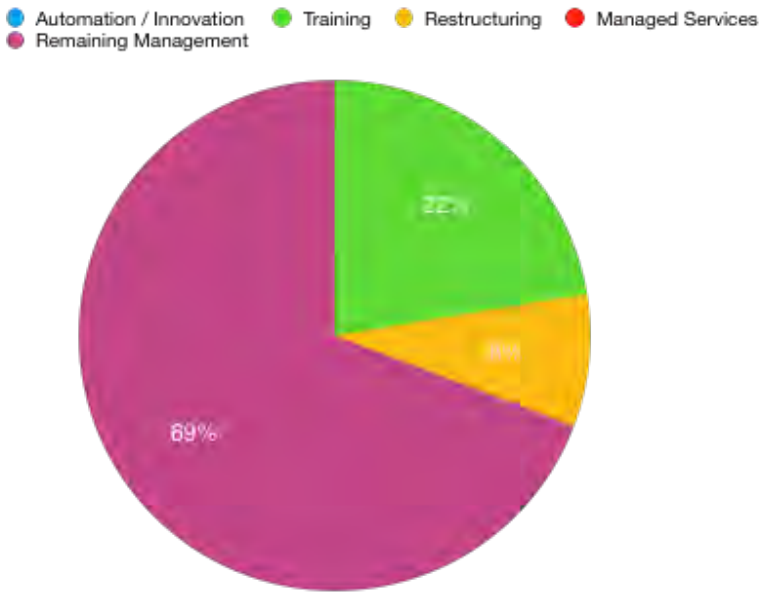
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Printing - Work by ICC IT Staff



Management Statistics

Automation / Innovation	0
Training	32
Restructuring	12
Managed Services	0
Remaining Management	99

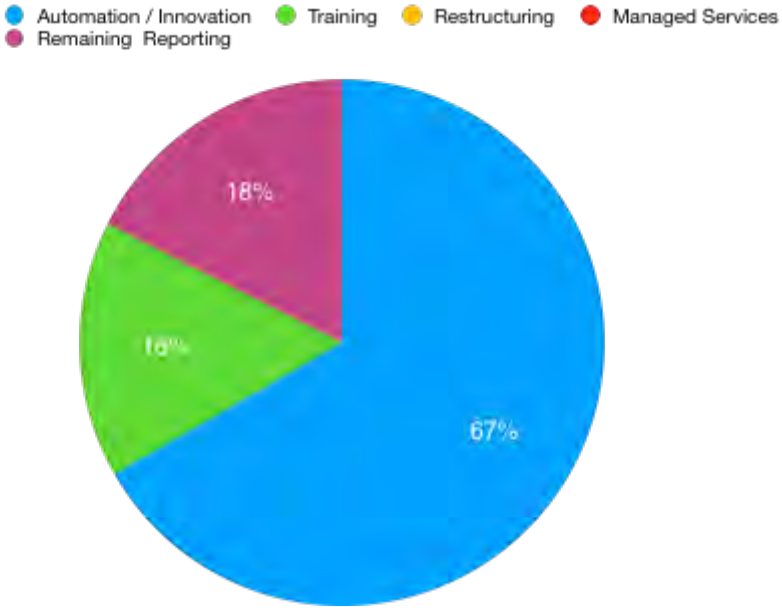
Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Management - Work by ICC IT Staff



Reporting Statistics

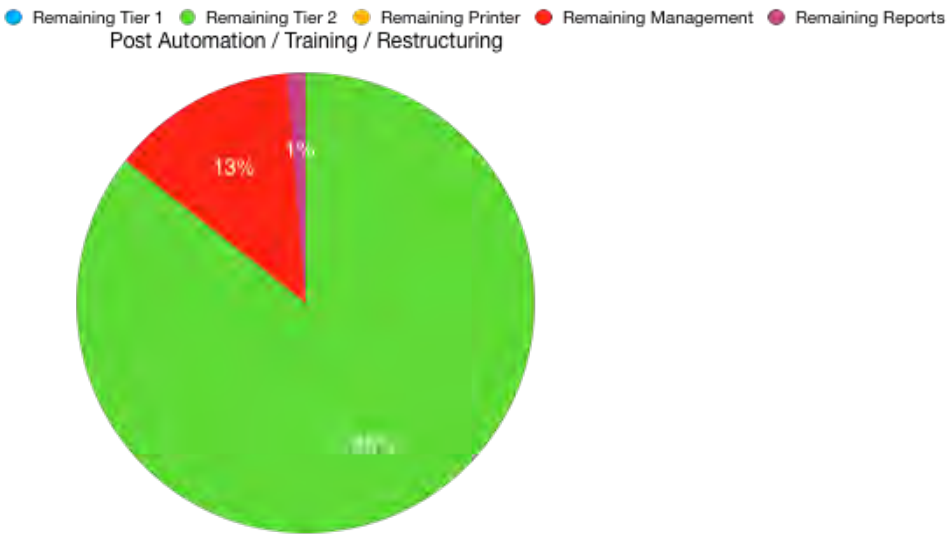
Automation / Innovation	38
Training	9
Restructuring	0
Managed Services	0
Remaining Reporting	10

Automation - Repetitive Tasks
Innovation - New Technologies
Training - Power Campus Issues / GP Issues
Restructuring - AS400/Power Campus
Managed Services - Ellucian Helpdesk / IPS
Remaining Reporting - Work by ICC IT Staff



Remaining Workload

Remaining Tier 1	0
Remaining Tier 2	649
Remaining Printer	0
Remaining Management	99
Remaining Reports	10
Total	**758**

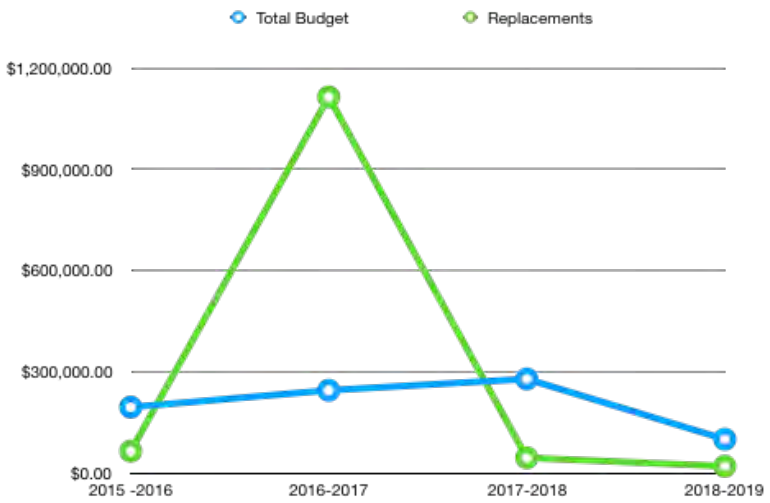


Appendix G

Budget vs Expenditures

Budget

Fiscal Year	Total Budget	Replacements
2015 -2016	$195,082.00	$65,000.00
2016-2017	$245,097.00	$1,115,080.00
2017-2018	$278,870.00	$45,000.00
2018-2019	$100,000.00	$20,000.00



Appendix H

TECHNOLOGY STEERING COMMITTEE BY-LAWS

Mission
To research and recommend flexible, integrated, systems and solutions that enable processes for: learning, student success, College communications and administrative functions.

Responsibilities

1. Study and evaluate the current and future areas of technology.
    a. Align technology goals in relation to higher education, business and emerging trends.

2. Anticipate and evaluate advances in instructional technology in order to stay current in providing educational resources.
3. Priorities defined by the steering committee will be provided to Cabinet by March 1.
    a. Priorities will be identified by strategic data driven processes based upon business office analytics, academic program review, pre-defined user group studies and areas of need as defined by:
        i. The strategic plan as defined by the board and adopted by the institution.
        ii. Existing status of instructional and business technology.
        iii. Existing status of student access and need of technology.

4. Prepare continuous summaries of the effectiveness of the committee's work as it relates to the strategic planning of the institution.

5. Review, modify and ratify the Technology Plan as it relates to the 1,3 and 5 year planning cycles.

Membership
Committee members will be chosen by the Director of Information technology to include institution faculty and staff, local staff or faculty from local educational institutions, employees of local businesses and Information Technology staff from other Higher Education institutions. The Director of Information Technology is a permanent member and facilitator of the committee. The Technology Steering Committee will be open for any to attend. Service for this Committee will be one academic year.

Meeting Frequency
The Technology Steering Committee will meet monthly. The steering committee may decide to meet more frequently if core responsibilities need to be met.

Communications
Minutes will be taken each meeting and will be distributed to all faculty, staff and administrators at the earliest possible date.

Appendix 111

2018 Student Life Operational Plan

Operational Plan for Student Life

Objective 1: ***Encourage students to participate in Student Organizations and activities that enhance the student experience (Board Goal #1/Strategic Plan Area: Service Excellence)***

Strategies:

1. Scanner/rewards program
   - Set up a mobile scanner that can be placed at games, theater performances, and events around campus. Each time a student attends one of these events they receive an entry to an end of the semester drawing for prizes.
2. Monthly Calendars
   - Print large calendars and hang them in strategic locations around campus. Students will then be able to see what events are taking place during the month.
3. Engage all campus organizations for input on calendars to provide students with more activities.
   - Increased Social Media presence
   - Utilizing text messaging, email and existing campus media outlets (TV's and computers).
4. Work with students and facility to create more clubs on campus to engage students on campus.

Measurement:

Measure 1:	We will use the Noel Levitz/CCSE surveys and in house student feedback to determine if students are made to feel welcome on campus.
Measure 1 Results:	Q1: Begin typing here
Measure 2:	Utilize data from scanners to identify student participation. After the first quarter benchmark is set the goal will be to increase student participation at games and events by 10%.
Measure 2 Results:	Q1: Begin typing here
Measure 3:	Using the in house Student Survey have 85% of students say "Yes" to the question "The college shows concern and makes an effort to provide activities for students."
Measure 3 Results:	Q1: Begin typing here
Measure 4:	Actively recruit enrollment in Student Government to represent 10% of the student body.
Measure 4 Results:	Q1: Student Government is comprised of all leadership from different clubs, organizations and athletic groups on campus. They will be enrolled in a leadership class during the spring semester. All students on campus are welcome and invited to attend meetings.

Responsibilities:

1. Every group on campus is responsible for communication of events in a timely manner for inclusion on calendars
2. Director of student life - Ensure timely production of calendars and quality control of material
3. RA's- Set up and run Scanners at events. Utilize them to create a student social media presence on campus. "Tweet Team"
4. Work study - Put together calendars, hang material, and help out with social media

Objective 2: ***Create innovative spaces in the student union that will engage students and create a better student experience. (Board Goal #4/Strategic Plan Area: Service Excellence)***

Strategies:

1. Maintenance/upgrade furniture, equipment and games.

- Make rooms/spaces appealing and comfortable by creating an atmosphere that resemble a student's space from home.
- Increase the variety of table games - The ping pong table and pop a shot baskets are very popular with the students and get lots of use during the semester.

3. Enhance and be innovative in the Electronic Gaming Area.
   - Purchase more games for students.
   - Allow students to play games online with Xbox Live competition.

Measurement:

Measure 1:	We will use the Noel Levitz/CCSE surveys and in house student feedback.
Measure 1 Results:	Q1: Begin typing here
Measure 2:	Using the Noel Levitz survey question "The student center is a comfortable place for students to spend their leisure time." Lower the "Gap" from .47 in 2018 to .43 in 2019.
Measure 2 Results:	Q1: Begin typing here
Measure 3:	From the in house Student Survey question "The Student union is a comfortable place for me to spend my free time." Raise the number of students who responded "yes" in 2018 from 86% to 88% in 2019.
Measure 3 Results:	Q1: Begin typing here

Responsibilities

1. Director of Student Life- In charge of maintaining and ensuring proper use of Equipment
2. RA's- in charge of checking out equipment to students

Objective 3: ***Create a safe campus environment and educate students how to prevent, reduce, report, and prevent crimes. (Board Goal #4/Strategic Plan Area: Service Excellence)***

Strategies:

1. Campus Clarity
   - Have students participate in online training during college success classes
   - Before each movie show a short clip about campus safety, sexual awareness, bystander intervention, etc.
2. Programing training and ongoing prevention for sexual misconduct
   - Guest Speakers and Webinars
   - Bystander Intervention
   - Awareness campaigns and special events
   - Partner with local legal and civic organizations to provide seminars and information for our students

- Raise awareness of the Maxient system and encourage students to utilize the software so that effective change can be made on campus.

Measurement:

Measure 1:	Using the in house Student Survey have 80% of students respond "yes" to the question "Did you learn about Bystander Intervention while at ICC?."
Measure 1 Results:	Q1: Had meetings with the Resident Student Population about Bystander Intervention and Sexual Assault. RA's received training on Sexual Assault and safety in the Dorms through Housing.
Measure 2:	From the in house Student Survey question "Do you feel safe on Campus?" Raise the number of students who responded "yes" in 2018 from 94.1% to 95% in 2019.

Measure 2 Results:	Q1: Begin typing here

Responsibilities:

1. Director of Student life - provide programming materials and issue materials to campus groups
2. RA's - Help create awareness within the dorms about program materials
3. Dorm Supervisors - Direct students how to handle issues

Appendix 112

Press Release Regarding Brooke Carroll's Appointment

October 29, 2018

For Immediate Release

Carroll slated to lead ICC strategic planning process

(Independence, Kansas) – Independence resident Brooke Carroll has accepted appointment by the Independence Community College (ICC) Board of Trustees to lead the college's upcoming strategic planning process. The anticipated six-month process is designed to elicit a five-year strategic plan for ICC, as the college's current strategic plan will end this year.

Professionally, Carroll serves as city administrator for the City of Cherryvale, where she supervises all city operations and staff. In her role as ICC Strategic Planning Coordinator, Carroll will work collaboratively with several committees, including the Strategic Planning Process Committee, which is responsible for outlining the steps of the process; and the Strategic Planning Gap Analysis Committee, which will prioritize issues for deeper study by other work groups.

The planning process is expected to include an initial phase of data gathering from state and federal sources, followed by multiple surveys of students and community members and focus groups conducted in both Independence and Cherryvale.

"As an ICC alumnus myself, I'm pleased to have this opportunity to serve the college and the Independence community through this important process," Carroll said. "I'm looking forward to engaging with our committee volunteers, faculty, students and residents to develop a meaningful plan that encompasses the best interests of all stakeholders and helps move the college forward."

Formerly licensed as a Certified Public Accountant in both Kansas and Missouri, Carroll has worked in public- and private-sector accounting roles. She is a graduate of Utah Valley State University, where she earned a Bachelor's of Business Administration degree with an Accounting Emphasis.

She is a member of the St. Andrew Catholic Church and serves as treasurer for the church's Altar Society. She and her husband, Terry, have two children: Jane, 12, and Jay, 11.

# # #

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Appendix 113

Press Release Regarding Appointment of Mike Thompson

January 11, 2019

For Immediate Release

ICC appoints new strategic planning coordinator

(Independence, Kansas) – Independence Community College has appointed Mike Thompson to the volunteer position of Strategic Planning Coordinator. Thompson replaces Brooke Carroll, who moved from the Independence area to take employment in Wichita. In his role as ICC Strategic Planning Coordinator, Thompson will work collaboratively with several committees, including the Strategic Planning Process Committee, which is responsible for outlining the steps of the process, and the Strategic Planning Gap Analysis Committee, which will prioritize issues for deeper study by other work groups.

Originally from Independence and an Independence Community College alumnus, Thompson comes to the role with a 44-year career in the financial services industry. He joined Merrill Lynch in 1973 and worked for that organization until 2007, serving in leadership roles in Missouri, Kansas, Phoenix, New York, and Texas. He then moved to Union Bank of Switzerland in Kansas City, and finished his career at Wells Fargo Advisors, retiring in 2017.

Thompson has extensive board service experience, helping lead both civic organizations and corporate boards. He remains active on the Board of Advisors of the University of Kansas School of Business and was named a 2017 Distinguished Alumni of that school. He and his wife, Karen Thompson, have two daughters: Lindsey and Amanda.

"We are delighted to have Mike in this role and grateful to him for his willingness to serve," said ICC President Daniel Barwick. "The strategic planning process requires both people skills and the ability to absorb a great deal of data, and Mike has both. Brooke Carroll created a solid foundation for the strategic planning process, and Mike is a perfect choice to lead the project to completion."

The six-month planning process began in October and is designed to create a five-year strategic plan for ICC. The college's current strategic plan will end this year. The planning process includes data gathering from state and federal sources and multiple surveys and focus groups involving students and community members in both Independence and Cherryvale. All residents of the ICC service area and alumni have opportunity to contribute data to the projects and serve in the specialized work groups.

# # #

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Appendix 114

Process Committee PowerPoint

PROCESS COMMITTEE RECOMMENDATIONS

Possible Process for Strategic Plan

Breta Campos, Director of Student Support Services
Angela Houston, Director of Upward Bound
Marg Yaroslaski, Associate Professor

Guiding Principles

The process should:

- Be trustworthy and inclusive
- Build on our strengths
- Create buy-in across campus

- The strategic plan created by this process should:
  - Create workable plan
  - Be adaptable to all departments

WHO SHOULD BE INVOLVED IN STRATEGIC PLANNING PROCESS?

- ICC faculty, staff and administration
- Community members
- Students

WHAT ARE WE ASKING?

Are we meeting current promises made in the mission and vision statements?

- Where are we succeeding?
- Where are we less successful?
- What areas are we missing?

HOW WE WILL GATHER DATA?

- *On campus*
  - Gap study in 5 small mixed groups (10-25 people per group)
  - Survey those who cannot attend
- *Community members*
  - Gap study in small groups (10-25 people per group)
  - Survey those members who cannot attend
- *Students*
  - Survey

GAP STUDY

Data Gathering:

- What are our dreams?
- What is our reality today?
- What lies in that gap?

SURVEY

- Questions are driven by mission and vision statements.
- Do students and others perceive we are fulfilling those statements?
- Basically, information on the health and well-being of ICC.

WHAT IS DONE WITH THE DATA?

Gap Analysis Committee

- Chaired by Coordinator of Strategic Plan (formerly known as facilitator)
- Includes ICC employees, board members and interested community members
  - 10-12 people
- Gather all data, evaluate data for patterns, and based on that analysis form work groups.
- Work groups would have narrow assigned task based on gathered data
- Using work group reports the Gap Analysis Committee would prepare final recommendations to Board

NEEDS

- Coordinator (neutral third party)
- Convening of Gap Analysis Committee
- Creation of survey - Survey monkey or any online assessment tool
- Money for prizes for student survey raffle – motivation for participation
- Data base for community invitations and mechanism for surveying community members
- Resources for campus and community meetings
- Media presence in process from beginning to end
- Small group facilitators for initial data collection
  - Breta, Marg and Angela have volunteered - need 3-4 more volunteers
- Training of all facilitators to ensure consistency (no more than ½ day)

TIMELINE:

- Strategic Plan Coordinator - retained immediately
- Data Gathering – October, November, and December 2018
- Gap Analysis Committee Convened and trained – By November
- All data reported to Gap Analysis Committee by January 1, 2019
- Work groups convened and tasked with work product by January 30, 2019
- Work group reports due back to Gap Analysis Committee by February, 2019
- Gap Analysis Committee compiles Work Group products and completes report to Board by April, 2019

Appendix 115

Press Release Regarding Formation of Gap Analysis Committee

November 5, 2018

For Immediate Release

ICC Appoints Key Strategic Planning Committee

(Independence, Kansas) – Independence Community College (ICC) has appointed 10 individuals to comprise its Strategic Planning Gap Analysis Committee, which plays a key role in determining priority areas to be addressed during the strategic planning process. The committee will be chaired by Strategic Planning Coordinator Brooke Carroll.

"The purpose of the Gap Analysis Committee is to make data-driven decisions about where the biggest gaps lie between what the college is doing to fulfill its mission and what the data shows the outcomes actually are," said Carroll. "It will then prioritize issues for deeper study by other specialized work groups."

Those appointed to serve on the Gap Analysis Committee are Norman Chambers and Jana Shaver, both representatives of the ICC Board of Trustees; Tamara Blaes and Brian Southworth, both representing the ICC Faculty; Jim Correll and Joni Pratt, ICC staff employee representatives; Mike O'Malley and Andy McLenon, local community business representatives; and Rusty Arnold, USD 446 Superintendent, representing K-12 education. ICC President Dan Barwick will serve as an ex-officio member of the committee. The committee will begin its work this month.

The anticipated six-month planning process is designed to elicit a five-year strategic plan for ICC, as the college's current strategic plan will end this year. The process is expected to include an initial phase of data gathering from state and federal sources, followed by multiple surveys of students and community members and focus groups conducted in both Independence and Cherryvale. All residents of the ICC taxing district and alumni will have the opportunity to contribute data to the projects as well as serve on specialized work groups.

# # #

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Appendix 116

Listening Session Results

Strategic Plan Participant Intake Form - 11.13.18 President's Cabinet						
County of Residence	**Gender**	**Age**	**Applicable relationships**	**Question 1: When you think about ICC what challenges do you think trouble the college?**	**Question 2. When you think about the future of ICC what are your dreams? What would you like the college to accomplish in the next 5 years?**	**Comments**
	M	43	Taxpayer, attend fine arts events, attend sporting events, ICC employee-full time	Money. Enrollment	Would love for it to double in size (students), enrolled in actual classes and not just in sports.	
	F	30	attend sporting events, attend fine arts events, ICC employee-full time	Money	Money for Programs	
	F	25	taxpayer, attend sporting events, ICC employee-full time, former ICC student	Money. I.T.	Higher enrollment	
	F	29	taxpayer, attend sporting events, attend fine arts events, ICC employee-full time, former ICC student	Money. Enrollment	Higher-stable enrollment	
	F	54	taxpayer, attend sporting events, attend fine arts events, ICC employee-fulltime, former ICC student, College volunteer, donor Fab Lab member	Funding. Community support - community supports only when it's popular to do so. Apathy among employees - not enough people who care about the success of ICC.	Culture where employees care and it shows in their actions vs. just the words. Community that realizes the value of the College regardless of whether they support athletics or Fine Arts, or…. Faculty that are innovative in their approaches to educating students.	

	F	35	attend sporting events, attend fine arts events, ICC employee-fulltime, College volunteer	Financial. Top-Down management style. Trust issues. Athletically centered.	Financially stable. More students. More technical programs. Updated Academic facilities. Better structure in leadership.	
	M	50	taxpayer, attend sporting events, attend fine arts events ICC employee-fulltime, parent of ICC student, donor Fab Lab member, CP2 parent	public support. Perceived value of community college education.	Have people in the community feel pride in their college.	
	F	62	taxpayer, attend sporting events, attend fine arts events, ICC employee-full time, former ICC student, College volunteer, donor, Fab Lab member	Financial stability. Employee cohesiveness.	New entryway to College housing Administration, Admissions etc. Elevators in Academic Building and Student Union. Extensive on-line programming. New parking Lot C.	

Facilitator report:

Date: 11/13/2018

Location: ICC Campus

Number of people in attendance: 12

Number of forms attached:

(explain difference – some people may not complete form. The form number should NOT exceed the number of people in attendance.)

Number of groups used:

Question 1 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Shrinking pops of rural America

Lack of financial strength

Lack of perceived value of community college ed and ICC ed specifically

Community lacks trust in ICC

Employee burnout

Employee apathy

Group 2

Enrollment

Funding

Financial stability

Facilities/improvements

Trust between ICC employees

The changing student

- Learning styles
- Technology exposure

- K-12 changes
- Professional development to prepare

Technology

Perception

Group 3

Accounts rec./paying customers/rev

$ funding

Increase enrollment in housing students

Enrollment

- Class times
- Class offerings

HLC – meeting requirements

- Perception of being "on notice"

Public relations in community

Diversity - ethnicity

Question 2 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Community to be proud of ICC

Community understands value of ICC – tangible and intangible

More community partnerships

Higher stable enrollment

Culture where employees understand the value of the whole

Culture of education innovation

Online not as a means only

Group 2

A new welcome center

- Admissions
- Advising
- Etc

Accessibility

Inclusion

Community involvement

More things for students to do (student engagement)

Lower AR balance

Higher enrollment but better retention - “balanced”

Fully robust online program

Employees that are engaged and happy or proud to work here

Saying I work at ICC and not getting a “look”

Group 3

Facility upgrades – welcome center

Online growth - (more complete degrees)

1200 full time students

Student groups/involvement

- Community involvement/partnerships

Technology upgrades/stay up with the times

Question 3 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Comprehensive marketing

(branding, image, communication)

Transparency w/context

Raise money, more and different ways

Group 2

Adaptive –

work on relationship with community and foundation

- Enrollment
- Funding
- Community involvement
- Retention

Employee morale and admin leadership

Technical

- Capital campaign for new projects (buildings)
- Define relationship w/foundation
- Policies/procedures for salary ranges and raises and advancement and professional development
- Communication
- Defined roles
    - How do you start a club

Group 3

Strategic plan

- Campaign to achieve plan for enrollment

Community partnerships to help promote a capital campaign including partnerships with national industries

Continue working towards meeting HLC requirements so we can be off notice.

Comments made during final comment period:

Strategic Plan Participant Intake Form - 11/26/18--ICC West						
County of Residence	**Gender**	**Age**	**Applicable relationships**	**Question 1: When you think about ICC what challenges do you think trouble the college?**	**Question 2. When you think about the future of ICC what are your dreams? What would you like the college to accomplish in the next 5 years?**	**Comments**
N MG	F	57	taxpayer, attend fine arts events, Parent of ICC student	Last Chance U - Football - I am very disappointed that there is so much money spent on FB (which does not bring in high quality students) and drop BB (which usually has a higher quality student-athlete). I understand that you built dorms and they need to be filled but what is the condition of the facilities now? Will these students "buy into the community" and return to make their home in MG County?	Get rid of FB! Build up other programs with quality students. Keep dealings of college honest and hire honest admin!	When I had a concern and visited the President's office I never received any type of contact from him. I guess he isn't too concerned!! I do not watch TV so I have not seen an episode of Last Chance U, but many people have said I would not be impressed. As an educator, when spend many years and much effort building up the self-esteem of our students just to have it destroyed by the coaches they are subjected to at ICC. I wish we could concentrate on building up a solid and challenging academic program and campus and let another college support and pay for the FB boys.
N MG	F	68	taxpayer, attend fine arts events, former ICC student College volunteer, donor	Over emphasis on football at the expense of academics and facility maintenance. A Board that is not holding the administration accountable.	To stay alive and viable. Get back on track with academic excellence.	

N MG	F	45	taxpayer, former ICC student, parent of ICC student(former), donor CP2 parent(former)	Financial troubles. Recent questionable reputation (lack of transparency). Limited career and tech ed programs. High staff turnover, losing quality staff members. Accreditation. Facility maintenance. Board not holding admin. accountable.	To get back to the reputation of providing high quality education for our community members. Increase enrollments and actively recruit local students (H.S. and non-traditional). Work more closely w/employers, local high schools, and workforce development.	
N MG	F	53	taxpayer, attend sporting events, attend fine arts events, former ICC student College volunteer, Fab Lab member, CP2 parent	Public perception is poor. Will the College be here in the future? Accreditation/financial concerns. Trustees not holding admin/Pres. Accountable. Too much on football. Needs more transparency.	Proud of school (like in the past) Engaged in community i.e.: "community college". Good teachers so kids want to go, Increase enrollment. Stay open in our community.	From during presentations: Focus on academics. Understand industry needs. Provide programs that will transfer. Public relations campaign. PR person. Quality instructors at HIS. Restore morale. Board member training.
N MG	F	56	taxpayer, attend sporting events, attend fine arts events, College volunteer, CP2 parent	Money management. Growth-limited to date. Quality of instruction	Improve instruction. Increase enrollment. Require less taxpayer funds. Get more donor money. Increase community visibility. Increase service to community.	
	F	76	taxpayer, attend sporting events, attend fine arts events, former ICC student College volunteer, Fab Lab member, CP2 parent	Board not being accountable. Good stewards for tax money. Buildings are in bad shape. Administration needs to be considered. Academics being transferred to a higher level. Accreditation matter. Financial concerns. Overemphasis football. Baseball program handled. More tech degrees.	Quality education of students.	

N MG	M	73	taxpayer, attend sporting events, attend fine arts events	Enrollment numbers	Quality education for students.	
N MG	F	75	taxpayer, attend fine arts events	Finances		
N MG	M	77	taxpayer, attend fine arts events, Fab Lab member	In my opinion, I believe there are some leadership issues. There has been way too much emphases on sports.	I would desire that the College is more focused on being more "community centered".	
N MG	M	62	taxpayer, former ICC student, parent of ICC student(former), donor CP2 parent(former)	Public relations - things are done in secret. President does not seem to be forthcoming. Football has become a nightmare and expense that consumes others.	Merge. Pursue more trades for students. Decrease emphasis on football or get rid of it. Go back to limited out of state scholarships so local area students have a chance. Eliminate out-of-country players.	

Facilitator report:

Date: 11/26/2018

Location: ICC West

Number of people in attendance: 10

Number of forms attached:

10

Number of groups used: 3

Question 1 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Public relations problem
Reputation
Perception: lack of transparency
Football controversy/both plus and minus
- Scholarship funding – limited
- Opportunity for local athletes
- Not in favor of unlimited out of state scholarships

Money we're spending (good stewards) – lot of money going in – how spent?
Financial Hardship
Dropping baseball (way it was handled)
- Bad PR Handling
- Too Secret

Group 2

Will the college be here?
- Accreditation issues
- Financial concerns

Over emphasis on football over academics and facility maintenance (especially dorms)
- Last Chance U = Negative press

Public/community perceptions are poor
Question whether school is being good stewards of tax money
Quality of instruction
Board not holding administration (especially President) accountable – severe problems
School programs – Growth?
- Compared to other schools

Group 3

Finances
Transparency
Leadership – issues President and Board
Credit Hour Transfer (Full transfer) to 4 year college
Decline of enrollment
Overemphasis on sports
    Especially Football
Need more tech programs

Question 2 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Increased enrollments
More CTE's
    FAB LAB – growth, entrepreneurship Money Maker
    Culinary growth
Better working relationship with employers and high schools
Possible Montgomery County merger North and South (CCC & ICC)
White collar vs. blue collar
Clear Identity

Group 2

At one time we were proud, reclaim that pride. "High Caliber"
College is a community college that is engaged in the (our) community.
College have a downtown presence
College stay alive and viable
Maintain a college in OUR community
Go to a college game where the stands are full
Best teachers so our kids want to stay here for school
Require less tax increases
Increase enrollment

Group 3

Community centered – scholarships to local students rather than out of state
Programs to qualify the students for employment locally
Identify the needs of the community to match the educational program

Question 3 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

More opportunities for community members to be listened to – Much more!
Board member training
    Define Board member roles
Promote FAB LAB and Fine Arts (shift focus)
Local PR/Marketing for a fresh start – Must be local
Reverse Action(s)
    Bring back gwd??? From ???

Group 2

New Leadership – New President
Public Relation Campaign to interface college in community – Get PR person!
    Qualified Professional
    Allowed freedom to do job
    Allowed autonomy
Quality instructors at High School – Creates a bridge
    Need High School students to have opportunity to form relationship with college classes on campus!
Quality Professors
Restore morale – Get rid of "camps" playing sides
Board needs to tour buildings and dorms and Academic building to identify needs

Group 3

Focus on academics
Understand the needs of the community industries
    Many job opportunities – provide those students
Provide programs that will transfer
Communicate with the higher educational schools

Comments made during final comment period:

Strategic Plan Participant Intake Form - 12.7.18 First Friday						
County of Residence	**Gender**	**Age**	**Applicable relationships**	**Question 1: When you think about ICC what challenges do you think trouble the college?**	**Question 2. When you think about the future of ICC what are your dreams? What would you like the college to accomplish in the next 5 years?**	**Comments**
N MG	M	66	Taxpayer, attend fine arts events, former ICC student, College volunteer, donor, Fab Lab member	Small number of students	Successful Vet Tech Program	
N MG	F	54	taxpayer, attend sporting events, attend fine arts events, parent of ICC student (past)	Establishing policies and procedures and seeing them through. Campus culture. Rural community.	Grow the early childhood education. Offer classes for local and area town childcare. Providers to acquire KDHE credits because KDHE is requesting extra hours.	
N MG			taxpayer, attend sporting events, attend fine arts events, College volunteer, Fab Lab member	Funding. Enrollment.	Collaboration among entities. Growth in Enrollment	
N MG	M	60+	taxpayer, attend sporting events, former ICC student	Budget. P.R. issues	Reduce cost. Increase community spirit.	

Facilitator report:

Date: 11/27/18

Location: Cherryvale Community Center

Number of people in attendance: 8

Number of forms attached: 6

1 person had filled out form earlier – 1 person did not turn in form.

(explain difference – some people may not complete form. The form number should NOT exceed the number of people in attendance.)

Number of groups used: 2

Question 1 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

- Prioritization of public money
- Cherryvale gets no attention from college
- Mill levy too high
- Inge festival has been destroyed
- Why does Montgomery county have two community colleges
- No representation of ICC at USD 447
- Why did we need a 6000000.00 dollar practice field
- How many USD 447 enrolled at ICC

Group 2

- Maintaining and increasing enrollment
- How many Cherryvale kids attend ICC
- No further communication with past graduates
- 2 colleges in MG County!
- Focus on Fine Arts, Band, Tech scholarships

Question 2 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

- Combine two community colleges into one college
- Increase enrollment

- Let students at usd 447 that there is a ICC
- College needs leadership at board level and administrative level
- Four star kitchen
- Big dream – leadership that knows what they're doing.

Group 2

- Self-sufficient college – cost savings (i.e. generate own power)
- Find ways to lower costs/taxes (taxpayers)
- Expand theater dept. – bring plays to Cherryvale elementary
- Bring after school activity program to Cherryvale
- Bring outreach classes to Cherryvale
- Scholarship kids come and help C'vale kids (mentor program)

Question 3 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

- Build one community college
- Better leadership
- More focus on academics than athletics
- Recruitment – scholarship 447
- Increase qualifications of faculty and administration
- Have faculty at meetings

Group 2

- Find ways to raise revenue
- Board members need to be present in all communities
- Board members need better training
- Focus on academics rather than sports
- Work on leadership (top down)
- Community outreach (as in the type of meeting being held here)

Comments made during final comment period:

- Cherryvale is being ignored and needs immediate attention from ICC
- Concern that accreditation issues not public and being hidden
- Questions about letters sent about data breach

Strategic Plan Participant Intake Form - 11.28.18 ICC AC200						
County of Residence	**Gender**	**Age**	**Applicable relationships+D2:F9**	**Question 1: When you think about ICC what challenges do you think trouble the college?**	**Question 2. When you think about the future of ICC what are your dreams? What would you like the college to accomplish in the next 5 years?**	**Comments**
N MG	F	50	Taxpayer, attend fine arts events, attend sporting events, ICC employee-full time	Grudges over past disagreements linger. Standing at the front of the room talking is labeled a conversation. Administration has a very controlling attitude.	A place where the creativity of all employees is embraced and celebrated.	
	M	50	taxpayer, ICC employee-full time, parent of ICC student, Fab Lab member	Financial woes that are related to the local economy.	To get local leaders and industrial leaders to meet with us in partnership and solve our economic problem.	
	F	29	attend sporting events, attend fine arts events, ICC employee-full time, College volunteer, CP2 parent			
			taxpayer, ICC employee-full time	Isolation/disconnect with the local community.	Improve local enrollment, local government support, increase (transfer) enrollment of local students with 4-year universities.	
	M	45	taxpayer, attend sporting events, attend fine arts events, ICC employee-fulltime, College volunteer			

	F	32	taxpayer, attend sporting events, attend fine arts events, ICC employee-fulltime, former ICC student, College volunteer, donor, Fab Lab member	Lack of communication and transparency. There seems to be some degree of impulsivity and crisis-reactions. Those negatively impact the school and community.	Find, highlight and support each program represented. To see a collaborative support campus-wide and in the community so they feel their taxes are going to a cohesive operation. In five years, to be well defined, well attended, and well funded overall.	
	F	40	taxpayer, attend sporting events, attend fine arts events, ICC employee-fulltime, former ICC student, College volunteer	Falling enrollment due to shrinking population, improving economy, lack of consistent programs and recruiting	Location linking sustainable farming and culinary. Net zero facilities as flagship location for construction and energy management. Art hub as performers traveling and linked throughout Kansas Higher Education System. Hub for technical artisan skills for both historical period renovations and advanced technical trade skills.	
	F	52	taxpayer, attend sporting events, attend fine arts events, ICC employee-full time, former ICC student, parent of ICC student, College volunteer, Fab Lab member			
	F	25	ICC employee-fulltime, former ICC student	Communication. Leadership. Trust.	Better community trust/involvement. Communication flow.	

	M	34	taxpayer, attend sporting events, attend fine arts events, ICC employee-fulltime, former ICC student parent of ICC student	Enrollment. Finance. Morale		
	F	40	taxpayer, parent of ICC student, donor	Enrollment. Finances.		
	F		attend sporting events, attend fine arts events, ICC employee-full time, College volunteer	Financial instability. There is a great deal of mistrust, dishonesty, and fighting between administration and staff, Board, and community. This must be resolved transparently to begin to heal the wounds with the community if we are to survive. Too many "surprise" things at Board meetings with no consequences. We need to all be truly working for the betterment of the students and the College!	We learn to trust and fix ourselves. Better value and publicity for College. Fix the internal problems, increase our trust with community, beef up of academic and tech program value-the money will follow with enrollment and support.	
			ICC employee-full time	Financial stability, honesty, openness. Not making data-driven decisions.	financial stability. Improved trust across campus. Documenting and following through on data-driven decisions.	
	F	55	taxpayer, attend sporting events, attend fine arts events, ICC employee-full time, former ICC student, College volunteer			

			taxpayer, attend sporting events, attend fine arts events, ICC employee-full time, former ICC student, donor, Fab Lab member	Not enough funds to do what is needed and renovations, new buildings, etc. Making sure ICC remains accredited. Poor communication, isolation of the Board of Trustees from employees. College funds being spent where needed.	New leadership. Renovate Academic Building. Treat all employees fairly and the same. When someone makes a statement a fact that people follow up just to make sure it is true-too many times this is not what happens and it has created a culture of distrust. My dream is we all trust each other and never fear retaliation.	
	M	53	taxpayer, attend sporting events, attend fine arts events, ICC employee-full time, College volunteer	Financial solvency. Enrollment declines, loss of local students. Isolated Board of Trustees. Ignoring/resisting HLC site visit findings (these aren't secret)	Professionalism, transparency, high enrollment, valuing people, placing the academic mission first, building and maintaining a decent website, decent healthy food for our students.	

	M	32	taxpayer, attend sporting events, attend fine arts events, ICC employee-full time, former ICC student, College volunteer, donor, Fab Lab member	Financial management lacks transparency and doesn't reflect data-driven decision making. Some College employees are not beholden to the same policy set as the rest of us regarding campus operations, purchasing, and student interactions. We don't spend enough money on maintenance and facilities. We don't adequately seek to distinguish IC by being unique or entrepreneurial.	Use "Entrepreneurial Mindset" as employee orientation and College Success. Develop "Work U" program like College of the Ozarks to improve campus maintenance and improve student engagement. Set net-zero energy and zero-waste targets, and build plan to meet those goals. Require ICC athletics to become financially independent. Review and revise organizational structure to eliminate conflicts of interest and unnecessary silos, and offer cross-training opportunities.	

Facilitator report: Cody Westerhold, Marg Yaroslaski

Date: 11/28/18

Location: ICC AC200

Number of people in attendance: 17

Number of forms attached: 17

(explain difference – some people may not complete form. The form number should NOT exceed the number of people in attendance.)

Number of groups used: 4

Question 1 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Fiscal responsibility is poor

Inconsistent recruiting and retention

Must find unique identity to distinguish us from other schools

Fail to practice data driven decision making

Campus facilities are subpar but we can't afford to fix them

Group 2

Shrinking enrollment in the last 5-6 years

Financial security- No Reserve

Maintaining accreditation to continue to exist

Community perception is negative

Concern about making non data driven decisions

A lack of transparency and honesty

Establish clear identity/ New brand (who are we)

Utilize resources in a manner that matches our mission

Group 3

Our students are less college ready

Overall academic level represented is lower

Fiscal position of the college is a concern (cash flow, spending vs. incoming monies)

Lack of institutional identity

We don't use/ignore data when making decisions

Group 4

Ability to attract and retain students

Location, shrinking population

Lack of visionaries in governance

Question 2 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Develop sustainable, local culinary program

Unique programs that reflect our local identity

Have a $2million reserve

Net zero energy and zero waste campus

Enrollment so high we're bursting at the seams

New student union with nightly events

Community wide forum series

Widespread community involvement and support

"Entrepreneurial mindset" for all students and employees

Facilities are all state of the art and well maintained

Group 2

We are honest, open, and professional

Professionalism in all departments

Improve student motivation

New technical programs/business partnerships

Financial stability

A campus community driven to increase academic success for our students

Increased/modernize classroom technology for students

Capture area students

Group 3

Have the "state" theater festival live up to its name

Improved collaboration in problem solving

Exclusively be an academic institution: so students attending are here seeking an education (not just a stepping stone)

That an ICC degree will hold weight

To be a post high school destination

Updated and modernized facility

Full functional support for students with mental health concerns/disabilities.

Group 4

Stabilize the college financially

Establish programs that reflect needs of the modern workforce

Question 3 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

"Work U" program to support/ improve operations

Use "Entrepreneurial Mindset" as employee orientation and college success

Develop net zero energy plan

Succession plan for employee turnover

Faculty release time for recruiting

Restore Perkins funding

Group 2

Creating community partnerships

Have robust marketing/recruiting program (includes all departments)

Remodeling and updating facilities plan

Updated website

Find technical programs that are industry funded

Data driven budget

Consequences for departments that overspend

Group 3

Sell ourselves using language that encourages graduation and program completion

Build trust and communication should be clear. This will impact the collaborative quality

Allow open conversations when determining the budget

Job shadowing to learn what those on campus do. (Teachers coaches, staff, etc.)

Group 4

Establish a working relationship with community and industry leaders who we can partner with to revive the local economy

Comments made during final comment period:

Multiple individuals in the room expressed they would like to see the "quality of life" be increased around campus. They understand that we do not have to have a large amount of money or buy lots of shiny new toys. Instead create a work environment that people are excited to be in and are happy to show up for.

Some examples they included were:

Wanting to be able to express an opinion or share a problem without the fear of retaliation. Just want to allow their voice to be heard.

Having the peace of mind that resources they are promised will actually be given.

Ensuring that campus policies are being followed by everyone and that individuals are held accountable when they do not follow policies.

Strategic Plan Participant Intake Form - 11/29/2018--ICC						
County of Residence	**Gender**	**Age**	**Applicable relationships**	**Question 1: When you think about ICC what challenges do you think trouble the college?**	**Question 2. When you think about the future of ICC what are your dreams? What would you like the college to accomplish in the next 5 years?**	**Comments**
	M	27	attend sporting events, ICC employee full time, Fab Lab member	Understanding the difference between revenue and real cash	Get everyone on the same page and vision to move the school forward	
N MG			taxpayer, ICC employee full time, Fab Lab member	Establishing policies and procedures and seeing them through. Campus culture. Rural community.		
N MG	F	28	taxpayer, ICC employee full time	Cash flow and uncollected bills	Become more focused on academics	
Wilson	F	29	taxpayer, ICC employee full time, former ICC student	Enrollment with local students. Activities to pull students to enroll here first before going on to a 4yr. College	More local student enrollment. Clinic type setting for Vet Tech students to bring in income for the program at the same time as getting more clinic type experiencer before internship. More things for community members to be included in and more scholarships for SEK kids not just Independence kids for academics	

Wilson	F	32	taxpayer, ICC employee full time, Fab Lab member	funding. Clear budget. Facilities for all programs. Lack of technology. Lack of plan for facilities	Every program has the facilities that they need. Open communications. Culture where employees are happy and proud to work at ICC	
N MG	F	52	taxpayer, attend sporting events, ICC employee full time, former ICC student, parent of ICC student, Fab Lab member	Budget cuts	Increase attendance, increase employee morale	
N MG	F	22	taxpayer, ICC employee full time, former ICC student	public. Finances. Enrollment	gain public support. increase enrollment	
Elk	F	34	taxpayer, attend sporting events, attend fine arts events, ICC employee full time	lack of communication by administration to faculty, staff, students, and the community. Lack of transparency. Financial uncertainty and lack of clear communication re: ways $ is spent by entire college/departments. Trust in the community and among colleagues - especially b/w departments. Employee morale, burnout, low salaries. Mismatch b/w personnel and positions held. Lack of clarity re: decision making, policies/procedures, workload/responsibility vs. salary	Innovative programs. Financial security. Community partnerships. Comprehensive marketing plan. Community/campus and respect. Updated/renovated facilities	

N MG	M	44	taxpayer, attend sporting events, attend fine arts events, ICC employee full time, former ICC student, donor	ICC faces challenges of leadership. ICC does not know who we are? Who do we serve? Taxpayers or out of state students? Are we primarily an academic school or Athletic school	ICC will be primarily academic institution. Football will not be the main focus. We will create a robust maintenance plan and follow it to maintain and update functionality, décor, and technology	
N MG	F	32	taxpayer, attend sporting events, attend fine arts events, ICC employee full time, Fab Lab member	Communication from leadership is virtually non-existent. Operating in silos. Lack of transparence. Inability (or unwillingness) to make date-driven decisions.	be a premier provider of online education outside of just our geographical area. A great place to work with a friendly atmosphere	
N MG	F	55	taxpayer, attend sporting events, attend fine arts events, ICC employee full time, former ICC student, parent of ICC student, College volunteer, donor, CP2 parent	Too many factions want to be n leadership positions and are not working with other groups; they have their own agenda. Everyone has their own idea about what should be happening and think their ideas are the only good ones; they talk the loudest and are the first to put down the college and the leaders.	Larger student population. Every class full to capacity, more activities, no axes to grind. Compromise.	

Facilitator report:

Date: 11/29/2018

Location: ICC

Number of people in attendance: 10

Number of forms attached: 11

Number of groups used: 3

Question 1 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

We do not have a large student population
We do not recruit enough local taxpayers as students
It does not feel like ICC is primarily an academic institution
A lot of unpaid student accounts
Not enough ethnic diversity of faculty/staff
Not enough faculty/staff volunteers to fix issues
Consequences are not uniform (i.e. going over budget)

Group 2

Lack of public support and finances – outside funding?
Lack of trust between employees
Too much reliance on student driven revenue
Lack of morale
Low enrollment
Lack of facilities for programs

Group 3

Unwillingness to make data driven decisions

Distrust between departments, community, students, and parents, administration, staff, faculty

Budget $ vs. real $/cash flow

Transparency – lack of inclusion

Budget allocation

Campus culture – employee satisfaction

No merit pay and cost of living raises (we don't offer)

Taking away 403b

Student life quality (cafeteria, activities, ICC prison)

Question 2 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Cancel football and use remaining budget to provide more scholarships for other sports and academic scholarships
Have a clinic type setting for Vet Tech students to get more clinic type experiences on campus.
Large animal work station. Faculty/staff recruit more local students to attend ICC first to get associates and then transfer to 4-year College
Offer full ride (18 credit hours/semester) scholarships for 4.0 Kansas residents, ½ ride (9 credit hours/semester) to students in Kansas with 3.5 GPA
College get more involved in community to restore relationships

Group 2

People proud to work at ICC
Academic driven – shift focus
3yr plan to help developmental students learn vs 18 months?
More community involvement/partnerships
More local enrollment
Actively exploring future trends – programs, classes etc. ex: energy – going green
Current technology in classroom/offices
Clarity, open, honest budget discussions
Budget declared by data and clear set priorities
More collaborative decision making – bottom up

Group 3

Keeping the college afloat by focusing on investing in ICC to grow new programs
Become good at online programs
Attract quality employees –and retain
Culture audit
Have a leader who has an ambitious vision for the school and is vocal about it
Increased enrollment – community ed.?
Be a provider for inmate education

Question 3 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

We need Administration that community and employees can trust
We need to increase our value (monetary/emotional) to the taxpayers by listening and addressing as many issues as we can.
Have more activities for students to do on campus
More certificate programs and building a robust and reliable community links program (Who is in charge of the current one?)

Group 2

Heal as a whole-regain trust and culture (Happy)
Diversify funding sources and making students pay bills
Need to have right people at table during budget –input from all departments
Better communication with community regarding issues and budget
Change perspective of community-open communication
Explore new means of communication within ICC
Test if new communication forms are working – is everyone reading emails?
Engage in authentic conversations-not just a to do list conversation
Make athletes a piece of puzzle not whole puzzle.

Group 3

Zero based budget and ROI evaluation
Annual report/summary (like public for profits companies do for SEC)
Monthly budget and department "check in" reports
Published pay scale for non-faculty
Independence/dedicated student life team
HR separation of duties to avoid conflict (not VP of Operations)
More funding for technology (staff and hardware)

Comments made during final comment period:

Strategic Plan Participant Intake Form - 12/05/2018--Ane Mae's						
County of Residence	**Gender**	**Age**	**Applicable relationships**	**Question 1: When you think about ICC what challenges do you think trouble the college?**	**Question 2. When you think about the future of ICC what are your dreams? What would you like the college to accomplish in the next 5 years?**	**Comments**
N MG	F	77	taxpayer, attend sporting events, attend fine arts events, former ICC student, Parent of ICC student, donor	money, planning, priorities, lack of leadership, compliant board	Emphasize academics, stay accredited, phase out football	
N MG	M	66	taxpayer, attend fine arts events, former ICC student	Football	To stay alive and viable. Get back on track with academic excellence.	
N MG	F	45	taxpayer, former ICC student, parent of ICC student(former), donor CP2 parent(former)	Football, staff morale	New President, no football, all other sports , more academic classes, Fine Arts, more adult classes	
N MG	M	61	taxpayer, attend sporting events, attend fine arts events	Weak enrollment numbers, distance from restaurants, etc.	Better return on my investment, improve relations with all Independence High School students.	From during presentations: Focus on academics. Understand industry needs. Provide programs that will transfer. Public relations campaign. PR person. Quality instructors at HIS. Restore morale. Board member training.

Facilitator report:

Date: **12/05/2018**

Location: **Ane Mae's**

Number of people in attendance: **4 + 1 Board Member**

Number of forms attached:

4

Number of groups used: **1**

Question 1 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Enrollment down – Headcount vs. FTE
Morale down due to management
Concern – Accreditation Trouble
Food Quality
Poor Communication
    Work more w/IHS for local recruiting
    Advertising for listening sessions
    No clear delineation of staff roles/rumors
Cost/Value to Community
    Local needs
    Is it cost value to add sports for entertainment purposes only? (i.e.: Last Chance U)
Offerings not keeping up w/technology
Dorm Contractual Obligation
    Local students won't stay in dorms
    Outside community recruitment

Question 2 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

More campus activities for students
    Intramurals, movies, etc.
Student involvement in running campus activities
    A must – Student Senate
    Transportation services since campus is south of town.
        Increase bicycle program from Fab Lab
Continued diversity of student body
Great partnership w/CCC
Food Services expanded hours/other arrangements for holidays for students who can't go home.

Group 1

Question 3 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Fix accreditation issues ASAP
Consider one community college for the county
    VoTech programs
    Improve on return of tax dollars for ICC & community members seeing benefits of their returns
Consider being a PSU satellite campus

Comments made during final comment period:

No comments to report.

Strategic Plan Participant Intake Form - 12.7.18 First Friday						
County of Residence	**Gender**	**Age**	**Applicable relationships**	**Question 1: When you think about ICC what challenges do you think trouble the college?**	**Question 2. When you think about the future of ICC what are your dreams? What would you like the college to accomplish in the next 5 years?**	**Comments**
N MG	M	66	Taxpayer, attend fine arts events, former ICC student, College volunteer, donor, Fab Lab member	Small number of students	Successful Vet Tech Program	
N MG	F	54	taxpayer, attend sporting events, attend fine arts events, parent of ICC student (past)	Establishing policies and procedures and seeing them through. Campus culture. Rural community.	Grow the early childhood education. Offer classes for local and area town childcare. Providers to acquire KDHE credits because KDHE is requesting extra hours.	
N MG			taxpayer, attend sporting events, attend fine arts events, College volunteer, Fab Lab member	Funding. Enrollment.	Collaboration among entities. Growth in Enrollment	
N MG	M	60+	taxpayer, attend sporting events, former ICC student	Budget. P.R. issues	Reduce cost. Increase community spirit.	

Facilitator report:

Date: 12.7.18

Location: First Friday

Number of people in attendance: 4

Number of forms attached:

4

Number of groups used: 1

Question 1 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Financial viability of continuing operations
The sports programs are running the College
Lack of leadership clarity
Lack of Vet Tech Program growth
Maintaining accreditation
Early Childhood Education Program not addressing local needs
Financial viability
Quality of educational experience
Increasing enrollment

Question 2 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

Collaborate with other community in the area
Well-rounded education
Learning, activities, community involvement, would like to see the college more visible in the community
Ex. Football camp for children
Faculty/staff and students
Promote ICC in other markets-such as parent organizations, middle/grade schools, recreation department
More students think of ICC as their first choice
Increase dorm occupancy
College (and Education Program) partnering with KDHE and local childcare facilities to offer more classes
Increased technical programs and that they work more with local businesses to train employees
More local students
Clear Identity

Question 3 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

<u>Group 1</u>

Elimination of duplicate expenses
Identify strengths of programs and then market them
Increased marketing efforts
    More advertising of programs at ICC West by intersection
Newsletter sent to community
Texts/email alerts
Do more research on high school students-Where are they going? Why not to ICC?

Comments made during final comment period:

Strategic Plan Participant Intake Form - 12.13.18 Student Union						
County of Residence	**Gender**	**Age**	**Applicable relationships**	**Question 1: When you think about ICC what challenges do you think trouble the college?**	**Question 2. When you think about the future of ICC what are your dreams? What would you like the college to accomplish in the next 5 years?**	**Comments**
	F	42	Taxpayer, attend sporting events, attend fine arts events, ICC employee-full time, former ICC student, College volunteer, donor	Enrollment. Ability to take risks and possibly fail.	A destination college that is attractive to all. An established culture of success across all programs. Improved infrastructure and activities.	
	M	28	taxpayer, attend sporting events, ICC employee-full time	Small budget not enough help for our kids. Horrible cafeteria food keeps athletes from wanting to come here as well as makes them lose weight.	In the future, I'd like to help lead ICC to a national championship. I would like to see the college upgrade across all departments to become a more attractive JUCO to attend.	
	M	42	taxpayer, attend sporting events	Everyone on same page.	Facility growth, enrollment, cafeteria expansion, and more lucrative salary pods.	
	M	27	attend sporting events, ICC employee	Communication. Openness. Division between departments	We are still standing in 5 years. Increase enrollment, with target of increased non-athletes.	
	M	26	taxpayer, attend sporting events, attend fine arts events, ICC employee-full time	More employees.	More housing, better facilities	

	F	22	taxpayer, attend sporting events, ICC employee-full time; former ICC student	Lack of communication between departments.	I would like to see enrollment increase. I would like to see more attendance at all student performances (i.e. Games, concerts, plays, etc.)	
	F	55	taxpayer, attend sporting events, ICC employee-fulltime, former ICC student, parent of ICC student. Donor, Fab Lab member	Lack of transparency. All faucets of the college to be united as a whole rather than having their own agenda on a personal level.	Better attendance by staff/faculty at all College "home" events. Better enrollment. Better facilities for teams/groups (sports and music). Better understanding of Budget/programs. Better budgets for all programs as a whole.	
	M	63	taxpayer, attend sporting events, attend fine arts events, ICC employee-part time.	Budget. Competing for tax dollars. Increasing enrollment	New Field House. Not much.	
	M	37	ICC employee-full time	N/A	Increase enrollment for general students.	
	M	39	ICC employee- part time	Student engagement	To see ICC flourish on new levels.	

	F	29	ICC employee-full time	Negative attitudes towards ANYONE who wants to make positive change for the college. Resentment towards athletics and the recruitment of students we bring to the college. They don't like our students so they don't want to teach them or help them succeed. Poor public relations to our community to keep them informed about the success stories of our students and our many programs. No Accountability of departments in enrollment and student success.	Increase and maintain enrollment. More communication and work between the faculty, athletics, and staff. Better leadership/more leadership.	
	M	26	taxpayer, attend sporting events, ICC employee-full time	Our kids lose weight when coming here due to the poor food in the cafeteria. And when 4-year schools show up to offer our kids full scholarships, some are not getting the offers they deserve because they are under-weight.	A cafeteria that keeps our players' weight. A national championship.	

Facilitator report: Cody Westerhold, Marg Yaroslaski

Date: 12/13/18

Location: Student Union Movie Theater

Number of people in attendance: 18

Number of forms attached: 12

(explain difference – some people may not complete form. The form number should NOT exceed the number of people in attendance.) Some stated they had already filled out a form, others were going to return the form later in the day.

Number of groups used: 4

Question 1 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

- Cafeteria concerns with poor food quality
- Enrollment- we need larger enrollment to grow
- There is no student engagement and campus life to provide the kids
- Facilities overall on campus falling behind in comparison to other campuses
- Access to computers on campus esp in library after 6pm
- Lack of current strategic plan or transparency of current plan to be known

Group 2

- Need adequate housing
- Lack of communication between departments
- Not enough money
- Lack of adequate student tutoring
- Lack of caf space
- Need more/bigger/updated athletic facilities
- Lack of theater use
- Lack of faculty/staff support
- Lack of class offering & online
- Lack of maintenance employees
- Poor food quality in caf

Group 3

- Declining enrollment because of lack of recruiting in ALL departments
- Declining budgets and lack of resources
- Negative attitudes and apathy on campus

- Lack of transparency and PR to our community for them to know the success of our students and our programs
- Division between college departments

Group 4

- Budget declining
- Competing for tax dollars
- Enrollment ups and downs
- Hidden agendas
- Different strokes for different folks- not holding everyone on campus equally accountable, some people get favorable treatment
- Moral

Question 2 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

- An updated athletic facility, bleachers, locker rooms, athletic training room, coaches offices, laundry, etc
- Cover multipurpose practice field
- Build a stadium on campus
- A student friendly campus where we had more students
- Ability to allow students to check out laptops

Group 2

- That people put students first
- A better way to take adequate attendance and grades
- Better class transferability and majors
- A way to get more frequent grade checks
- 2019 internet capabilities
- Cable
- Multiple fax machines on campus
- Updated facilities for students
- On campus 24hr workout gym
- Destination College that every kids wants to attend
- Add more laundry facilities
- Community & college come together as one & form a genuine relationship
- More activities for students to participate in after classes and on weekends

Group 3

- Solidarity we are all working together for one goal- the success of our students=the success of our college
- New housing facilities
- New athletic facilities
- New improved classrooms/classroom equipment
- Modern technologies
- Increase in staff and faculty
- Extracurricular activities for students/ better student life experience

Group 4

- All departments work together
- Work toward one mission
- Update facilities
- Stable work environment
- Communication and responsibilities
- Enrollment increase
- Take care of inside so things will work on the outside
- Better standing with the community

Question 3 report – there should be repetition between the groups – please record each group as reported exactly-even if it is repeated. PLEASE DO NOT SUMMARIZE. You can email pictures of the group sheets as well.

Group 1

- Promote ICC as an education driven institution to help increase enrollment outside of athletics
- Leadership having proper supervision on each subdivisions grouping too many under one person can lead to oversight
- Invest in employees, genuine investment with relationships- this comes from increasing staff to not overwork individuals
- Update living quarters with small cosmetic changes to begin then create an environment by adding student activities

Group 2

- Focus on generating revenue through the bookstore
- Marketing and branding of the college to create an athletic and educational facility as one not separate
- Everyone realizing that ultimately our goals are the same in the end. By holding weekly meetings between departments and monthly meetings with all staff and faculty.
- Community needs to understand the impact and footprint that college has by working hand in hand together

Group 3

- Accountability
- Community involvement
- Leadership
- Increasing and maintain our enrollment
- Consistent leadership
- Maintaining community involvement

Group 4

- Once single focus
- Do fewer things well
- Share equally in responsibility

Comments made during final comment period:

People were concerned that this process would fall on deaf ears and amount to nothing at the end of the day. They want to know if their opinions will be heard and considered, and more importantly followed through at the highest levels.

In a room filled with mostly coaches on campus they express a desire to work more collaboratively with others around campus so that a better campus wide workings relationship could be created.

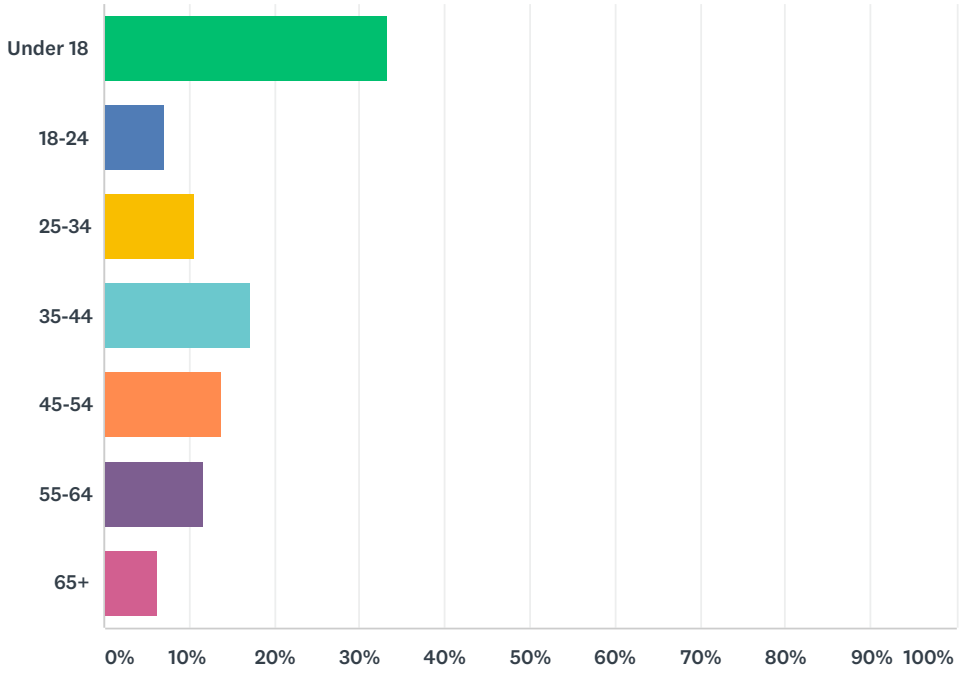
Many individuals feel that ICC has a very negative perception in the community and people will avoid it at all costs. We need to show them (community) that they have a stake in the college and how much the college does provide to them. Through employees investing in the community, and the investment 300 students make to the local economy.

Appendix 117

Strategic Planning Community Survey

Q1 Age:

Answered: 557 Skipped: 4



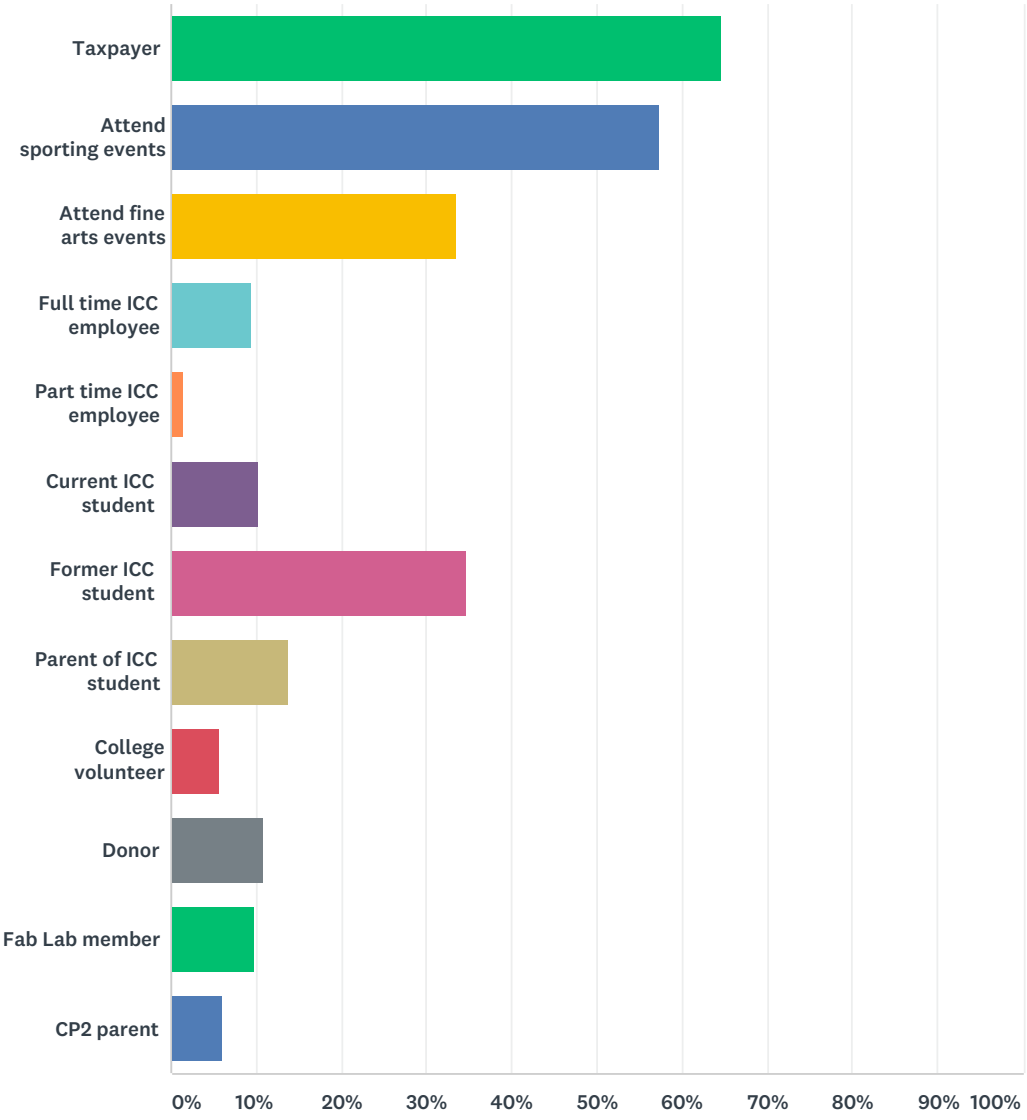
ANSWER CHOICES	RESPONSES	
Under 18	33.21%	185
18-24	7.18%	40
25-34	10.59%	59
35-44	17.24%	96
45-54	13.82%	77
55-64	11.67%	65
65+	6.28%	35
TOTAL		557

Q2 Gender:

Answered: 554 Skipped: 7

Q3 Check all that apply:

Answered: 519 Skipped: 42

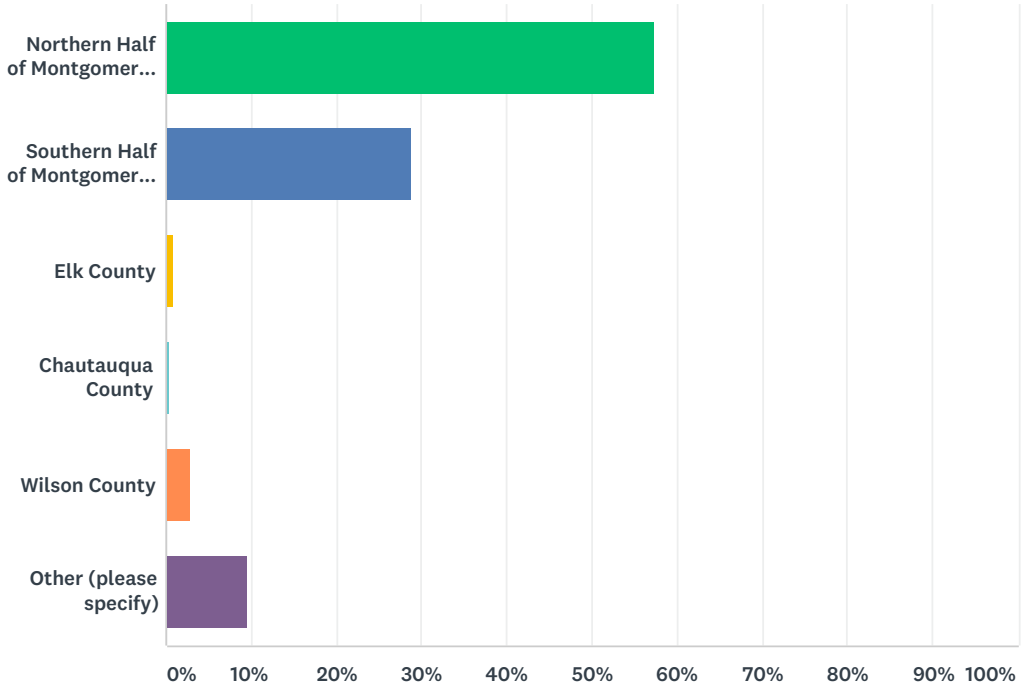


ANSWER CHOICES	RESPONSES	
Taxpayer	64.74%	336
Attend sporting events	57.42%	298
Attend fine arts events	33.53%	174
Full time ICC employee	9.44%	49
Part time ICC employee	1.54%	8
Current ICC student	10.21%	53
Former ICC student	34.68%	180
Parent of ICC student	13.87%	72
College volunteer	5.59%	29

Donor	10.98%	57
Fab Lab member	9.83%	51
CP2 parent	6.17%	32
Total Respondents: 519		

Q4 What is your county of residence?

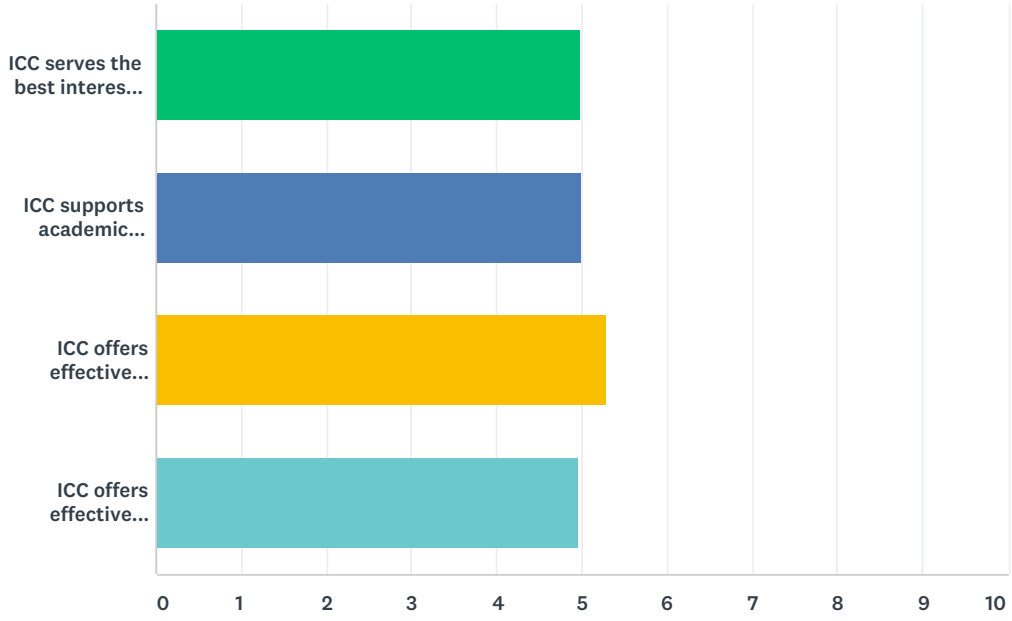
Answered: 556 Skipped: 5



ANSWER CHOICES	RESPONSES	
Northern Half of Montgomery County	57.37%	319
Southern Half of Montgomery County	28.96%	161
Elk County	0.90%	5
Chautauqua County	0.36%	2
Wilson County	2.88%	16
Other (please specify)	9.53%	53
TOTAL		556

Q5 Rate your agreement with the following statements. ("1" meaning Strongly Disagree, and "10" meaning Strongly Agree)

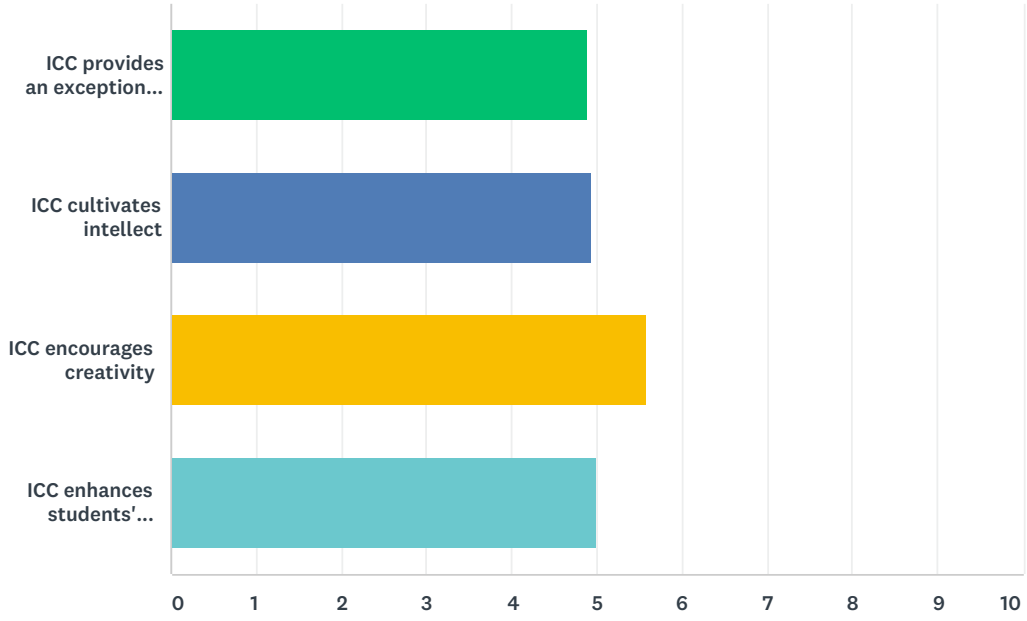
Answered: 558 Skipped: 3



	1	2	3	4	5	6	7	8	9	10	TOTAL	WEIGHTED AVERAGE
ICC serves the best interests of students	16.55% 92	7.73% 43	8.81% 49	7.73% 43	20.68% 115	7.19% 40	9.71% 54	8.81% 49	5.40% 30	7.37% 41	556	4.97
ICC supports academic excellence	15.91% 88	9.22% 51	10.31% 57	7.41% 41	17.72% 98	7.41% 41	8.86% 49	8.14% 45	5.97% 33	9.04% 50	553	4.99
ICC offers effective cultural development	11.64% 64	6.73% 37	7.27% 40	9.82% 54	22.36% 123	8.36% 46	10.91% 60	9.09% 50	5.27% 29	8.55% 47	550	5.30
ICC offers effective economic development	16.88% 93	7.26% 40	8.53% 47	8.35% 46	21.23% 117	7.44% 41	8.71% 48	8.35% 46	5.26% 29	7.99% 44	551	4.96

Q6 Rate your agreement with the following statements. ("1" meaning Strongly Disagree, and "10" meaning Strongly Agree)

Answered: 558 Skipped: 3



	1	2	3	4	5	6	7	8	9	10	TOTAL	WEIGHTED AVERAGE
ICC provides an exceptional educational experience	17.15% 95	8.48% 47	8.66% 48	9.39% 52	18.41% 102	8.84% 49	7.58% 42	7.94% 44	5.23% 29	8.30% 46	554	4.90
ICC cultivates intellect	16.64% 92	7.96% 44	10.13% 56	7.96% 44	19.17% 106	9.04% 50	7.23% 40	7.78% 43	5.42% 30	8.68% 48	553	4.93
ICC encourages creativity	11.59% 64	5.62% 31	7.43% 41	7.79% 43	19.93% 110	9.06% 50	11.23% 62	9.42% 52	4.53% 25	13.41% 74	552	5.59
ICC enhances students' character	17.93% 99	7.79% 43	7.79% 43	7.61% 42	18.84% 104	9.24% 51	7.61% 42	8.88% 49	4.17% 23	10.14% 56	552	5.00

Q7 If you could change one thing at ICC what would it be?

Answered: 504 Skipped: 57

Q8 Thank you for your participation! Enter your name and phone number below to be entered to win a $50 Main Street Gift Certificate?

Answered: 247 Skipped: 314

ANSWER CHOICES	RESPONSES	
Name:	99.60%	246
Phone #:	88.26%	218
Email:	90.28%	223

Appendix 118

Strategic Planning Community Survey Results

Age:	Gender:	Check all that apply:											What is your county		Rate your agreement with the following statements. ("1" meaning Strongly Disagree, and "10" meaning Strongly Agree)							
Respons	Open-Ended Response	Taxpayer	Attend sporting events	Attend fine arts events	Full time ICC employee	Part time ICC employee	Current ICC student	Former ICC student	Parent of ICC student	College volunteer	Donor	Fab Lab member	CP2 parent	Response	Other (please specify)	ICC serves the best interests of students	ICC supports academic excellence	ICC offers effective cultural development	ICC offers effective economic development	ICC provides an exceptional educational experience	ICC cultivates intellect	ICC encourages creativity	ICC enhances students' character
Under 18	female	Taxpa	Attend sp	Attend fi	Full time IC	Part time IC	Current I	Former I	Parent of	College vo	Donor	Fab Lab m	CP2 pa	Northern	Half of Mont	5	3	4	5	3	5	2	8
65+	wont say	Taxpa	Attend sp	Attend fi	Full time IC	Part time IC	Current I	Former I	Parent of	College vo	Donor	Fab Lab m	CP2 pa	Other (ple	africa	1	1	1	1	1	1	1	1
45-54	Male	Taxpa	Attend sp	Attend fi	Full time ICC employee				Parent of	College vo	Donor	Fab Lab m	CP2 pa	Northern	Half of Mont	8	8	9	7	8	8	8	8
35-44	Female	Taxpa	Attend sp	Attend fine arts events				Former ICC	studen	College vo	Donor	Fab Lab m	CP2 pa	Southern	Half of Mont	3	2	4	7	4	5	5	3
45-54	female	Taxpa	Attend sp	Attend fi	Full time ICC employee			Former I	Parent of	ICC studer	Donor	Fab Lab m	CP2 pa	Northern	Half of Mont	6	5	4	3	8	7	9	8
35-44	Male	Taxpa	Attend sporting events					Former ICC student				Fab Lab m	CP2 pa	Northern	Half of Mont	8	8	5	5	6	6	6	6
35-44	Male	Taxpa	Attend sporting events					Former ICC student				Fab Lab m	CP2 pa	Northern	Half of Mont	2	2	7	2	1	1	6	2
45-54	Female	Taxpa	Attend sporting events									Fab Lab m	CP2 pa	Northern	Half of Mont	2	3	3	3	3	3	3	2
55-64	female	Taxpa	Attend sp	Attend fi	Full time ICC employee			Former I	Parent of	College vo	Donor		CP2 pa	Northern	Half of Mont	7	7	6	6	8	8	8	7
55-64	Female	Taxpa	Attend sp	Attend fi	Full time ICC employee			Former I	Parent of	College vo	Donor		CP2 pa	Northern	Half of Mont	10	10	8	8	9	9	7	10
55-64	Female	Taxpa	Attend sp	Attend fine arts events				Former I	Parent of	College vo	Donor		CP2 pa	Northern	Half of Mont	3	2	6	3	1	1	4	3
25-34	Female	Taxpa	Attend sp	Attend fine arts events				Former ICC	studen	College vo	Donor		CP2 pa	Northern	Half of Mont	5	5	5	2	5	3	5	5
35-44	female	Taxpa	Attend sporting events					Former ICC	studen	College vo	Donor		CP2 pa	Northern	Half of Mont	8	8	9	8	8	8	8	7
45-54	female	Taxpa	Attend sp	Attend fine arts events				Former I	Parent of	ICC studer	Donor		CP2 pa	Northern	Half of Mont	6	7	7	3	7	4	7	3
45-54	Male	Taxpa	Attend sporting events					Former I	Parent of	ICC studer	Donor		CP2 pa	Northern	Half of Mont	1	1	3	4	1	2	1	1
45-54	Female	Taxpa	Attend sporting events					Former I	Parent of	ICC studer	Donor		CP2 pa	Northern	Half of Mont	7	4	8	3	8	3	7	3
45-54	Male	Taxpa	Attend sp	Attend fine arts events				Former ICC student			Donor		CP2 pa	Northern	Half of Mont	4	2	6	2	2	3	4	5
55-64	M	Taxpa	Attend sp	Attend fine arts events				Former ICC student			Donor		CP2 pa	Southern	Half of Mont	3	3	5	4	3	3	5	2
45-54	Female	Taxpa	Attend sporting events					Former I	Parent of	ICC student			CP2 pa	Northern	Half of Mont	1	1	1	1	1	1	1	1
35-44	Female	Taxpa	Attend sporting events					Former I	Parent of	ICC student			CP2 pa	Northern	Half of Mont	1	1			1	2	9	2
35-44	Female	Taxpa	Attend sporting events					Former I	Parent of	ICC student			CP2 pa	Northern	Half of Mont	2	1	1	4	1	1	1	1
45-54	Female	Taxpa	Attend sporting events					Former ICC student					CP2 pa	Northern	Half of Mont	6	5	4	4	7	4	4	5
55-64	Female	Taxpa	Attend sporting events					Former ICC student					CP2 pa	Northern	Half of Mont	4	4	4	4	4	3	3	3
45-54	Female	Taxpa	Attend sp	Attend fine arts events									CP2 pa	Northern	Half of Mont	2	3	4	1	1	1	3	1
55-64	Female	Taxpa	Attend sp	Attend fine arts events									CP2 pa	Northern	Half of Mont	6	6	6	6	6	6	6	

45-54	Female	Taxpa'	Attend sp	Attend fine arts events			CP2 pa	Northern Half of Mont	9	9	9	9	9	9	9	9
35-44	Female	Taxpa'	Attend sporting events				CP2 pa	Northern Half of Mont	9	9	9	8	9	9	9	9
45-54	female	Taxpa'	Attend sporting events				CP2 pa	Northern Half of Mont	7	8	7	6	7	7	7	7
35-44	Female	Taxpa'	Attend sporting events				CP2 pa	Northern Half of Mont	6	6	7	6	5	6	6	6
45-54	Female	Taxpa'	Attend sp	Attend fine arts events		College vo	Donor	Fab Lab member	Northern Half of Mont	3	3	3	3	3	3	3	3
45-54	Male	Taxpa'	Attend sp	Attend fi	Full time ICC employee	Former I	Parent of ICC studer	Donor	Fab Lab member	Northern Half of Mont	5	5	5	5	7	8	8	8
25-34	Female	Taxpa'	Attend sp	Attend fi	Full time ICC employee			Donor	Fab Lab member	Northern Half of Mont	7	4	6	7	7	7	6	6
55-64	Male	Taxpa'	Attend sporting events					Donor	Fab Lab member	Northern Half of Mont	5	5	5	5	5	7	7	5
65+	male	Taxpa'	Attend sporting events				Parent of College volunteer		Fab Lab member	Northern Half of Mont	5	4	4	4	4	4	7	4
45-54	Female	Taxpa'	Attend sp	Attend fine arts events			College volunteer		Fab Lab member	Northern Half of Mont	1	1	5	3	1	1	2	1
45-54	Female	Taxpa'	Attend sp	Attend fine arts events		Former I	Parent of ICC student		Fab Lab member	Northern Half of Mont	8	6	10	6	6	7	10	6
65+	Female	Taxpa'	Attend sp	Attend fine arts events		Former I	Parent of ICC student		Fab Lab member	Northern Half of Mont	3	1	3	1	1	1	3	1
45-54	Female	Taxpa'	Attend sp	Attend fine arts events			Parent of ICC student		Fab Lab member	Northern Half of Mont	5	3	8	5	3	3	7	4
18-24	Female	Taxpa'	Attend sp	Attend fine arts events		Former ICC student			Fab Lab member	Southern Half of Mont	3	3	1	1	1	1	1	1
55-64	male	Taxpa'	Attend sp	Attend fine arts events		Former ICC student			Fab Lab member	Northern Half of Mont	2	5	7	7	6	2	1	3
25-34	Female	Taxpa'	Attend sp	Attend fine arts events		Former ICC student			Fab Lab member	Northern Half of Mont	5	5	4	3	5	5	4	4
35-44	Male	Taxpa'	Attend sporting events			Former ICC student			Fab Lab member	Northern Half of Mont	3	2	5	5	2	3	4	1
35-44	Female	Taxpa'	Attend sporting events			Former ICC student			Fab Lab member	Northern Half of Mont	1	1	5	6	2	2	6	1
Under 18	Male	Taxpa'	Attend sp	Attend fine arts events		Current ICC student			Fab Lab member	Northern Half of Mont	7	6	5	6	7	9	7	5
35-44	Female	Taxpa'	Attend sp	Attend fine arts events		Current ICC student			Fab Lab member	Southern Half of Mont	10	10	10	10	10	10	10	10
25-34	Female	Taxpa'	Attend sp	Attend fine arts events					Fab Lab member	Northern Half of Mont	5	2	4	4	6	3	4	3
35-44	Female	Taxpa'	Attend sp	Attend fine arts events					Fab Lab member	Northern Half of Mont	1	5	8	5	5	5	5	2
25-34	Male	Taxpa'	Attend sporting events						Fab Lab member	Northern Half of Mont	3	5	6	7	2	4	6	3
25-34	Female	Taxpa'	Attend sporting events						Fab Lab member	Southern Half of Mont	2	2	5	5	7	6	5	5
55-64	Female	Taxpa'	Attend sp	Attend fine arts events		Former I	Parent of College vo	Donor		Northern Half of Mont	10	8	9	9	8	8	10	10
35-44	na	Taxpa'	Attend sp	Attend fi	Full time ICC employee	Former ICC studen	College vo	Donor		Northern Half of Mont	6	4	4	3	4	3	4	5
65+	male	Taxpa'	Attend sp	Attend fine arts events		Former ICC studen	College vo	Donor		Northern Half of Mont	3		2	4	3	2	2	2
65+	Male	Taxpa'	Attend sp	Attend fine arts events		Former ICC studen	College vo	Donor		Northern Half of Mont	6	6	7	5	7	6	6	8
65+	Female	Taxpa'	Attend sp	Attend fine arts events		Former ICC studen	College vo	Donor		Northern Half of Mont	6	5	8	4	5	4	5	5
55-64	Male	Taxpa'	Attend sp	Attend fine arts events		Former I	Parent of ICC studer	Donor		Northern Half of Mont	2	2	3	1	2	1	2	1
25-34	Female	Taxpa'	Attend sp	Attend fine arts events		Former I	Parent of ICC studer	Donor		Southern Half of Mont	1	1	4	2	1	1	4	1
55-64	female	Taxpa'	Attend sp	Attend fi	Full time ICC employee		Parent of ICC studer	Donor		Northern Half of Mont	7	7	7	8	7	8	8	8

55-64	Male	Taxpa' Attend sp	Attend fine arts events	Former ICC student	Donor	Northern Half of Mont	2	1	2	1	1	2	2	1
65+	Male	Taxpa' Attend sp	Attend fine arts events	Former ICC student	Donor	Northern Half of Mont	7	7	4	3	5	5	8	5
45-54	Male	Taxpa' Attend sp	Attend fine arts events	Former ICC student	Donor	Northern Half of Mont	5	3	6	2	5	5	6	5
45-54	M	Taxpa' Attend sporting events		Former ICC student	Donor	Northern Half of Mont	3	3	4	3	2	3	3	3
55-64	F	Taxpa' Attend sp	Attend fi	Full time ICC employee	Donor	Wilson County	6	5	5	4	5	5	4	4
55-64	Female	Taxpa' Attend sporting ev		Full time ICC employee	Donor	Northern Half of Mont	9	9	7	7	5	7	4	8
55-64	Female	Taxpa' Attend sp	Attend fine arts events		Donor	Northern Half of Mont	10	10	10	10	10	10	10	10
25-34	Female	Taxpa' Attend sp	Attend fine arts events		Donor	Northern Half of Mont	8	9	8	8	10	10	10	10
45-54	male	Taxpa' Attend sp	Attend fine arts events		Donor	Northern Half of Mont	7	8	7	5	8	7	7	5
45-54	Male	Taxpa' Attend sporting events			Donor	Northern Half of Mont	1	4	1	1	1	1	8	1
65+	female	Taxpa' Attend sporting events		Former ICC studen	College volunteer	Northern Half of Montgomery County			10				8	
Under 18	Male	Taxpa' Attend sporting events			College volunteer	Southern Half of Mont	7	8	7	8	9	9	9	9
45-54	Male	Taxpa' Attend sp	Attend fine arts events	Former I	Parent of ICC student	Southern Half of Mont	1	1	1	1	5	5	4	1
55-64	Female	Taxpa' Attend sp	Attend fine arts events	Former I	Parent of ICC student	Northern Half of Mont	5	5	5	6	5	5	5	5
65+	Female	Taxpa' Attend sp	Attend fine arts events	Former I	Parent of ICC student	Northern Half of Mont	8	6	8	7	8	7	7	6
45-54	female	Taxpa' Attend sp	Attend fine arts events	Former I	Parent of ICC student	Northern Half of Mont	3	3	2	2	3	2	2	2
45-54	F	Taxpa' Attend sp	Attend fine arts events	Former I	Parent of ICC student	Northern Half of Mont	5	4	6	5	2	3	3	2
45-54	Female	Taxpa' Attend sp	Attend fine arts events	Former I	Parent of ICC student	Northern Half of Mont	4	4	2	3	4	3	4	4
55-64	M	Taxpa' Attend sp	Attend fine arts events	Former I	Parent of ICC student	Northern Half of Mont	6	6	7	5	7	7	7	7
45-54	Male	Taxpa' Attend sp	Attend fine arts events	Former I	Parent of ICC student	Northern Half of Mont	5	5	5	3	5	5	5	3
35-44	Female	Taxpa' Attend sp	Attend fine arts events	Former I	Parent of ICC student	Northern Half of Mont	4	5	7	5	5	5	7	6
65+	MALE	Taxpa' Attend sporting events		Former I	Parent of ICC student	Southern Half of Mont	5	5	5	5	5	5	5	5
35-44	Female	Taxpa' Attend sporting events		Former I	Parent of ICC student	Southern Half of Mont	1	5	5	5	3	3	8	3
35-44	FEMALE	Taxpa' Attend sporting events		Former I	Parent of ICC student	Northern Half of Mont	6	5	7	7	4	4	6	5
35-44	Male	Taxpa' Attend sporting events		Former I	Parent of ICC student	Northern Half of Mont	2	1	9	10	1	1	10	1
35-44	Female	Taxpa' Attend sporting events		Former I	Parent of ICC student	Northern Half of Mont	1	1	1	1	1	2	9	3
18-24	Male	Taxpa' Attend sp	Attend fine arts events	Current ICC studen	Parent of ICC student	Southern Half of Mont	7	5	8	8	5	5	5	5
45-54	Female	Taxpa' Attend sp	Attend fine arts events		Parent of ICC student	Southern Half of Mont	4	4	4	3	3	3	3	3
55-64	Female	Taxpa' Attend sp	Attend fine arts events		Parent of ICC student	Northern Half of Mont	9	8	9	8	8	9	8	8
35-44	F	Taxpa' Attend sp	Attend fine arts events		Parent of ICC student	Northern Half of Mont	2	1	6	1	2	1	5	3
45-54	Female	Taxpa' Attend sporting events			Parent of ICC student	Northern Half of Mont	8	8	9	7	8	8	8	8
55-64	Female	Taxpa' Attend sporting events			Parent of ICC student	Northern Half of Mont	7	6	7	6	6	6	7	6

35-44	Male	Taxpa' Attend sporting events		Parent of ICC student	Northern Half of Mont	7	8	7	7	7	7	8	8
35-44	Female	Taxpa' Attend sporting events		Parent of ICC student	Southern Half of Mont	1	1	1	1	1	1	1	1
35-44	Female	Taxpa' Attend sporting events		Parent of ICC student	Southern Half of Mont	10	10	5	8	8	9	9	9
Under 18	Male	Taxpa' Attend sp Attend fine arts events	Current I	Former ICC student	Southern Half of Mont	9	8	9	10	9	10	9	10
35-44	Female	Taxpa' Attend sp Attend fine arts even	Part time ICC employ	Former ICC student	Northern Half of Mont	7	8	8	9	8	7	7	6
35-44	Male	Taxpa' Attend sporting events	Part time ICC employ	Former ICC student	Northern Half of Mont	5	2	5	3	2	2		
25-34		Taxpa' Attend sp Attend fi	Full time ICC employee	Former ICC student	Northern Half of Mont	9	9	8	8	10	10	10	10
35-44	Female	Taxpa' Attend sp Attend fi	Full time ICC employee	Former ICC student	Northern Half of Mont	7	7	5	5	7	7	7	8
18-24	Female	Taxpa' Attend sporting ev	Full time ICC employee	Former ICC student	Southern Half of Mont	8	8	8	7	7	7	7	7
25-34	F	Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	4	4	4	5	4	5	6	6
35-44	Female	Taxpa' Attend sp Attend fine arts events		Former ICC student	Southern Half of Mont	9	10	10	8	10	10	10	10
45-54	Not saying	Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	3	5	5	6	6	6	5	5
65+	male	Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	7	7	7	7	7	7	7	6
55-64		Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	2	2	3	1	2	1	3	2
25-34	Male	Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	4	3	5		3	3		
25-34	Female	Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	1	1	1	1	1	1	1	1
45-54	Female	Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	6	6	6	6	6	6	1	6
35-44	Male	Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	1	1	1	1	1	1	1	1
55-64	male	Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	8	8	6	6	8	5	5	6
25-34	Male	Taxpa' Attend sp Attend fine arts events		Former ICC student	Northern Half of Mont	3	3	4	4	4	3	8	3
35-44	male	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	8	9	9	9	9	9	9	8
55-64	Female	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	5	5	5	5	4	4	5	4
25-34	Male	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	5	3	8	8	3	5	7	6
65+	Female	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	5	5		2	5		5	
65+	male	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	4	4	3	2	1	1	1	1
35-44	Female	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	4	4	4	4	4	3	4	6
25-34	Female	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	1	1	3	6	3	3	4	5
35-44	Male	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	1	1	2	3	2	2	2	2
35-44	Male	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	3	2	3	4	2	2	5	3
35-44	Female	Taxpa' Attend sporting events		Former ICC student	Southern Half of Mont	1	1	1	1	1	1	1	1
35-44	Female	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	2	2	2	2	3	3	3	3
25-34	Female	Taxpa' Attend sporting events		Former ICC student	Northern Half of Mont	2	2	2	1	1	1	1	1

35-44	Male	Taxpa' Attend sporting events	Former ICC student	Northern Half of Mont	10	10	10	5	10	10	10	10
35-44	Male	Taxpa' Attend sporting events	Former ICC student	Northern Half of Mont	6	6	7	6	7	7	5	5
35-44	Female	Taxpa' Attend sporting events	Former ICC student	Northern Half of Mont	10	10	10	10	10	10	10	10
35-44	Female	Taxpa' Attend sporting events	Former ICC student	Northern Half of Mont	10	10	10	10	10	10	10	10
25-34	Male	Taxpa' Attend sporting events	Former ICC student	Northern Half of Montgomery Cou		10	5	2	7	8	7	7
25-34	Female	Taxpa' Attend sporting events	Former ICC student	Wilson County	6	7	7	8	7	7	7	7
25-34	Femaile	Taxpa' Attend sporting events	Former ICC student	Northern Half of Mont	9	8	8	8	9	9	9	9
35-44	Female	Taxpa' Attend sporting events	Former ICC student	Northern Half of Mont	8	6	6	6	6	6	8	7
18-24	Female	Taxpa' Attend sp Attend fine arts even Part time IC	Current ICC student	Northern Half of Mont	9	10	10	9	10	10	10	10
18-24	Male	Taxpa' Attend sp Attend fine arts even Part time IC	Current ICC student	Southern Half of Montgomery County								
18-24	Male	Taxpa' Attend sp Attend fine arts even Part time IC	Current ICC student	Southern Half of Mont	7	3	6	5	4	5	8	2
18-24	Male	Taxpa' Attend sp Attend fi Full time ICC employee	Current ICC student	Southern Half of Mont	8	7	8	8	9	8	8	8
18-24	Female	Taxpa' Attend sp Attend fine arts events	Current ICC student	Northern Half of Mont	2	3	5	2	2	1	2	2
18-24	Male	Taxpa' Attend sp Attend fine arts events	Current ICC student	Northern Half of Mont	6	8	4	7	4	6	6	3
Under 18	female	Taxpa' Attend sp Attend fine arts events	Current ICC student	Southern Half of Mont	3	4	8	7	6	6	5	5
18-24		Taxpa' Attend sp Attend fine arts events	Current ICC student	Northern Half of Mont	10	10	10	10	10	10	10	10
18-24	Female	Taxpa' Attend sporting events	Current ICC student	Other (ple Miami count	1	4	4	4	4	4	4	4
Under 18	Female	Taxpa' Attend sporting events	Current ICC student	Northern Half of Mont	5	5	7	7	4	5	6	5
18-24	Female	Taxpa' Attend sporting events	Current ICC student	Southern Half of Mont	5	4	6	5	4	5	7	7
18-24	Female	Taxpa' Attend sporting events	Current ICC student	Other (ple Ottawa cour	9	9	9	9	8	8	7	6
25-34	Female	Taxpa' Attend sp Attend fi Full time ICC employee		Northern Half of Mont	7	5	4	4	6	5	5	6
25-34	Male	Taxpa' Attend sp Attend fi Full time ICC employee		Northern Half of Mont	10	10	10	10	10	10	10	10
45-54	Male	Taxpa' Attend sp Attend fi Full time ICC employee		Northern Half of Mont	10	10	8	8	10	10	10	8
35-44	Female	Taxpa' Attend sp Attend fi Full time ICC employee		Northern Half of Mont	7	7	5	4	7	8	7	8
45-54	female	Taxpa' Attend sp Attend fi Full time ICC employee		Northern Half of Mont	8	8	6	8	8	8	8	8
18-24	Male	Taxpa' Attend sporting ev Full time ICC employee		Other (ple Chambers C	10	10	10	10	10	10	10	10
25-34	Female	Taxpa' Attend sporting ev Full time ICC employee		Northern Half of Mont	5	5	5	5	5	5	5	5
35-44	Male	Taxpa' Attend sporting ev Full time ICC employee		Other (ple Los Angeles	2	2	1	1	1	1	1	1
55-64	Female	Taxpa' Attend sporting ev Full time ICC employee		Southern Half of Mont	9	9	7	8	9	9	9	8
25-34	Male	Taxpa' Attend sporting ev Full time ICC employee		Northern Half of Mont	8	8	8	8	8	8	8	8
55-64	Female	Taxpa' Attend sp Attend fine arts events		Northern Half of Mont	8	8	9	10	8	8	6	7
55-64	Male	Taxpa' Attend sp Attend fine arts events		Northern Half of Mont	8	8	9	9	9	10	10	9

45-54	Male	Taxpa' Attend sp Attend fine arts events	Other (ple Prefer not tc	6	7	5	3	5	6	6	4
Under 18	Female	Taxpa' Attend sp Attend fine arts events	Southern Half of Montg	10	9	10	9	10	9	10	10
Under 18	female	Taxpa' Attend sp Attend fine arts events	Southern Half of Montg	7	3	6	9	7	8	8	7
45-54	Male	Taxpa' Attend sp Attend fine arts events	Northern Half of Montg	1	1	2	3	3	1	3	2
65+	Female	Taxpa' Attend sp Attend fine arts events	Southern Half of Montg	2	2	2	2	4	3	2	2
55-64	Female	Taxpa' Attend sp Attend fine arts events	Northern Half of Montg	3	3	3	3	3	3	3	3
55-64	female	Taxpa' Attend sp Attend fine arts events	Northern Half of Montg	4	4	4	4	4	4	6	5
65+	Malr	Taxpa' Attend sp Attend fine arts events	Northern Half of Montg	8	9		9	8	8	8	9
55-64	Male	Taxpa' Attend sp Attend fine arts events	Northern Half of Montg	9	9	9	8	8	8	9	8
55-64	Male	Taxpa' Attend sp Attend fine arts events	Southern Half of Montg	3	2	2	4	2	2	1	2
35-44	Female	Taxpa' Attend sp Attend fine arts events	Southern Half of Montg	1	1	1	1	1	1	1	1
35-44	Male	Taxpa' Attend sp Attend fine arts events	Northern Half of Montg	9	9	10	8	8	8	8	8
55-64	m	Taxpa' Attend sporting events	Northern Half of Montg	2	2	2	10	1	2	7	1
65+	Female	Taxpa' Attend sporting events	Southern Half of Montg	4	4	4	4	4	4	4	4
35-44	Male	Taxpa' Attend sporting events	Northern Half of Montg	3	3	2	1	2	4	3	3
25-34	Male	Taxpa' Attend sporting events	Southern Half of Montg	5	3	6	5	3	3	5	3
25-34	Male	Taxpa' Attend sporting events	Southern Half of Montg	3	3	1	1	1	1	1	1
Under 18	female	Taxpa' Attend sporting events	Other (ple neosho	7	2	10	10	1	10	10	10
Under 18	male	Taxpa' Attend sporting events	Northern Half of Montg	6	7	6	5	8	7	8	9
35-44	m	Taxpa' Attend sporting events	Northern Half of Montg	6	7	7	7	6	6	6	6
25-34	male	Taxpa' Attend sporting events	Elk County	3	3	3	3	4	4	4	4
45-54	Female	Taxpa' Attend sporting events	Wilson County	5	4	4	4	8	8	6	8
35-44	Female	Taxpa' Attend sporting events	Southern Half of Montg	9	9	8	9	8	8	9	9
45-54	Male	Taxpa' Attend sporting events	Northern Half of Montg	4	3	5	2	3	2	5	5
45-54	Female	Taxpa' Attend sporting events	Southern Half of Montg	6	6	6	5	6	5	5	5
35-44	Female	Taxpa' Attend sporting events	Northern Half of Montg	5	1	6	1	1	1	6	1
Under 18	Male	Taxpa' Attend sporting events	Northern Half of Montg	7	7	9	9	8	7	8	7
25-34	Male	Taxpa' Attend sporting events	Northern Half of Montg	5	6	1	5	5	4	7	8
35-44	Male	Taxpa' Attend sporting events	Northern Half of Montg	2	2	1	1	3	3	3	2
45-54	Male	Taxpa' Attend sporting events	Northern Half of Montg	1	5	5	3	3	3	6	1
25-34	Male	Taxpa' Attend sporting events	Northern Half of Montg	4	3	7	2	4	3	3	5
45-54	Female	Taxpa' Attend sporting events	Northern Half of Montg	3	3	3	2	2	2	2	2

45-54	Female	Taxpa	Attend sporting events					Southern Half of Mont	4	6	8	5	4	4	4	4
35-44	Male	Taxpa	Attend sporting events					Other (ple Tulsa. Count	8	9	9	9	9	9	9	9
35-44	female	Taxpayer	Attend fine arts events			Fab Lab m	CP2 pa	Northern Half of Mont	7	6	8	4	5	5	6	5
45-54	Female	Taxpayer		Former ICC student			CP2 pa	Southern Half of Mont	4	5	4	4	4	3	4	3
Under 18	male	Taxpayer	Full time ICC employee		College vo	Donor	Fab Lab member	Southern Half of Mont	2				2			
55-64	Female	Taxpayer		Former I	Parent of ICC studer	Donor	Fab Lab member	Northern Half of Mont	3	3	3	3	3	3	3	1
45-54	Male	Taxpayer		Former I	Parent of ICC studer	Donor	Fab Lab member	Northern Half of Mont	5	5	5	1	4	4	4	1
55-64	Male	Taxpayer				Donor	Fab Lab member	Northern Half of Mont	7	7	7	7	7	7	7	7
45-54	male	Taxpayer	Attend fi	Full time ICC employee	Parent of ICC student		Fab Lab member	Southern Half of Mont	7	6	7	6	8	8	8	6
45-54	Female	Taxpayer			Parent of ICC student		Fab Lab member	Northern Half of Mont	1	1	1	1	1	1	4	1
35-44	Female	Taxpayer			Parent of ICC student		Fab Lab member	Northern Half of Mont	8	10	10	10	1	1	1	1
65+	f	Taxpayer	Attend fine arts events		Former ICC student		Fab Lab member	Northern Half of Mont	5	5	7	5	5	5	8	5
	male	Taxpayer			Former ICC student		Fab Lab member	Northern Half of Mont	2	2	2	3	3	2	2	3
		Taxpayer			Former ICC student		Fab Lab member	Northern Half of Mont	3	3	4	3	2	2	3	2
35-44	Female	Taxpayer		Current ICC student			Fab Lab member	Southern Half of Mont	10	10	10	10	10	10	10	10
55-64	Male	Taxpayer	Full time ICC employee				Fab Lab member	Southern Half of Mont	3	3	3	7	4	4	3	3
25-34	Female	Taxpayer	Full time ICC employee				Fab Lab member	Wilson County	7	5	6	5	5	5	5	5
		Taxpayer	Full time ICC employee				Fab Lab member	Northern Half of Mont	3	3	3	3	3	3	3	3
45-54	Female	Taxpayer					Fab Lab member	Northern Half of Mont	3	3	7	2	5	4	9	6
65+	female	Taxpayer	Attend fine arts events		Former ICC studen	College vo	Donor	Northern Half of Mont	1	2	5	3	1	1	3	2
65+	Male	Taxpayer	Attend fine arts events			College vo	Donor	Northern Half of Mont	4	4	6	5	4	4	5	3
65+	Female	Taxpayer	Attend fine arts events			College vo	Donor	Northern Half of Mont	9	10	10	8	6	6	10	8
35-44	Female	Taxpayer			Parent of ICC studer		Donor	Southern Half of Mont	1	1	1	1	1	1	1	1
Under 18	female	Taxpayer	Attend fine arts events				Donor	Northern Half of Mont	4	4	4	4	4	4	4	4
35-44	male	Taxpayer	Attend fine arts events				Donor	Northern Half of Mont	2	2	5	2	2	5	5	5
18-24	Limestone	Taxpayer					Donor	Other (ple Yeet univers	1	1	1	1	1	1	1	1
Under 18	Male	Taxpayer					Donor	Other (ple Libette	5	5	5	5	5	5	5	5
55-64	female	Taxpayer					Donor	Northern Half of Mont	5	8	6	8	6	6	6	6
55-64	cis male	Taxpayer	Attend fine arts events		Former I	Parent of	College volunteer	Northern Half of Mont	4	3	5	5	3	4	4	3
35-44	Female	Taxpayer	Full time ICC employee		Parent of		College volunteer	Northern Half of Mont	1	1	2	2	1	1	2	1
55-64	Female	Taxpayer	Attend fine arts events				College volunteer	Northern Half of Mont	9	10	10	8	9	10	10	9
65+	male	Taxpayer	Attend fine arts events				College volunteer	Northern Half of Mont	5	7	7	7	7	7	7	7

55-64	Male	Taxpayer	Attend fine arts events	Former I	Parent of ICC student	Northern Half of Mont	4	3	3	3	3	3	5	3
45-54	Female	Taxpayer		Former I	Parent of ICC student	Northern Half of Mont	3	1	4	1	3	2	2	3
65+	Female	Taxpayer		Former I	Parent of ICC student	Southern Half of Mont	9	8	9	6	8	8	8	7
65+	Female	Taxpayer		Former I	Parent of ICC student	Northern Half of Mont	10	8	5	5	1	1	1	1
35-44	F	Taxpayer		Former I	Parent of ICC student	Northern Half of Mont	1	1	1	1	1	1	1	1
55-64	male	Taxpayer		Former I	Parent of ICC student	Northern Half of Mont	5	3	5	3	5	3	4	3
35-44	Female	Taxpayer		Former I	Parent of ICC student	Northern Half of Mont	10	8	10	9	8	10	9	9
55-64	male	Taxpayer		Current ICC studen	Parent of ICC student	Southern Half of Mont	2	3	3	2	6	5	5	4
65+	Male	Taxpayer	Attend fine arts events		Parent of ICC student	Northern Half of Mont	10	9	10	9	9	9	10	9
45-54	female	Taxpayer	Attend fine arts events		Parent of ICC student	Northern Half of Mont	4	2	8	2	3	3	7	2
45-54	Female	Taxpayer			Parent of ICC student	Chautauqua County	8	7	6	6	7	6	6	6
45-54	Female	Taxpayer			Parent of ICC student	Northern Half of Mont	7	6	7	7	6	7	7	6
45-54	male	Taxpayer			Parent of ICC student	Southern Half of Mont	1	1	2	1	1	1	1	1
35-44	Female	Taxpayer			Parent of ICC student	Northern Half of Mont	4	4	3	3	3	3	3	3
35-44	Female	Taxpayer	Attend fine arts events	Former ICC student		Southern Half of Mont	1	1	1	1	1	1	1	1
55-64	Female	Taxpayer	Attend fine arts events	Former ICC student		Northern Half of Mont	4	4	8	5	5	6	4	4
65+	M	Taxpayer	Attend fine arts events	Former ICC student		Northern Half of Mont	7	5	3	3	5	5	8	5
65+	Male	Taxpayer	Attend fine arts events	Former ICC student		Northern Half of Mont	1	3	1	1	3	1	1	1
18-24	Female	Taxpayer	Attend fine arts events	Former ICC student		Northern Half of Mont	7	4	7	5	5	3	7	4
35-44	Female	Taxpayer	Attend fine arts events	Former ICC student		Northern Half of Mont	1	1	4	4	1	1	4	2
25-34	Female	Taxpayer	Attend fine arts events	Former ICC student		Northern Half of Mont	8	9	8	8	8	8	8	8
55-64	Female	Taxpayer	Attend fine arts events	Former ICC student		Southern Half of Mont	5	2	7	4	5	3	6	2
55-64	Female	Taxpayer	Attend fine arts events	Former ICC student		Northern Half of Mont	1	3	3	1	2	2	2	2
55-64	Female	Taxpayer	Attend fine arts events	Former ICC student		Other (ple Labette	2	3	5	5	4	5	7	1
65+	female	Taxpayer	Attend fine arts events	Former ICC student		Southern Half of Mont	2	2	3	4	2	2	2	3
45-54	Female	Taxpayer	Attend fine arts events	Former ICC student		Northern Half of Mont	3	1	1	1	1	1	1	1
35-44	Female	Taxpayer	Attend fine arts events	Former ICC student		Southern Half of Mont	5	4	4	5	4	3	3	4
25-34	Female	Taxpayer	Attend fine arts events	Former ICC student		Northern Half of Mont	3	1	6	2	4	3	7	4
25-34	Female	Taxpayer		Former ICC student		Southern Half of Mont	1	1	1	1	1	1	1	1
35-44	Male	Taxpayer		Former ICC student		Southern Half of Mont	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer		Former ICC student		Southern Half of Mont	2	2	2	2	2	2	2	2
55-64	male	Taxpayer		Former ICC student		Wilson County	8	9	8	8	8	8	8	8

55-64	Female	Taxpayer	Former ICC student	Southern Half of Monte	1	1	1	1	1	1	1	1
25-34	Male	Taxpayer	Former ICC student	Wilson County	4	6	6	6	6	8	5	6
35-44	Female	Taxpayer	Former ICC student	Southern Half of Monte	5	5	5	5	5	4	3	4
18-24	Female	Taxpayer	Former ICC student	Southern Half of Monte	6	6	6	6	6	6	6	6
55-64	Male	Taxpayer	Former ICC student	Elk County	10	9	8	8	9	9	10	10
55-64	Male	Taxpayer	Former ICC student	Northern Half of Monte	7	7	7	7	7	7	7	7
45-54	Female	Taxpayer	Former ICC student	Northern Half of Monte	1	1	1	1	1	1	1	1
55-64	F	Taxpayer	Former ICC student	Southern Half of Monte	3	3	5	4	5	3	4	1
55-64	Female	Taxpayer	Former ICC student	Northern Half of Monte	2	2	2	2	2	2	2	2
45-54	Female	Taxpayer	Former ICC student	Northern Half of Monte	5	5	7	6	4	4	4	4
55-64	Female	Taxpayer	Former ICC student	Southern Half of Monte	3	3	5	3	4	4	3	4
55-64	Female	Taxpayer	Former ICC student	Northern Half of Monte	3	2	3	1	3	2	2	1
25-34	Female	Taxpayer	Former ICC student	Wilson County	3	6	5	5	2	4	6	6
25-34	Male	Taxpayer	Former ICC student	Northern Half of Monte	1	1	1	1	1	1	10	1
35-44	female	Taxpayer	Former ICC student	Northern Half of Monte	4	4	6	5	4	4	3	5
25-34	female	Taxpayer	Former ICC student	Southern Half of Monte	3	3	3	3	1	1	3	2
25-34	Female	Taxpayer	Former ICC student	Southern Half of Monte	3	3	3	3	3	3	3	3
25-34	Male	Taxpayer	Former ICC student	Northern Half of Monte	1	10	10	1	10	10	10	10
65+	Female	Taxpayer	Former ICC student	Southern Half of Monte	6	5	6	6	6	4	4	4
35-44	Male	Taxpayer	Former ICC student	Northern Half of Monte	3	3	5	1	1	2	2	2
25-34	M	Taxpayer	Former ICC student	Northern Half of Monte	5	1	5	2	5	6	5	5
25-34	Male	Taxpayer	Former ICC student	Northern Half of Monte	1	1	3	1	1	1	1	1
18-24	Male	Taxpayer	Former ICC student	Northern Half of Monte	2	2	2	2	3	2	3	2
25-34	Male	Taxpayer	Former ICC student	Northern Half of Monte	2	1	2	1	1	1	4	2
45-54	Female	Taxpayer	Former ICC student	Other (ple West Labette	5	3	4	4	3	3	5	5
55-64	M	Taxpayer	Former ICC student	Northern Half of Monte	1	1	1	1	4	1	9	1
45-54	Female	Taxpayer	Former ICC student	Northern Half of Monte	2	2	2	2	2	2	4	2
35-44	male	Taxpayer	Former ICC student	Southern Half of Monte	1	2	2	2	1	1	2	3
18-24	Female	Taxpayer	Former ICC student	Northern Half of Monte	2	1	2	1	2	1	1	2
55-64	female	Taxpayer	Former ICC student	Northern Half of Monte	1	1	1	1	2	1	3	1
55-64	Female	Taxpayer	Former ICC student	Northern Half of Monte	3	2	7	5	3	2	8	5
55-64	Female	Taxpayer	Former ICC student	Northern Half of Monte	3	3	3	2	2	2	2	2

45-54	male	Taxpayer		Former ICC student	Southern Half of Monte	1	2	1	1	1	1	1	1
55-64	Female	Taxpayer		Former ICC student	Northern Half of Monte	5	6	7	8	6	6	7	6
25-34	Female	Taxpayer	Full time ICC employee	Current ICC student	Northern Half of Monte	6	8	8	6	8	7	8	8
18-24	female	Taxpayer		Current ICC student	Elk County	5	5	7	3	4	3	4	4
45-54	female	Taxpayer		Current ICC student	Other (ple cherokee	7	8	5	7	6	6	6	6
35-44	Male	Taxpayer		Current ICC student	Northern Half of Monte	8	6	4	9	8	9	6	6
35-44	Female	Taxpayer		Current ICC student	Northern Half of Monte	2	3	3	1	2	2	3	3
18-24	Female	Taxpayer		Current ICC student	Other (ple Nowata Cou	1	1	1	1	1	1	1	1
25-34	female	Taxpayer		Current ICC student	Northern Half of Monte	10	10	10	10	9	9	9	10
18-24	Male	Taxpayer		Current ICC student	Northern Half of Monte	10	9	8	9	10	10	10	9
18-24	Female	Taxpayer		Current ICC student	Other (ple Allen	8	8	8	8	9	9	10	8
55-64	Female	Taxpayer		Part time ICC employee	Chautauqua County	6	6	9	6	6	7	7	6
35-44	Male	Taxpayer	Full time ICC employee		Northern Half of Monte	8	8	8	8	8	8	8	8
45-54	Female	Taxpayer	Attend fine arts events		Southern Half of Monte	1	2	5	1	1	2	5	1
35-44	M	Taxpayer	Attend fine arts events		Northern Half of Monte	3	2	6	7	3	3	5	4
65+	Female	Taxpayer	Attend fine arts events		Southern Half of Monte	1	1	1	1	1	1	1	1
65+	Male	Taxpayer	Attend fine arts events		Northern Half of Monte	9	7	7	7	7	7	7	6
55-64	Female	Taxpayer	Attend fine arts events		Southern Half of Monte	3	2	4	5	4	5	5	5
35-44	Female	Taxpayer	Attend fine arts events		Northern Half of Monte	8	7		8	5	6	7	7
55-64	Female	Taxpayer	Attend fine arts events		Northern Half of Monte	1	1	5	1	1	1	5	1
65+	Female	Taxpayer			Northern Half of Monte	10	10	10	10	10	10	10	10
25-34	Female	Taxpayer			Northern Half of Monte	6	6	6	6	4	6	6	6
Under 18	Male	Taxpayer			Southern Half of Monte	9	6	7	7	7	7	7	7
35-44	Male	Taxpayer			Northern Half of Monte	6	4	4	4	6	4	4	4
45-54	Male	Taxpayer			Southern Half of Monte	1	1	1	1	1	1	1	1
45-54	Male	Taxpayer			Northern Half of Monte	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer			Southern Half of Monte	3	2	5	1	2	2	4	2
Under 18	Male	Taxpayer			Southern Half of Monte	10	10	10	10	10	10	10	10
35-44	Male	Taxpayer			Southern Half of Monte	6	6	6	4	6	6	5	10
Under 18	female	Taxpayer			Other (ple Montgomer	4	4	4	4	4	4	5	5
Under 18	male	Taxpayer			Southern Half of Monte	2	2	2	2	2	2	2	2
Under 18	female	Taxpayer			Southern Half of Monte	5	5	5	5	4	4	4	4

Under 18	Male	Taxpayer	Northern Half of Montg	5	5	5	5	5	5	5	5
Under 18	male	Taxpayer	Northern Half of Montg	5	4	8	8	5	5	5	5
Under 18	female	Taxpayer	Other (ple Labette Cou	5	5	5	5	5	5	5	5
Under 18	female	Taxpayer	Northern Half of Montg	5	5	5	5	5	5	5	5
Under 18	female	Taxpayer	Wilson County	2	2	2	2	2	2	2	2
Under 18	female	Taxpayer	Southern Half of Montg	5	5	5	5	5	5	5	5
18-24	Male	Taxpayer	Northern Half of Montg	5	5	5	5	5	5	5	5
18-24	male	Taxpayer	Northern Half of Montg	1	1	1	1	1	1	1	1
Under 18	female	Taxpayer	Other (ple neosho	5	5	5		5	5	5	5
Under 18	male	Taxpayer	Northern Half of Montg	1	1	1	1	1	1	1	1
18-24	Male	Taxpayer	Southern Half of Montg	5	5	5	5	5	5	5	5
55-64	Female	Taxpayer	Southern Half of Montg	5	1	3	3	3	3	3	3
Under 18	Platypus	Taxpayer	Northern Half of Montg	1	4	7	10	1	4	7	10
65+	Female	Taxpayer	Southern Half of Montg	6	8	7	6	6	6	7	5
55-64	Female	Taxpayer	Northern Half of Montg	1	1	1	1	2	1	1	1
35-44	Fem	Taxpayer	Wilson County	4	4	2	2	3	2	2	2
55-64	Male	Taxpayer	Southern Half of Montg	5	3	5	4	5	4	5	4
25-34	Female	Taxpayer	Southern Half of Montg	1	2	5	4	1	5	6	3
45-54	Female	Taxpayer	Northern Half of Montg	4	4	7	4	4	4	7	4
35-44	Male	Taxpayer	Northern Half of Montg	1	1	1	1	1	1	1	1
45-54	f	Taxpayer	Northern Half of Montg	6	7	7	5	4	3	8	6
35-44	None ya	Taxpayer	Northern Half of Montg	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer	Northern Half of Montg	5	10		5	5	5	5	2
45-54	m	Taxpayer	Northern Half of Montg	2	1	2	3	2	2	5	2
18-24	Female	Taxpayer	Northern Half of Montg	6	4	4	3	4	4	4	4
35-44	Female	Taxpayer	Northern Half of Montg	1	1	1	1	1	1	1	1
Under 18	Male	Taxpayer	Southern Half of Montg	8	7	8	8	7	9	10	8
45-54	Male	Taxpayer	Northern Half of Montg	10	10	10	10	10	10	10	10
25-34	Male	Taxpayer	Northern Half of Montg	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer	Northern Half of Montg	1	1	1	1	2	1	1	1
45-54	Non-binary	Taxpayer	Northern Half of Montg	5	2	3	3	3	2	6	2
55-64	male	Taxpayer	Northern Half of Montg	5	5	5	3	6	5	5	5

25-34	Female	Taxpayer					Northern Half of Monte	1	1	1	1	1	1	1	1
35-44	Male	Taxpayer					Other (ple Cook County	10	10	10	10	10	10	10	10
25-34	Female	Taxpayer					Northern Half of Monte	1	1	4	1	1	1	1	1
Under 18	Male	Attend sp	Attend fine arts events	Current ICC student		Fab Lab member	Northern Half of Monte	7	7	7	7	7	7	8	7
Under 18	female	Attend sporting events		Current ICC student		Fab Lab member	Southern Half of Monte	10	10	8	9	10	10	10	10
Under 18	Male	Attend sporting events		Current ICC student		Fab Lab member	Southern Half of Monte	7	6	6	6	7	6	6	5
Under 18	Female	Attend sporting events		Current ICC student		Fab Lab member	Northern Half of Monte	7	5	4	8	5	5	5	5
Under 18	Female	Attend sp	Attend fine arts events			Fab Lab member	Southern Half of Monte	5	7	6	5	4	5	8	6
65+	Male	Attend sporting events		Former ICC student	Donor		Northern Half of Monte	10	9	9	10	10	9	10	9
Under 18	Female	Attend sporting events	Part time IC	Current ICC student	Donor		Southern Half of Monte	8	8	10	8	8	8	8	8
Under 18	Female	Attend sp	Attend fine arts events		Donor		Southern Half of Monte	6	7	5	5	4	4	6	5
Under 18	Male	Attend sporting events			Donor			1	1	1	1	1	1	1	1
45-54	Female	Attend sp	Attend fine arts events	Parent of ICC student			Other (ple Labette	4	4	7	5	4	4	8	5
45-54	Female	Attend sporting events		Parent of ICC student			Other (ple Scott	9	9	9	7	9	8	8	8
35-44		Attend sporting events		Parent of ICC student			Other (ple N/A	1	5	5	1	1	3	6	1
18-24	Female	Attend sporting events		Current I	Former ICC student		Other (ple Hennipen	8	9	7	10	9	8	8	9
25-34	Male	Attend sp	Attend fine arts events	Former ICC student			Northern Half of Monte	9	8	8	8	8	9	10	9
25-34	Female	Attend sp	Attend fine arts events	Former ICC student			Northern Half of Monte	10	10	10	10	10	10	10	10
25-34	Male	Attend sp	Attend fine arts events	Former ICC student			Southern Half of Monte	7	7	8	6	6	6	8	7
35-44	Female	Attend sporting events		Former ICC student			Southern Half of Monte	8	7	8	9	8	9	8	7
35-44	Female	Attend sporting events		Former ICC student			Wilson County	3	5	8	5	5	5	5	5
18-24	male	Attend sporting events		Former ICC student			Wilson County	9	9	8	9	8	9	9	9
18-24	Male	Attend sporting events		Former ICC student			Northern Half of Monte	7	8	8	6	7	8	8	8
35-44	Male	Attend sporting events		Former ICC student			Other (ple Allen County	8	8	8	8	6	7	8	6
18-24	female	Attend sporting ev	Full time ICC employee	Current ICC student			Other (ple Sedgwick Co	10	10	10	10	8	10	10	8
Under 18	Female	Attend sp	Attend fine arts events	Current ICC student			Southern Half of Monte	6	5	6	6	9	6	8	9
18-24	Female	Attend sp	Attend fine arts events	Current ICC student			Southern Half of Monte	4	2	2	2	4	3	3	3
Under 18	Female	Attend sp	Attend fine arts events	Current ICC student			Other (ple Neosho	7	7	5	7	8	8	8	6
Under 18	Female	Attend sp	Attend fine arts events	Current ICC student			Northern Half of Monte	8	7	8	7	6	7	10	8
18-24		Attend sp	Attend fine arts events	Current ICC student			Northern Half of Monte	10	10	10	10	10	10	10	10
18-24	Male	Attend sp	Attend fine arts events	Current ICC student			Southern Half of Monte	8	6	8	5	9	6	10	9
Under 18	Female	Attend sporting events		Current ICC student			Southern Half of Monte	5	5	5	5	4	4	4	4

Under 18	Female	Attend sporting events	Current ICC student	Southern Half of Monte	8	6	7	6	7	7	7	7
Under 18	Female	Attend sporting events	Current ICC student	Other (ple Montgomer	8	9	9	7	6	5	8	4
Under 18	male	Attend sporting events	Current ICC student	Southern Half of Montgomery County								
Under 18	female	Attend sporting events	Current ICC student	Southern Half of Monte	7	7	7	7	6	6	6	7
18-24	Male	Attend sporting events	Current ICC student	Northern Half of Monte	5	5	5	5	1	1	1	1
Under 18	female	Attend sporting events	Current ICC student	Northern Half of Monte	5	6	4	2	4	4	4	7
Under 18	Female	Attend sporting events	Current ICC student	Northern Half of Monte	1	1	1	1	10	10	10	10
18-24	male	Attend sporting events	Current ICC student	Other (ple Shelby Coun	7	7	6	6	7	6	9	7
18-24	Female	Attend sporting events	Current ICC student	Other (ple Puerto Rico	7	10	7	6	7	8	4	6
18-24	female	Attend sporting events	Current ICC student	Southern Half of Monte	6	6	6	6	3	4	3	4
18-24	Female	Attend sporting events	Current ICC student	Other (ple Butler Count	8	8	8	8	9	9	9	
18-24	Female	Attend sporting events	Current ICC student	Other (ple Creek county	10	9	8	6	10	7	10	10
18-24	Male	Attend sporting events	Current ICC student	Other (ple Cobb county	7	7	4	5	7	7	8	4
45-54	Male	Attend sp Attend fi	Full time ICC employee	Southern Half of Monte	10	10	7	10	10	10	10	10
25-34	Male	Attend sporting ev	Full time ICC employee	Southern Half of Monte	9	9	8	9	10	10	10	9
35-44	Male	Attend sporting ev	Full time ICC employee	Southern Half of Monte	5	6	5	6	6	6	6	6
Under 18	male	Attend sp Attend fine arts events		Northern Half of Monte	8	7	6	6	6	6	7	6
Under 18	male	Attend sp Attend fine arts events		Southern Half of Monte	7	8	8	8	9	9	10	10
Under 18	Female	Attend sp Attend fine arts events		Southern Half of Monte	8	10	7	7	10	6	10	9
Under 18	female	Attend sp Attend fine arts events		Southern Half of Monte	10	10	10	10	10	10	10	10
Under 18	Female	Attend sp Attend fine arts events		Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	female	Attend sp Attend fine arts events		Northern Half of Monte	4	5	6	7	5	5	5	5
Under 18	Female	Attend sp Attend fine arts events		Northern Half of Monte	9	9	8	8	9	9	9	9
Under 18	male	Attend sp Attend fine arts events		Wilson County	6	6	6	6	6	6	6	6
Under 18	male	Attend sp Attend fine arts events		Northern Half of Monte	5	5	5	5	5	5	5	5
18-24	Male	Attend sp Attend fine arts events		Northern Half of Monte	3	3	3	3	1	1	10	7
Under 18	male	Attend sp Attend fine arts events		Northern Half of Monte	6	9	8	7	8	9	10	7
Under 18	Male	Attend sp Attend fine arts events		Northern Half of Monte	5	7	5	5	7	7	7	7
Under 18	Female	Attend sp Attend fine arts events		Southern Half of Monte	4	4	5	6	6	5	7	6
18-24	Female	Attend sp Attend fine arts events		Northern Half of Monte	8	7	6	7	7	9	8	5
Under 18	Female	Attend sp Attend fine arts events		Southern Half of Monte	6	6	7	7	6	7	10	8
Under 18	Female	Attend sp Attend fine arts events		Southern Half of Monte	9	9	10	9	10	10	10	9

Under 18	Male	Attend sp Attend fine arts events	Southern Half of Montg	5	3	8	5	2	3	9	8
Under 18	Female	Attend sp Attend fine arts events	Northern Half of Montg	8	10	10	10	10	10	10	8
45-54	Female	Attend sporting events	Other (ple Washington	4	5	3	3	5	5	5	4
Under 18	female	Attend sporting events	Northern Half of Montg	7	8	10	9	9	8	6	8
25-34	Male	Attend sporting events	Southern Half of Montg	8	10	9	6	9	8	10	10
Under 18	Female	Attend sporting events	Southern Half of Montg	5	5	5	5	5	5	5	5
Under 18	male	Attend sporting events	Northern Half of Montg	7	8	8	8	9	8	10	10
Under 18	Female	Attend sporting events	Southern Half of Montg	7	10	8	6	5	5	10	10
18-24	female	Attend sporting events	Southern Half of Montg	4	3	5	5	6	6	6	10
Under 18	Female	Attend sporting events	Northern Half of Montg	8	8	8	8	8	8	8	8
Under 18		Attend sporting events	Southern Half of Montg	5	5	5	5	6	6	10	10
Under 18	Female	Attend sporting events	Wilson County	1	1	1	1	1	1	1	1
Under 18	male	Attend sporting events	Northern Half of Montg	5	5	5	5	5	10	5	5
Under 18	male	Attend sporting events	Southern Half of Montg	2	3	3	2	3	4	5	6
Under 18	male	Attend sporting events	Northern Half of Montg	5	5	5	5	5	5	5	5
Under 18	f	Attend sporting events	Southern Half of Montgomery County								
Under 18	Male	Attend sporting events	Northern Half of Montg	7	4	4	4	5	5	5	5
Under 18	female	Attend sporting events	Northern Half of Montg	5	5	5	5	5	5	5	5
Under 18	male	Attend sporting events	Northern Half of Montg	1	3	3	5	2	5	4	3
Under 18	Male	Attend sporting events	Southern Half of Montg	5	7	5	4	5	4	6	7
Under 18	Female	Attend sporting events	Northern Half of Montg	7	7	7	7	5	5	5	5
Under 18	male	Attend sporting events	Southern Half of Montg	7	5	10	7	6	6	6	6
Under 18	Female	Attend sporting events	Southern Half of Montg	5	5	5	5	5	5	5	5
Under 18	Female	Attend sporting events	Southern Half of Montg	2	2	2	2	2	2	2	2
Under 18	male	Attend sporting events	Other (ple labette	5	5	5	5	5	5	5	5
Under 18	Girl	Attend sporting events	Northern Half of Montg	5	5	5	5	5	5	5	5
Under 18	female	Attend sporting events	Northern Half of Montg	1	1	2	1	1	2	2	1
Under 18	F	Attend sporting events	Southern Half of Montg	7	8	5	5	5	5	5	5
Under 18	female	Attend sporting events	Northern Half of Montg	7	3	4	5	7	6	6	6
Under 18	rather not say	Attend sporting events	Southern Half of Montg	1	1	1	1	1	1	1	1
Under 18	female	Attend sporting events	Northern Half of Montg	5	10	6	8	10	8	10	10
Under 18	male	Attend sporting events	Southern Half of Montg	6	6	6	6	7	7	7	7

Under 18	female	Attend sporting events	Southern Half of Monte	5	5	5	5	5	5	5	5
Under 18	Female	Attend sporting events	Southern Half of Monte	10	7	7	7	5	5	8	8
Under 18	male	Attend sporting events	Wilson County	2	3	4	5	3	4	5	6
Under 18	Male	Attend sporting events	Other (ple neosho	5	6	5	5	5	5	5	5
Under 18	male	Attend sporting events	Southern Half of Monte	3	2	2	2	2	1	2	1
Under 18	Male	Attend sporting events	Northern Half of Monte	8	8	10	9	8	9	10	9
	Male	Attend sporting events	Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	Male	Attend sporting events	Other (ple Labbete	10	10	10	10	10	10	10	10
Under 18	Female	Attend sporting events	Southern Half of Monte	5	5	5	5	5	5	5	5
Under 18	female	Attend sporting events	Other (ple Neosho	1	1	1	1	1	1	1	1
Under 18	Female	Attend sporting events	Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	male	Attend sporting events	Other (ple middle half c	10	10	10	10	9	8	7	6
Under 18	male	Attend sporting events	Northern Half of Monte	10	10	10	10	10	10	10	10
Under 18	male	Attend sporting events	Southern Half of Monte	7	7	7	7	7	7	7	7
Under 18	male	Attend sporting events	Northern Half of Monte	1	1	1	1	1	1	1	1
Under 18	Female	Attend sporting events	Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	female	Attend sporting events	Southern Half of Monte	7	7	5	5	7	7	7	7
Under 18	male	Attend sporting events	Southern Half of Monte	5	5	5	5	5	5	5	5
Under 18	male	Attend sporting events	Northern Half of Monte	8	10	6		9	10	10	8
18-24	male	Attend sporting events	Northern Half of Monte	4	4	4	4	4	4	4	4
Under 18	female	Attend sporting events	Southern Half of Monte	7	7	5	5	7	7	7	7
Under 18	m	Attend sporting events	Other (ple Montgomery	1	1	1	1	4	4	4	4
Under 18	Squid	Attend sporting events	Northern Half of Monte	10	10	10	10	10	10	10	10
Under 18	Male	Attend sporting events	Other (ple Neosho Cou	6	6	6	6	6	6	6	6
Under 18	male	Attend sporting events	Southern Half of Monte	4	5	6	7	4	5	6	7
Under 18	Male	Attend sporting events	Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	Male	Attend sporting events	Southern Half of Monte	8	9	8	10	9	8	10	8
Under 18	Male	Attend sporting events	Southern Half of Monte	8	7	8	8	6	6	7	7
Under 18	Female	Attend sporting events	Southern Half of Monte	8	10	7	10	9	8	10	7
Under 18	Male	Attend sporting events	Other (ple W	10	5	10	10	10	10	10	10
Under 18	Male	Attend sporting events	Northern Half of Monte	7	6	8	4	6	3	9	7
Under 18	Female	Attend sporting events	Northern Half of Monte	5	7	6	5	6	6	8	7

Under 18	Female	Attend sporting events				Southern Half of Monte	9	9	9	9	7	8	7	6
45-54	FEMALE	Attend sporting events				Other (ple Bordering in	1	1	1	1	1	3	1	1
45-54	Female	Attend sporting events				Other (ple Labette	4	4	4	4	3	3	5	4
35-44	Female				CP2 pa	Northern Half of Monte	5	8	5	5	8	5	5	7
25-34	Male		Current ICC student		Fab Lab member	Southern Half of Monte	10	10	10	10	10	10	10	10
25-34	Male		Current ICC student		Fab Lab member	Southern Half of Monte	10	10	10	10	10	10	10	10
25-34	Male		Current ICC student		Fab Lab member	Southern Half of Monte	10	10	10	10	10	10	10	10
55-64	Female	Full time ICC employee			Fab Lab member		7	8	7	7	8	8	7	8
Under 18	Female				Fab Lab member	Southern Half of Monte	8	9	10	10	10	10	10	10
45-54	Male	Attend fine arts events	Former I	Parent of ICC studer	Donor	Northern Half of Monte	1	1	1	1	2	2	3	2
Under 18	Female	Attend fine arts events			Donor	Southern Half of Monte	5	2	4	5	3		3	5
Under 18	male				Donor	Southern Half of Monte	5	5	5	5	4	6	5	4
Under 18	female				College volunteer	Elk County	4	7	5	5	1	2	3	5
Under 18	Male				College volunteer	Southern Half of Monte	5	5	5	5	5	5	5	5
35-44	Female			Parent of ICC student		Other (ple .	1	1	5	5	2	3	5	1
45-54	Female			Parent of ICC student		Other (ple Cloud	2	2	2	2	1	1	1	1
Under 18	female		Current I	Former ICC student		Other (ple unknown	5	5	5	5	5	5	5	5
18-24	Female	Part time ICC employ		Former ICC student		Southern Half of Monte	1	1	2	1	1	1	1	1
25-34	female	Full time ICC employee		Former ICC student		Southern Half of Monte	5	6	5	4	5	6	5	5
35-44	female	Attend fine arts events		Former ICC student		Northern Half of Monte	10	10	10	10		10	10	10
18-24				Former ICC student		Southern Half of Monte	1	1	1	1	1	1	1	1
18-24	Male			Former ICC student		Other (ple Not in SE KS	3	3	5	9	3	2	3	2
18-24	male			Former ICC student		Elk County	6	7	7	6	7	7	7	7
Under 18	female			Former ICC student		Southern Half of Monte	5	5	7	5	5	5	5	5
Under 18	female			Former ICC student		Southern Half of Monte	4	4	4	4	5	5	5	5
45-54	Female			Former ICC student		Southern Half of Monte	1	1	3	1	3	1	3	1
35-44	Male			Former ICC student		Other (ple Hillsborough	8	7	9	8	7	7	8	8
Under 18	Female	Attend fine arts events	Current ICC student			Southern Half of Monte	7	6	4	5	6	5	7	6
18-24	Female	Attend fine arts events	Current ICC student			Other (ple Labette	1	4	2	5	5	3	1	1
18-24	Female		Current ICC student			Other (ple Creek	7	7	7	5	5	5	5	5
Under 18	female		Current ICC student			Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	Female		Current ICC student			Other (ple Neosho	8	10	10	10	10	10	10	10

Under 18	non-binary	Current ICC student	Northern Half of Montg	5	5	5	5	2	4	3	3
Under 18	Male	Current ICC student	Northern Half of Montg	4	3	4	4	5	5	5	4
18-24	female	Current ICC student	Northern Half of Montg	5	8	5	5	10	5	5	5
Under 18	female	Current ICC student	Northern Half of Montg	1	1	5	5	1	1	1	1
Under 18	Female	Current ICC student	Northern Half of Montg	10	10	10	10	10	10	10	10
Under 18	male	Current ICC student	Other (ple coffeyville	5	5	5	5	5	5	5	5
Under 18	male	Current ICC student	Southern Half of Montg	5	7	4	4	5	5	3	1
Under 18	Female	Current ICC student	Other (ple Neosho Cou	5	5	5	5	5	5	5	5
18-24	Female	Current ICC student	Northern Half of Montg	5	5	3	3	5	3	5	6
18-24	female	Current ICC student	Northern Half of Montg	10	10	10	10	10	10	10	10
Under 18	female	Current ICC student	Northern Half of Montg	1	1	1	1	1	1	2	1
Under 18	Female	Current ICC student	Northern Half of Montg	6	10	10	10	10	10	10	10
Under 18	Female	Current ICC student	Northern Half of Montg	4	5	4	4	3	4	5	3
18-24	Male	Current ICC student	Southern Half of Montg	7	9	9	7	9	9	7	9
18-24	Female	Current ICC student	Other (ple Harper Coun	6	8	7	7	6	6	7	5
Under 18	female	Current ICC student	Wilson County	2	2	2	2	2	2	2	2
18-24	female	Current ICC student	Northern Half of Montg	5	5	4	4	4	4	4	4
18-24	Female	Current ICC student	Other (ple Oklahoma	6	8	9	4	4	4	7	5
18-24	Female	Current ICC student	Wilson County	6	8	8	7	9	9	8	7
18-24	Female	Current ICC student	Other (ple Washington	4	8	8	5	3	3	3	3
18-24	Female	Current ICC student	Other (ple Labette	1	1	4	3	6	5	3	3
18-24	Male	Current ICC student	Other (ple Don't know	6	8	4	5	5	5	3	3
18-24	Female	Current ICC student	Other (ple Oklahoma Ci	7	8	8	7	6	6	8	8
18-24	female	Current ICC student	Other (ple Johnson	1	3	3	3	6	3	2	3
18-24	Female	Current ICC student	Wilson County	4	7	6	4	4	5	5	4
18-24	F	Current ICC student	Other (ple Campus	5	3	4	2	5	3	4	3
18-24	Male	Current ICC student	Other (ple Honolulu Ha	6	5	5	8	5	4	5	6
35-44	Male	Part time ICC employee	Northern Half of Montg	7	7	4	8	6	6	8	5
25-34	Female	Full time ICC employee	Southern Half of Montg	9	9	9	8	8	9	8	8
45-54	Female	Full time ICC employee	Other (ple Nowata Cou	8	8	6	7	7	7	7	7
55-64	Female	Full time ICC employee	Southern Half of Montg	7	7	7	7	6	6	6	6
35-44	Female	Full time ICC employee		6	4	6	6	8	8	8	8

25-34	Female	Full time ICC employee	Wilson County	8	5	1	1	5	5	5
25-34	male	Full time ICC employee	Other (ple tulsa	10	10	10	10	10	10	10	10
35-44	Male	Full time ICC employee	Northern Half of Monte	6	9	7	7	10	10	10	8
18-24	Female	Full time ICC employee	Other (ple Puerto Rico	5	5	5	5	5	5	5	5
25-34	Male	Full time ICC employee		9	9	9	9	9	9	8	8
18-24	Male	Full time ICC employee	Other (ple Independen	10	10	10	10	10	10	10	10
18-24	Male	Full time ICC employee	Northern Half of Monte	10	10	9	10	10	10	10	10
35-44	Female	Full time ICC employee	Northern Half of Monte	1	2	1	2	2	2	2	1
Under 18	female	Attend fine arts events	Northern Half of Monte	3	6	9	3	1	8	8	5
65+	male	Attend fine arts events	Northern Half of Monte	5	1	7	1	10	7	10	10
Under 18	F	Attend fine arts events	Southern Half of Monte	5	5	5	5	5	5	5	5
Under 18	female	Attend fine arts events	Southern Half of Monte	5	10	5	5	5	5	10	10
Under 18	male	Attend fine arts events	Other (ple Thayer	5	5	5	5	5	5	5	5
Under 18	Girl	Attend fine arts events	Northern Half of Monte	6	7		8	5	6	6	4
Under 18	female	Attend fine arts events	Northern Half of Monte	2		2	1	1	6		1
Under 18	Male	Attend fine arts events	Southern Half of Monte	5	3	2	10	4	2	5	1
Under 18	male	Attend fine arts events	Southern Half of Monte	1	1	1	1	1	1	1	1
Under 18	Female	Attend fine arts events	Southern Half of Monte	5	5	5	5	5	5	5	5
Under 18	Female	Attend fine arts events	Northern Half of Monte	2	2	5	9	1	5	5	4
18-24	female	Attend fine arts events	Southern Half of Monte	4	7	5	6	5	6	7	7
35-44	Male		Northern Half of Monte	1	1	2	1	1	1	10	10
65+	Ma		Northern Half of Monte	10	10	9	10	10	10	9	10
25-34	male		Northern Half of Monte	5	4	2	1	4	6	6	5
Under 18	Female		Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	Male		Northern Half of Monte	8	9	8	8	5	5	7	8
Under 18	boy		Southern Half of Monte	1	1	1	1	1	1	1	1
Under 18	male		Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	male		Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	male		Northern Half of Monte	1	5	5	9	1	1	10	1
Under 18	male,		Northern Half of Monte	1							1
Under 18	male		Northern Half of Monte	5	5	5	5	5	5	5	5
Under 18	male		Southern Half of Monte	1	3	4	4		5	6	4

Under 18	dude	Southern Half of Montg	5	5	5	5	5	5	5	5
Under 18	female	Southern Half of Montg	5	5	5	5	5	5	5	5
Under 18	male									
Under 18	female	Southern Half of Montg	5	5	5	5	5	5	5	5
Under 18	male	Southern Half of Montg	10	10	10	10	5	5	4	6
Under 18	Female	Southern Half of Montg	5	5	5	5	5	5	5	5
Under 18	female	Northern Half of Montg	2	3	1	1	1	1	1	1
Under 18	Male	Southern Half of Montg	4	4	4	4	3	5	6	5
18-24	Male	Southern Half of Montg	5	6	4	7	6	3	5	4
Under 18	Male	Southern Half of Montg	5	8	2	9	8	8	9	7
Under 18	Female	Other (ple Labette	5	5	5	5	5	5	5	5
Under 18	male	Southern Half of Montg	5	5	5	5	5	5	5	5
Under 18	Female	Northern Half of Montg	8	8	8	8	9	9	9	9
Under 18	female	Other (ple labette coun	10	10	10	10	10	10	10	10
Under 18	female	Southern Half of Montg	3	3	3	3	3	3	3	3
18-24	Male	Other (ple labette	1	1	1	1	3	6	4	8
Under 18	female	Other (ple motgomery	1	1	1	1	1	1	1	1
Under 18	Female	Other (ple Neosho	1	1	1	1	1	1	1	1
Under 18	male	Southern Half of Montg	1	1	1	1	1	1	1	1
Under 18	Female	Southern Half of Montg	9	10	8	10	9	9	9	10
Under 18	Male	Northern Half of Montg	7	8	8	9	7	8	7	8
Under 18	Male	Northern Half of Montg	9	6	5	7	9	6	5	8
Under 18	Female	Southern Half of Montg	3	7	3	5	3	7	6	6
Under 18	Female	Southern Half of Montg	9	9	9	9	9	9	10	10
Under 18	Male	Northern Half of Montg	9	8	7	7	8	8	7	8
45-54	Male	Northern Half of Montg	1	1	3	3	2	3	3	2
35-44	Male	Northern Half of Montg	2	2	4	2	2	1	2	2
25-34	Female	Northern Half of Montg	2	2	5	2	2	2	7	1
45-54	Male	Wilson County	3	1	3	3	1	1	2	4
35-44	Female	Southern Half of Montg	4	2	3	3	2	5	7	4
18-24	Male	Other (ple Miami	8	9	8	7	8	8	9	7

Age:	Gender:	Check all that apply:												your county of residence?		Rate your agreement with the following statements. ("1" meaning Strongly Disagree, and "10" meaning Strongly Agree)							
Respor	Open-Ended Response	Taxpayer	Attend sporting events	Attend fine arts events	Full time ICC employee	Part time ICC employee	Current ICC student	Former ICC student	Parent of ICC student	College volunteer	Donor	Fab Lab member	CP2 parent	Response	Other (please specify)	ICC serves the best interests of students	ICC supports academic excellence	ICC offers effective cultural development	ICC offers effective economic development	provides an exceptional educational experience	ICC cultivates intellect	ICC encourages creativity	ICC enhances students' character
45-54	Female	Taxpayer							Parent of ICC student					Chautauqua County		8	7	6	6	7	6	6	6
55-64	Female	Taxpayer				Part time ICC employee								Chautauqua County		6	6	9	6	6	7	7	6
															Averages:	**7**	**6.5**	**7.5**	**6**	**6.5**	**6.5**	**6.5**	**6**
18-24	female	Taxpayer					Current ICC student							Elk County		5	5	7	3	4	3	4	4
18-24	male							Former ICC student						Elk County		6	7	7	6	7	7	7	7
55-64	Male	Taxpayer						Former ICC student						Elk County		10	9	8	8	9	9	10	10
Under 1	female									College volunteer				Elk County		4	7	5	5	1	2	3	5
25-34	male	Taxpayer	Attend sporting events											Elk County		3	3	3	3	4	4	4	4
															Averages:	**5.6**	**6.2**	**6**	**5**	**5**	**5**	**5.6**	**6**
55-64	Female	Taxpayer	Attend sp	Attend fine arts events							Donor			Northern Half of Montgom		10	10	10	10	10	10	10	10
25-34	Male		Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom		9	8	8	8	8	9	10	9
55-64	m	Taxpayer	Attend sporting events											Northern Half of Montgom		2	2	2	10	1	2	7	1
35-44	male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom		8	9	9	9	9	9	9	8
45-54	female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student		Donor		CP2 parent	Northern Half of Montgom		6	7	7	3	7	4	7	3
35-44	Male	Taxpayer	Attend sporting events											Northern Half of Montgom		3	3	2	1	2	4	3	3
45-54	Female	Taxpayer	Attend sporting events						Parent of ICC student					Northern Half of Montgom		8	8	9	7	8	8	8	8
55-64	Female	Taxpayer	Attend sp	Attend fine arts events										Northern Half of Montgom		8	8	9	10	8	8	6	7
65+	Female	Taxpayer												Northern Half of Montgom		10	10	10	10	10	10	10	10
25-34	Female		Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom		10	10	10	10	10	10	10	10
55-64	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom		5	5	5	5	4	4	5	4
55-64	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student			Donor			Northern Half of Montgom		2	1	2	1	1	2	2	1
35-44	Male													Northern Half of Montgom		1	1	2	1	1	1	10	10
45-54	female	Taxpayer	Attend sp	Attend f	Full time ICC employee			Former ICC	Parent of ICC student		Donor	Fab Lab m	CP2 parent	Northern Half of Montgom		6	5	4	3	8	7	9	8
35-44	na	Taxpayer	Attend sp	Attend f	Full time ICC employee			Former ICC student		College vol	Donor			Northern Half of Montgom		6	4	4	3	4	3	4	5
25-34	Female	Taxpayer												Northern Half of Montgom		6	6	6	6	4	6	6	6
25-34	Female	Taxpayer	Attend sp	Attend fine arts events							Donor			Northern Half of Montgom		8	9	8	8	10	10	10	10
65+	f	Taxpayer		Attend fine arts events				Former ICC student				Fab Lab member		Northern Half of Montgom		5	5	7	5	5	5	8	5
25-34		Taxpayer	Attend sp	Attend f	Full time ICC employee			Former ICC student						Northern Half of Montgom		9	9	8	8	10	10	10	10
55-64	Female	Taxpayer		Attend fine arts events						College volunteer				Northern Half of Montgom		9	10	10	8	9	10	10	9
55-64	Male	Taxpayer	Attend sp	Attend fine arts events										Northern Half of Montgom		8	8	9	9	9	10	10	9
35-44	Female	Taxpayer			Full time ICC employee				Parent of ICC	College volunteer				Northern Half of Montgom		1	1	2	2	1	1	2	1
35-44	Male	Taxpayer												Northern Half of Montgom		6	4	4	4	6	4	4	4
Under 1	female		Attend sporting events											Northern Half of Montgom		7	8	10	9	9	8	6	8
35-44	female			Attend fine arts events				Former ICC student						Northern Half of Montgom		10	10	10	10		10	10	10
25-34	Female	Taxpayer	Attend sp	Attend f	Full time ICC employee									Northern Half of Montgom		7	5	4	4	6	5	5	6
45-54	Female	Taxpayer						Former ICC	Parent of ICC student					Northern Half of Montgom		3	1	4	1	3	2	2	3
65+	Male		Attend sporting events					Former ICC student			Donor			Northern Half of Montgom		10	9	9	10	10	9	10	9
65+	Ma													Northern Half of Montgom		10	10	9	10	10	10	9	10
35-44	Male					Part time ICC employee								Northern Half of Montgom		7	7	4	8	6	6	8	5
35-44	Male				Full time ICC employee									Northern Half of Montgom		6	9	7	7	10	10	10	8
45-54	Male	Taxpayer	Attend sp	Attend f	Full time ICC employee			Former ICC	Parent of ICC student		Donor	Fab Lab member		Northern Half of Montgom		5	5	5	5	7	8	8	8
55-64	Female	Taxpayer	Attend sporting ev		Full time ICC employee						Donor			Northern Half of Montgom		9	9	7	7	5	7	4	8

25-34	Female	Taxpayer	Attend sporting ev		Full time ICC employee										Northern Half of Montgom	5	5	5	5	5	5	5	5
25-34	Male	Taxpayer	Attend sp	Attend f	Full time ICC employee										Northern Half of Montgom	10	10	10	10	10	10	10	10
45-54	Male	Taxpayer	Attend sp	Attend f	Full time ICC employee										Northern Half of Montgom	10	10	8	8	10	10	10	8
35-44	Male	Taxpayer			Full time ICC employee										Northern Half of Montgom	8	8	8	8	8	8	8	8
18-24	Male				Full time ICC employee										Northern Half of Montgom	10	10	9	10	10	10	10	10
25-34	Male	Taxpayer	Attend sporting ev		Full time ICC employee										Northern Half of Montgom	8	8	8	8	8	8	8	8
55-64	female	Taxpayer	Attend sp	Attend f	Full time ICC employee				Parent of ICC student		Donor				Northern Half of Montgom	7	7	7	8	7	8	8	8
55-64	female	Taxpayer	Attend sp	Attend f	Full time ICC employee			Former ICC	Parent of ICC	College vol	Donor			CP2 parent	Northern Half of Montgom	7	7	6	6	8	8	8	7
55-64	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student						Northern Half of Montgom	5	5	5	6	5	5	5	5
25-34	male														Northern Half of Montgom	5	4	2	1	4	6	6	5
25-34	F	Taxpayer	Attend sp	Attend fine arts events				Former ICC student							Northern Half of Montgom	4	4	4	5	4	5	6	6
55-64	Female	Taxpayer	Attend sporting events						Parent of ICC student						Northern Half of Montgom	7	6	7	6	6	6	7	6
25-34	Male	Taxpayer	Attend sporting events					Former ICC student							Northern Half of Montgom	5	3	8	8	3	5	7	6
45-54	Male	Taxpayer													Northern Half of Montgom	1	1	1	1	1	1	1	1
55-64	Male	Taxpayer	Attend sporting events								Donor	Fab Lab member			Northern Half of Montgom	5	5	5	5	5	7	7	5
65+	female	Taxpayer		Attend fine arts events				Former ICC student		College vol	Donor				Northern Half of Montgom	1	2	5	3	1	1	3	2
Under 1	male		Attend sporting events												Northern Half of Montgom	7	8	8	8	9	8	10	10
Under 1	male		Attend sp	Attend fine arts events											Northern Half of Montgom	8	7	6	6	6	6	7	6
Under 1	Female														Northern Half of Montgom	5	5	5	5	5	5	5	5
65+	male	Taxpayer		Attend fine arts events						College volunteer					Northern Half of Montgom	5	7	7	7	7	7	7	7
35-44	Male	Taxpayer	Attend sporting events						Parent of ICC student						Northern Half of Montgom	7	8	7	7	7	7	8	8
Under 1	Female	Taxpayer	Attend sporting events				Current ICC student								Northern Half of Montgom	5	5	7	7	4	5	6	5
Under 1	female						Current ICC student								Northern Half of Montgom	5	5	5	5	5	5	5	5
65+	Male	Taxpayer		Attend fine arts events					Parent of ICC student						Northern Half of Montgom	10	9	10	9	9	9	10	9
55-64	Female	Taxpayer	Attend sp	Attend fine arts events					Parent of ICC student						Northern Half of Montgom	9	8	9	8	8	9	8	8
Under 1	Female		Attend sporting events												Northern Half of Montgom	8	8	8	8	8	8	8	8
65+	Female	Taxpayer	Attend sporting events					Former ICC student							Northern Half of Montgom	5	5		2	5		5	
Under 1	Male														Northern Half of Montgom	8	9	8	8	5	5	7	8
Under 1	female			Attend fine arts events											Northern Half of Montgom	3	6	9	3	1	8	8	5
65+	male			Attend fine arts events											Northern Half of Montgom	5	1	7	1	10	7	10	10
Under 1	male														Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	male		Attend sporting events												Northern Half of Montgom	5	5	5	5	5	10	5	5
Under 1	male		Attend sporting events												Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	male														Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	non-binary						Current ICC student								Northern Half of Montgom	5	5	5	5	2	4	3	3
Under 1	Female		Attend sp	Attend fine arts events											Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	Male		Attend sporting events												Northern Half of Montgom	7	4	4	4	5	5	5	5
Under 1	female		Attend sporting events												Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	male														Northern Half of Montgom	1	5	5	9	1	1	10	1
Under 1	male		Attend sporting events												Northern Half of Montgom	1	3	3	5	2	5	4	3
Under 1	male,														Northern Half of Montgom	1							1
Under 1	Female		Attend sporting events												Northern Half of Montgom	7	7	7	7	5	5	5	5
Under 1	female		Attend sp	Attend fine arts events											Northern Half of Montgom	4	5	6	7	5	5	5	5
Under 1	Girl		Attend sporting events												Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	female		Attend sporting events												Northern Half of Montgom	1	1	2	1	1	2	2	1
Under 1	male														Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	female		Attend sporting events												Northern Half of Montgom	7	3	4	5	7	6	6	6
Under 1	female		Attend sporting events												Northern Half of Montgom	5	10	6	8	10	8	10	10
Under 1	female	Taxpayer	Attend sp	Attend f	Full time ICC er	Part time IC	Current IC	Former ICC	Parent of ICC	College vol	Donor	Fab Lab m	CP2 parent		Northern Half of Montgom	5	3	4	5	3	5	2	8
Under 1	Male						Current ICC student								Northern Half of Montgom	4	3	4	4	5	5	5	4
Under 1	Female		Attend sp	Attend fine arts events											Northern Half of Montgom	9	9	8	8	9	9	9	9
Under 1	male	Taxpayer	Attend sporting events												Northern Half of Montgom	6	7	6	5	8	7	8	9

35-44	m	Taxpayer	Attend sporting events											Northern Half of Montgom	6	7	7	7	6	6	6	6
Under 1	Male		Attend sporting events											Northern Half of Montgom	8	8	10	9	8	9	10	9
Under 1	female													Northern Half of Montgom	2	3	1	1	1	1	1	1
	Male		Attend sporting events											Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	male		Attend sp	Attend fine arts events										Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	Girl			Attend fine arts events										Northern Half of Montgom	6	7		8	5	6	6	4
18-24	female						Current ICC student							Northern Half of Montgom	5	8	5	5	10	5	5	5
Under 1	female			Attend fine arts events										Northern Half of Montgom	2		2	1	1	6		1
Under 1	Male	Taxpayer												Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	male	Taxpayer												Northern Half of Montgom	5	4	8	8	5	5	5	5
Under 1	female	Taxpayer												Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	Female		Attend sporting events											Northern Half of Montgom	5	5	5	5	5	5	5	5
18-24	Male		Attend sp	Attend fine arts events										Northern Half of Montgom	3	3	3	3	1	1	10	7
Under 1	female						Current ICC student							Northern Half of Montgom	1	1	5	5	1	1	1	1
Under 1	male		Attend sporting events											Northern Half of Montgom	10	10	10	10	10	10	10	10
Under 1	female	Taxpayer		Attend fine arts events							Donor			Northern Half of Montgom	4	4	4	4	4	4	4	4
Under 1	male		Attend sp	Attend fine arts events										Northern Half of Montgom	6	9	8	7	8	9	10	7
18-24	Male	Taxpayer												Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	male		Attend sporting events											Northern Half of Montgom	1	1	1	1	1	1	1	1
Under 1	Female		Attend sporting events											Northern Half of Montgom	5	5	5	5	5	5	5	5
18-24	male	Taxpayer												Northern Half of Montgom	1	1	1	1	1	1	1	1
Under 1	Female						Current ICC student							Northern Half of Montgom	10	10	10	10	10	10	10	10
Under 1	Female													Northern Half of Montgom	8	8	8	8	9	9	9	9
Under 1	male		Attend sporting events											Northern Half of Montgom	8	10	6		9	10	10	8
18-24	male		Attend sporting events											Northern Half of Montgom	4	4	4	4	4	4	4	4
Under 1	male	Taxpayer												Northern Half of Montgom	1	1	1	1	1	1	1	1
Under 1	Male		Attend sp	Attend fine arts events										Northern Half of Montgom	5	7	5	5	7	7	7	7
Under 1	Squid		Attend sporting events											Northern Half of Montgom	10	10	10	10	10	10	10	10
Under 1	Male		Attend sporting events											Northern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	Male		Attend sp	Attend fine arts events			Current ICC student					Fab Lab member		Northern Half of Montgom	7	7	7	7	7	7	8	7
65+	Female	Taxpayer					Former ICC	Parent of ICC student						Northern Half of Montgom	10	8	5	5	1	1	1	1
55-64	Male	Taxpayer					Former ICC student							Northern Half of Montgom	7	7	7	7	7	7	7	7
45-54	Female	Taxpayer					Former ICC student							Northern Half of Montgom	1	1	1	1	1	1	1	1
35-44	M	Taxpayer		Attend fine arts events										Northern Half of Montgom	3	2	6	7	3	3	5	4
Under 1	Platypus	Taxpayer												Northern Half of Montgom	1	4	7	10	1	4	7	10
45-54	Female	Taxpayer	Attend sp	Attend fine arts events				Parent of ICC student				Fab Lab member		Northern Half of Montgom	5	3	8	5	3	3	7	4
Under 1	Male													Northern Half of Montgom	7	8	8	9	7	8	7	8
45-54	Female	Taxpayer	Attend sp	Attend fine arts events					College vol	Donor	Fab Lab member			Northern Half of Montgom	3	3	3	3	3	3	3	3
18-24	Female		Attend sp	Attend fine arts events										Northern Half of Montgom	8	7	6	7	7	9	8	5
45-54	Male	Taxpayer	Attend sp	Attend fine arts events										Northern Half of Montgom	1	1	2	3	3	1	3	2
65+	Female	Taxpayer	Attend sp	Attend fine arts events			Former ICC	Parent of ICC student						Northern Half of Montgom	8	6	8	7	8	7	7	6
55-64	Female	Taxpayer		Attend fine arts events			Former ICC student							Northern Half of Montgom	4	4	8	5	5	6	4	4
35-44	F	Taxpayer	Attend sp	Attend fine arts events				Parent of ICC student						Northern Half of Montgom	2	1	6	1	2	1	5	3
35-44	F	Taxpayer					Former ICC	Parent of ICC student						Northern Half of Montgom	1	1	1	1	1	1	1	1
45-54	Female	Taxpayer						Parent of ICC student			Fab Lab member			Northern Half of Montgom	1	1	1	1	1	1	4	1
35-44	Female	Taxpayer	Attend sporting events										CP2 parent	Northern Half of Montgom	9	9	9	8	9	9	9	9
55-64	Female	Taxpayer					Former ICC student							Northern Half of Montgom	2	2	2	2	2	2	2	2
65+	male	Taxpayer	Attend sporting events				Former ICC student							Northern Half of Montgom	4	4	3	2	1	1	1	1
55-64	female	Taxpayer								Donor				Northern Half of Montgom	5	8	6	8	6	6	6	6
35-44	Male	Taxpayer	Attend sporting events			Part time ICC employe	Former ICC student							Northern Half of Montgom	5	2	5	3	2	2		
35-44	Female	Taxpayer	Attend sporting events				Former ICC student							Northern Half of Montgom	4	4	4	4	4	3	4	6
65+	M	Taxpayer		Attend fine arts events			Former ICC student							Northern Half of Montgom	7	5	3	3	5	5	8	5

45-54	Female	Taxpayer						Former ICC student						Northern Half of Montgom	5	5	7	6	4	4	4	4
65+	Male	Taxpayer		Attend fine arts events						College vol	Donor			Northern Half of Montgom	4	4	6	5	4	4	5	3
45-54	Female	Taxpayer	Attend sporting events									Fab Lab m	CP2 parent	Northern Half of Montgom	2	3	3	3	3	3	3	2
65+	Male	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgom	1	3	1	1	3	1	1	1
25-34	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom	1	1	3	6	3	3	4	5
65+	Female	Taxpayer		Attend fine arts events						College vol	Donor			Northern Half of Montgom	9	10	10	8	6	6	10	8
45-54	female	Taxpayer	Attend sporting events										CP2 parent	Northern Half of Montgom	7	8	7	6	7	7	7	7
55-64	Female	Taxpayer						Former ICC student						Northern Half of Montgom	3	2	3	1	3	2	2	1
45-54	Female	Taxpayer	Attend sp	Attend fine arts events									CP2 parent	Northern Half of Montgom	2	3	4	1	1	1	3	1
55-64	Female	Taxpayer												Northern Half of Montgom	1	1	1	1	2	1	1	1
18-24	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgom	7	4	7	5	5	3	7	4
Under 1	Female		Attend sp	Attend fine arts events				Current ICC student						Northern Half of Montgom	8	7	8	7	6	7	10	8
18-24	Female	Taxpayer	Attend sp	Attend fine arts events				Current ICC student						Northern Half of Montgom	2	3	5	2	2	1	2	2
35-44	Male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom	1	1	2	3	2	2	2	2
45-54	Male	Taxpayer	Attend sporting events											Northern Half of Montgom	4	3	5	2	3	2	5	5
45-54	Not saying	Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom	3	5	5	6	6	6	5	5
45-54	Female	Taxpayer												Northern Half of Montgom	4	4	7	4	4	4	7	4
55-64	Female	Taxpayer						Former ICC	Parent of ICC student		Donor	Fab Lab member		Northern Half of Montgom	3	3	3	3	3	3	3	1
45-54	Male	Taxpayer	Attend sporting events					Former ICC	Parent of ICC student		Donor		CP2 parent	Northern Half of Montgom	1	1	3	4	1	2	1	1
35-44	Male	Taxpayer												Northern Half of Montgom	1	1	1	1	1	1	1	1
25-34	Male	Taxpayer						Former ICC student						Northern Half of Montgom	1	1	1	1	1	1	10	1
45-54	f	Taxpayer												Northern Half of Montgom	6	7	7	5	4	3	8	6
45-54	Female	Taxpayer							Parent of ICC student					Northern Half of Montgom	7	6	7	7	6	7	7	6
35-44	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgom	1	1	4	4	1	1	4	2
65+	male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom	7	7	7	7	7	7	7	6
35-44	female	Taxpayer						Former ICC student						Northern Half of Montgom	4	4	6	5	4	4	3	5
55-64	Female	Taxpayer	Attend sp	Attend fine arts events										Northern Half of Montgom	3	3	3	3	3	3	3	3
35-44	Female	Taxpayer	Attend sp	Attend f	Full time ICC employee			Former ICC student						Northern Half of Montgom	7	7	5	5	7	7	7	8
65+	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student			Donor			Northern Half of Montgom	7	7	4	3	5	5	8	5
18-24	Female							Current ICC student						Northern Half of Montgom	5	5	3	3	5	3	5	6
35-44	None ya	Taxpayer												Northern Half of Montgom	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer												Northern Half of Montgom	5	10		5	5	5	5	2
45-54	female	Taxpayer		Attend fine arts events					Parent of ICC student					Northern Half of Montgom	4	2	8	2	3	3	7	2
18-24	Male		Attend sporting events					Current ICC student						Northern Half of Montgom	5	5	5	5	1	1	1	1
45-54	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student			Fab Lab member		Northern Half of Montgom	8	6	10	6	6	7	10	6
45-54	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student			Donor			Northern Half of Montgom	5	3	6	2	5	5	6	5
45-54	m	Taxpayer												Northern Half of Montgom	2	1	2	3	2	2	5	2
35-44	Male	Taxpayer	Attend sporting events					Former ICC student				Fab Lab member		Northern Half of Montgom	3	2	5	5	2	3	4	1
35-44	Male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom	3	2	3	4	2	2	5	3
55-64	male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student				Fab Lab member		Northern Half of Montgom	2	5	7	7	6	2	1	3
25-34	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgom	8	9	8	8	8	8	8	8
	male	Taxpayer						Former ICC student				Fab Lab member		Northern Half of Montgom	2	2	2	3	3	2	2	3
45-54	female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student					Northern Half of Montgom	3	3	2	2	3	2	2	2
45-54	Male	Taxpayer						Former ICC	Parent of ICC student		Donor	Fab Lab member		Northern Half of Montgom	5	5	5	1	4	4	4	1
35-44	FEMALE	Taxpayer	Attend sporting events					Former ICC	Parent of ICC student					Northern Half of Montgom	6	5	7	7	4	4	6	5
65+	male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student		College vol	Donor			Northern Half of Montgom	3		2	4	3	2	2	2
55-64	Male	Taxpayer									Donor	Fab Lab member		Northern Half of Montgom	7	7	7	7	7	7	7	7
65+	Male	Taxpayer		Attend fine arts events										Northern Half of Montgom	9	7	7	7	7	7	7	6
35-44	Female	Taxpayer							Parent of ICC student					Northern Half of Montgom	4	4	3	3	3	3	3	3
55-64		Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom	2	2	3	1	2	1	3	2
55-64	female	Taxpayer	Attend sp	Attend fine arts events										Northern Half of Montgom	4	4	4	4	4	4	6	5
35-44	male	Taxpayer		Attend fine arts events							Donor			Northern Half of Montgom	2	2	5	2	2	5	5	5

35-44	Male	Taxpayer	Attend sporting events					Former ICC student				Fab Lab m	CP2 parent	Northern Half of Montgom	8	8	5	5	6	6	6	6
65+	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student		College vol	Donor			Northern Half of Montgom	6	6	7	5	7	6	6	8
35-44	Female	Taxpayer	Attend sp	Attend f	Full time ICC employee									Northern Half of Montgom	7	7	5	4	7	8	7	8
35-44	Female												CP2 parent	Northern Half of Montgom	5	8	5	5	8	5	5	7
55-64	Female	Taxpayer	Attend sp	Attend fine arts events									CP2 parent	Northern Half of Montgom	6	6	6	6	6	6	6	
45-54	female	Taxpayer	Attend sp	Attend f	Full time ICC employee									Northern Half of Montgom	8	8	6	8	8	8	8	8
25-34	Female	Taxpayer	Attend sp	Attend fine arts events								Fab Lab member		Northern Half of Montgom	5	2	4	4	6	3	4	3
Under 1	female		Attend sporting events				Current ICC student							Northern Half of Montgom	5	6	4	2	4	4	4	7
45-54	Female	Taxpayer	Attend sporting events					Former ICC student					CP2 parent	Northern Half of Montgom	6	5	4	4	7	4	4	5
35-44	Female	Taxpayer	Attend sporting events					Former ICC student				Fab Lab member		Northern Half of Montgom	1	1	5	6	2	2	6	1
25-34	Male	Taxpayer	Attend sporting events									Fab Lab member		Northern Half of Montgom	3	5	6	7	2	4	6	3
35-44	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom	2	2	2	2	3	3	3	3
25-34	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom	4	3	5		3	3		
55-64	Female	Taxpayer	Attend sporting events					Former ICC student					CP2 parent	Northern Half of Montgom	4	4	4	4	4	3	3	3
35-44	Female	Taxpayer	Attend sporting events											Northern Half of Montgom	5	1	6	1	1	1	6	1
18-24	Female	Taxpayer												Northern Half of Montgom	6	4	4	3	4	4	4	4
45-54	Female	Taxpayer	Attend sp	Attend fine arts events									CP2 parent	Northern Half of Montgom	9	9	9	9	9	9	9	9
65+	female	Taxpayer	Attend sporting events					Former ICC student		College volunteer				Northern Half of Montgomery County			10				8	
18-24	female						Current ICC student							Northern Half of Montgom	10	10	10	10	10	10	10	10
Under 1	female						Current ICC student							Northern Half of Montgom	1	1	1	1	1	1	2	1
45-54	F	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student					Northern Half of Montgom	5	4	6	5	2	3	3	2
Under 1	Female			Attend fine arts events										Northern Half of Montgom	2	2	5	9	1	5	5	4
25-34	Male	Taxpayer						Former ICC student						Northern Half of Montgom	1	10	10	1	10	10	10	10
18-24	Male	Taxpayer	Attend sp	Attend fine arts events			Current ICC student							Northern Half of Montgom	6	8	4	7	4	6	6	3
35-44	Female				Full time ICC employee									Northern Half of Montgom	1	2	1	2	2	2	2	1
Under 1	Female						Current ICC student							Northern Half of Montgom	6	10	10	10	10	10	10	10
35-44	Female	Taxpayer												Northern Half of Montgom	1	1	1	1	1	1	1	1
Under 1	Male													Northern Half of Montgom	9	6	5	7	9	6	5	8
Under 1	Female		Attend sporting events				Current ICC student					Fab Lab member		Northern Half of Montgom	7	5	4	8	5	5	5	5
Under 1	Female						Current ICC student							Northern Half of Montgom	4	5	4	4	3	4	5	3
Under 1	Male	Taxpayer	Attend sp	Attend fine arts events			Current ICC student					Fab Lab member		Northern Half of Montgom	7	6	5	6	7	9	7	5
Under 1	Male													Northern Half of Montgom	9	8	7	7	8	8	7	8
Under 1	Male		Attend sporting events											Northern Half of Montgom	7	6	8	4	6	3	9	7
Under 1	Male	Taxpayer	Attend sporting events											Northern Half of Montgom	7	7	9	9	8	7	8	7
Under 1	Female		Attend sporting events											Northern Half of Montgom	5	7	6	5	6	6	8	7
Under 1	Female		Attend sp	Attend fine arts events										Northern Half of Montgom	8	10	10	10	10	10	10	8
Under 1	Female		Attend sporting events				Current ICC student							Northern Half of Montgom	1	1	1	1	10	10	10	10
55-64	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student		Donor			Northern Half of Montgom	2	2	3	1	2	1	2	1
45-54	Male	Taxpayer												Northern Half of Montgom	10	10	10	10	10	10	10	10
45-54	Female	Taxpayer										Fab Lab member		Northern Half of Montgom	3	3	7	2	5	4	9	6
55-64	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC	College vol	Donor		CP2 parent	Northern Half of Montgom	3	2	6	3	1	1	4	3
45-54	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student					Northern Half of Montgom	4	4	2	3	4	3	4	4
55-64	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgom	1	3	3	1	2	2	2	2
35-44	Male	Taxpayer						Former ICC student						Northern Half of Montgom	3	3	5	1	1	2	2	2
45-54	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student			Donor		CP2 parent	Northern Half of Montgom	4	2	6	2	2	3	4	5
		Taxpayer			Full time ICC employee							Fab Lab member		Northern Half of Montgom	3	3	3	3	3	3	3	3
		Taxpayer						Former ICC student				Fab Lab member		Northern Half of Montgom	3	3	4	3	2	2	3	2
25-34	M	Taxpayer						Former ICC student						Northern Half of Montgom	5	1	5	2	5	6	5	5
45-54	Female	Taxpayer	Attend sporting events					Former ICC	Parent of ICC student				CP2 parent	Northern Half of Montgom	1	1	1	1	1	1	1	1
35-44	Male	Taxpayer	Attend sporting events					Former ICC student				Fab Lab m	CP2 parent	Northern Half of Montgom	2	2	7	2	1	1	6	2
25-34	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom	2	2	2	1	1	1	1	1
25-34	Male	Taxpayer												Northern Half of Montgom	1	1	1	1	1	1	1	1

25-34	Male	Taxpayer	Attend sporting events											Northern Half of Montgom	5	6	1	5	5	4	7	8
25-34	Male	Taxpayer						Former ICC student						Northern Half of Montgom	1	1	3	1	1	1	1	1
18-24	Male	Taxpayer						Former ICC student						Northern Half of Montgom	2	2	2	2	3	2	3	2
45-54	Male													Northern Half of Montgom	1	1	3	3	2	3	3	2
25-34	Male	Taxpayer						Former ICC student						Northern Half of Montgom	2	1	2	1	1	1	4	2
35-44	Male	Taxpayer	Attend sporting events											Northern Half of Montgom	2	2	1	1	3	3	3	2
35-44	Female	Taxpayer							Parent of ICC student			Fab Lab member		Northern Half of Montgom	8	10	10	10	1	1	1	1
35-44	Male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom	10	10	10	5	10	10	10	10
35-44	Male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom	6	6	7	6	7	7	5	5
35-44	Female	Taxpayer	Attend sp	Attend fine arts events							Fab Lab member			Northern Half of Montgom	1	5	8	5	5	5	5	2
35-44	Female	Taxpayer												Northern Half of Montgom	1	1	1	1	2	1	1	1
45-54	Male	Taxpayer	Attend sporting events							Donor				Northern Half of Montgom	1	4	1	1	1	1	8	1
55-64	M	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student					Northern Half of Montgom	6	6	7	5	7	7	7	7
35-44	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom	10	10	10	10	10	10	10	10
45-54	Male	Taxpayer	Attend sporting events											Northern Half of Montgom	1	5	5	3	3	3	6	1
35-44	Male	Taxpayer	Attend sporting events					Former ICC	Parent of ICC student					Northern Half of Montgom	2	1	9	10	1	1	10	1
55-64	male	Taxpayer						Former ICC	Parent of ICC student					Northern Half of Montgom	5	3	5	3	5	3	4	3
65+	Malr	Taxpayer	Attend sp	Attend fine arts events										Northern Half of Montgom	8	9		9	8	8	8	9
45-54	Non-binary	Taxpayer												Northern Half of Montgom	5	2	3	3	3	2	6	2
25-34	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgom	10	10	10	10	10	10	10	10
55-64	male	Taxpayer												Northern Half of Montgom	5	5	5	3	6	5	5	5
25-34	Male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery County		10	5	2	7	8	7	7
25-34	Male	Taxpayer	Attend sporting events											Northern Half of Montgom	4	3	7	2	4	3	3	5
35-44	female	Taxpayer	Attend sporting events					Former ICC student		College vol	Donor		CP2 parent	Northern Half of Montgom	8	8	9	8	8	8	8	7
45-54	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student					Northern Half of Montgom	5	5	5	3	5	5	5	3
55-64	Male	Taxpayer	Attend sp	Attend fine arts events										Northern Half of Montgom	9	9	9	8	8	8	9	8
55-64	cis male	Taxpayer		Attend fine arts events				Former ICC	Parent of ICC	College volunteer				Northern Half of Montgom	4	3	5	5	3	4	4	3
55-64	M	Taxpayer						Former ICC student						Northern Half of Montgom	1	1	1	1	4	1	9	1
65+	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC student		College vol	Donor			Northern Half of Montgom	6	5	8	4	5	4	5	5
45-54	Female	Taxpayer						Former ICC student						Northern Half of Montgom	2	2	2	2	2	2	4	2
45-54	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom	6	6	6	6	6	6	1	6
45-54	Female	Taxpayer	Attend sp	Attend fine arts events						College volunteer		Fab Lab member		Northern Half of Montgom	1	1	5	3	1	1	2	1
45-54	male	Taxpayer	Attend sp	Attend fine arts events							Donor			Northern Half of Montgom	7	8	7	5	8	7	7	5
35-44	female	Taxpayer		Attend fine arts events								Fab Lab m	CP2 parent	Northern Half of Montgom	7	6	8	4	5	5	6	5
35-44	Male													Northern Half of Montgom	2	2	4	2	2	1	2	2
35-44	Female	Taxpayer	Attend sporting events					Former ICC	Parent of ICC student				CP2 parent	Northern Half of Montgom	1	1			1	2	9	2
45-54	Male			Attend fine arts events				Former ICC	Parent of ICC student		Donor			Northern Half of Montgom	1	1	1	1	2	2	3	2
45-54	M	Taxpayer	Attend sporting events					Former ICC student			Donor			Northern Half of Montgom	3	3	4	3	2	3	3	3
18-24	Female	Taxpayer						Former ICC student						Northern Half of Montgom	2	1	2	1	2	1	1	2
35-44	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom	1	1	1	1	1	1	1	1
35-44	Male	Taxpayer					Current ICC student							Northern Half of Montgom	8	6	4	9	8	9	6	6
45-54	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgom	3	1	1	1	1	1	1	1
65+	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student			Fab Lab member		Northern Half of Montgom	3	1	3	1	1	1	3	1
25-34	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC student				Fab Lab member		Northern Half of Montgom	5	5	4	3	5	5	4	4
35-44	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student					Northern Half of Montgom	4	5	7	5	5	5	7	6
25-34	Female	Taxpayer												Northern Half of Montgom	1	1	1	1	1	1	1	1
25-34	Female													Northern Half of Montgom	2	2	5	2	2	2	7	1
55-64	female	Taxpayer						Former ICC student						Northern Half of Montgom	1	1	1	1	2	1	3	1
55-64	Female	Taxpayer						Former ICC student						Northern Half of Montgom	3	2	7	5	3	2	8	5
55-64	Female	Taxpayer						Former ICC student						Northern Half of Montgom	3	3	3	2	2	2	2	2
55-64	male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgom	8	8	6	6	8	5	5	6

45-54	Female	Taxpayer	Attend sporting events													Northern Half of Montgom		3	3	3	2	2	2	2
35-44	Male	Taxpayer	Attend sp	Attend fine arts events												Northern Half of Montgom		9	9	10	8	8	8	8
25-34	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC student								Northern Half of Montgom		3	3	4	4	4	3	8
65+	male	Taxpayer	Attend sporting events						Parent of ICC	College volunteer		Fab Lab member				Northern Half of Montgom		5	4	4	4	4	4	7
25-34	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC student		College vol	Donor		CP2 parent			Northern Half of Montgom		5	5	5	2	5	3	5
25-34	Femaile	Taxpayer	Attend sporting events					Former ICC student								Northern Half of Montgom		9	8	8	8	9	9	9
18-24	Male		Attend sporting events					Former ICC student								Northern Half of Montgom		7	8	8	6	7	8	8
55-64	Female	Taxpayer						Former ICC student								Northern Half of Montgom		5	6	7	8	6	6	7
45-54	Female	Taxpayer	Attend sporting events					Former ICC	Parent of ICC student		Donor		CP2 parent			Northern Half of Montgom		7	4	8	3	8	3	7
35-44	Female	Taxpayer	Attend sporting events					Former ICC student								Northern Half of Montgom		8	6	6	6	6	6	8
25-34	Female	Taxpayer		Attend fine arts events				Former ICC student								Northern Half of Montgom		3	1	6	2	4	3	7
35-44	Female	Taxpayer		Attend fine arts events												Northern Half of Montgom		8	7		8	5	6	7
55-64	Female	Taxpayer		Attend fine arts events												Northern Half of Montgom		1	1	5	1	1	1	5
55-64	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC	College vol	Donor					Northern Half of Montgom		10	8	9	9	8	8	10
35-44	Female	Taxpayer	Attend sporting events					Former ICC	Parent of ICC student				CP2 parent			Northern Half of Montgom		2	1	1	4	1	1	1
35-44	Female	Taxpayer	Attend sporting events					Former ICC	Parent of ICC student							Northern Half of Montgom		1	1	1	1	1	2	9
35-44	Female	Taxpayer	Attend sporting events										CP2 parent			Northern Half of Montgom		6	6	7	6	5	6	6
55-64	Female	Taxpayer	Attend sp	Attend f	Full time ICC employee			Former ICC	Parent of ICC	College vol	Donor		CP2 parent			Northern Half of Montgom		10	10	8	8	9	9	7
35-44	Female	Taxpayer					Current ICC student									Northern Half of Montgom		2	3	3	1	2	2	3
55-64	Male	Taxpayer		Attend fine arts events				Former ICC	Parent of ICC student							Northern Half of Montgom		4	3	3	3	3	3	5
35-44	Female	Taxpayer	Attend sp	Attend fine arts events		Part time ICC employe		Former ICC student								Northern Half of Montgom		7	8	8	9	8	7	7
25-34	Female	Taxpayer														Northern Half of Montgom		1	1	4	1	1	1	1
25-34	Female	Taxpayer	Attend sp	Attend f	Full time ICC employee						Donor	Fab Lab member				Northern Half of Montgom		7	4	6	7	7	7	6
35-44	Female	Taxpayer						Former ICC	Parent of ICC student							Northern Half of Montgom		10	8	10	9	8	10	9
45-54	Male	Taxpayer	Attend sp	Attend f	Full time ICC employee				Parent of ICC	College vol	Donor	Fab Lab m	CP2 parent			Northern Half of Montgom		8	8	9	7	8	8	8
18-24		Taxpayer	Attend sp	Attend fine arts events			Current ICC student									Northern Half of Montgom		10	10	10	10	10	10	10
18-24			Attend sp	Attend fine arts events			Current ICC student									Northern Half of Montgom		10	10	10	10	10	10	10
25-34	female	Taxpayer					Current ICC student									Northern Half of Montgom		10	10	10	10	9	9	9
18-24	Female	Taxpayer	Attend sp	Attend fine arts events		Part time IC	Current ICC student									Northern Half of Montgom		9	10	10	9	10	10	10
18-24	Male	Taxpayer					Current ICC student									Northern Half of Montgom		10	9	8	9	10	10	10
18-24	female						Current ICC student									Northern Half of Montgom		5	5	4	4	4	4	4
25-34	Female	Taxpayer			Full time ICC employee		Current ICC student									Northern Half of Montgom		6	8	8	6	8	7	8
																	Averages:	**4.9876161**	**4.996884735**	**5.427672956**	**4.903125**	**4.89130435**	**4.888199**	**5.71028037**	**4.95**
45-54	Female		Attend sporting events													Other (please s	Washingto	4	5	3	3	5	5	5	4
45-54	female	Taxpayer					Current ICC student									Other (please s	cherokee	7	8	5	7	6	6	6	6
45-54	Female				Full time ICC employee											Other (please s	Nowata Co	8	8	6	7	7	7	7	7
35-44	Female								Parent of ICC student							Other (please s	.	1	1	5	5	2	3	5	1
25-34	male				Full time ICC employee											Other (please s	tulsa	10	10	10	10	10	10	10	10
45-54	Female		Attend sporting events						Parent of ICC student							Other (please s	Scott	9	9	9	7	9	8	8	8
35-44			Attend sporting events						Parent of ICC student							Other (please s	N/A	1	5	5	1	1	3	6	1
45-54	Female								Parent of ICC student							Other (please s	Cloud	2	2	2	2	1	1	1	1
18-24	Female				Full time ICC employee											Other (please s	Puerto Rico	5	5	5	5	5	5	5	5
18-24	Male				Full time ICC employee											Other (please s	Independe	10	10	10	10	10	10	10	10
18-24	Male	Taxpayer	Attend sporting ev		Full time ICC employee											Other (please s	Chambers	10	10	10	10	10	10	10	10
45-54	Male	Taxpayer	Attend sp	Attend fine arts events												Other (please s	Prefer not	6	7	5	3	5	6	6	4
18-24	Female	Taxpayer	Attend sporting events				Current ICC student									Other (please s	Miami cou	1	4	4	4	4	4	4	4
35-44	Male	Taxpayer	Attend sporting ev		Full time ICC employee											Other (please s	Los Angele	2	2	1	1	1	1	1	1
18-24	Female						Current ICC student									Other (please s	Creek	7	7	7	5	5	5	5	5
18-24	Male							Former ICC student								Other (please s	Not in SE K	3	3	5	9	3	2	3	2
Under 1	Female		Attend sporting events				Current ICC student									Other (please s	Montgome	8	9	9	7	6	5	8	4
Under 1	female	Taxpayer	Attend sporting events													Other (please s	neosho	7	2	10	10	1	10	10	10

Under 1	Female						Current ICC student							Other (please s	Neosho	8	10	10	10	10	10	10	10
Under 1	male		Attend sporting events											Other (please s	labette	5	5	5	5	5	5	5	5
18-24	Limestone	Taxpayer									Donor			Other (please s	Yeet unive	1	1	1	1	1	1	1	1
Under 1	female	Taxpayer												Other (please s	Montgome	4	4	4	4	4	4	5	5
65+	wont say	Taxpayer	Attend sp	Attend f	Full time ICC er	Part time IC	Current IC	Former ICC	Parent of ICC	College vol	Donor	Fab Lab m	CP2 parent	Other (please s	africa	1	1	1	1	1	1	1	1
Under 1	female						Current IC	Former ICC student						Other (please s	unknown	5	5	5	5	5	5	5	5
Under 1	Male		Attend sporting events											Other (please s	neosho	5	6	5	5	5	5	5	5
Under 1	male			Attend fine arts events										Other (please s	Thayer	5	5	5	5	5	5	5	5
Under 1	Male		Attend sporting events											Other (please s	Labbete	10	10	10	10	10	10	10	10
Under 1	female	Taxpayer												Other (please s	Labette Co	5	5	5	5	5	5	5	5
Under 1	female		Attend sporting events											Other (please s	Neosho	1	1	1	1	1	1	1	1
Under 1	male		Attend sporting events											Other (please s	middle hal	10	10	10	10	9	8	7	6
Under 1	Female													Other (please s	Labette	5	5	5	5	5	5	5	5
Under 1	Male	Taxpayer									Donor			Other (please s	Libette	5	5	5	5	5	5	5	5
Under 1	male						Current ICC student							Other (please s	coffeyville	5	5	5	5	5	5	5	5
Under 1	female													Other (please s	labette cou	10	10	10	10	10	10	10	10
Under 1	Female		Attend sp	Attend fine arts events			Current ICC student							Other (please s	Neosho	7	7	5	7	8	8	8	6
18-24	Male													Other (please s	labette	1	1	1	1	3	6	4	8
Under 1	female	Taxpayer												Other (please s	neosho	5	5	5		5	5	5	5
Under 1	m		Attend sporting events											Other (please s	Montgome	1	1	1	1	4	4	4	4
Under 1	female													Other (please s	motgomer	1	1	1	1	1	1	1	1
Under 1	Male		Attend sporting events											Other (please s	Neosho Co	6	6	6	6	6	6	6	6
Under 1	Female													Other (please s	Neosho	1	1	1	1	1	1	1	1
Under 1	Female						Current ICC student							Other (please s	Neosho Co	5	5	5	5	5	5	5	5
45-54	Female		Attend sp	Attend fine arts events					Parent of ICC student					Other (please s	Labette	4	4	7	5	4	4	8	5
Under 1	Male		Attend sporting events											Other (please s	W	10	5	10	10	10	10	10	10
55-64	Female	Taxpayer		Attend fine arts events				Former ICC student						Other (please s	Labette	2	3	5	5	4	5	7	1
45-54	Female	Taxpayer						Former ICC student						Other (please s	West Labe	5	3	4	4	3	3	5	5
45-54	FEMALE		Attend sporting events											Other (please s	Bordering i	1	1	1	1	1	3	1	1
35-44	Male	Taxpayer												Other (please s	Cook Coun	10	10	10	10	10	10	10	10
35-44	Male							Former ICC student						Other (please s	Hillsboroug	8	7	9	8	7	7	8	8
45-54	Female		Attend sporting events											Other (please s	Labette	4	4	4	4	3	3	5	4
35-44	Male	Taxpayer	Attend sporting events											Other (please s	Tulsa. Cour	8	9	9	9	9	9	9	9
35-44	Male		Attend sporting events					Former ICC student						Other (please s	Allen Coun	8	8	8	8	6	7	8	6
18-24	Female	Taxpayer					Current ICC student							Other (please s	Nowata Co	1	1	1	1	1	1	1	1
18-24	Female		Attend sporting events				Current IC	Former ICC student						Other (please s	Hennipen	8	9	7	10	9	8	8	9
18-24	Female	Taxpayer	Attend sporting events				Current ICC student							Other (please s	Ottawa cou	9	9	9	9	8	8	7	6
18-24	male		Attend sporting events				Current ICC student							Other (please s	Shelby Cou	7	7	6	6	7	6	9	7
18-24	Female						Current ICC student							Other (please s	Harper Cou	6	8	7	7	6	6	7	5
18-24	Female		Attend sporting events				Current ICC student							Other (please s	Puerto Rico	7	10	7	6	7	8	4	6
18-24	Female						Current ICC student							Other (please s	Oklahoma	6	8	9	4	4	4	7	5
18-24	Female		Attend sporting events				Current ICC student							Other (please s	Butler Cou	8	8	8	8	9	9	9	
18-24	Male													Other (please s	Miami	8	9	8	7	8	8	9	7
18-24	Female						Current ICC student							Other (please s	Washingto	4	8	8	5	3	3	3	3
18-24	Female	Taxpayer					Current ICC student							Other (please s	Allen	8	8	8	8	9	9	10	8
18-24	Female						Current ICC student							Other (please s	Labette	1	1	4	3	6	5	3	3
18-24	Male						Current ICC student							Other (please s	Don't know	6	8	4	5	5	5	3	3
18-24	Female						Current ICC student							Other (please s	Oklahoma	7	8	8	7	6	6	8	8
18-24	female		Attend sporting ev		Full time ICC employee		Current ICC student							Other (please s	Sedgwick C	10	10	10	10	8	10	10	8
18-24	female						Current ICC student							Other (please s	Johnson	1	3	3	3	6	3	2	3
18-24	Female		Attend sporting events				Current ICC student							Other (please s	Creek cour	10	9	8	6	10	7	10	10
18-24	Female			Attend fine arts events			Current ICC student							Other (please s	Labette	1	4	2	5	5	3	1	1

18-24	F						Current ICC student							Other (please s	Campus	5	3	4	2	5	3	4	3
18-24	Male						Current ICC student							Other (please s	Honolulu H	6	5	5	8	5	4	5	6
18-24	Male		Attend sporting events				Current ICC student							Other (please s	Cobb coun	7	7	4	5	7	7	8	4
															Averages:	**5.46575342**	**5.739726027**	**5.753424658**	**5.611111111**	**5.49315068**	**5.561644**	**5.8630137**	**5.25**
25-34	Male		Attend sporting ev		Full time ICC employee									Southern Half of Montgom		9	9	8	9	10	10	10	9
35-44	Female		Attend sporting events					Former ICC student						Southern Half of Montgom		8	7	8	9	8	9	8	7
65+	Female	Taxpayer	Attend sporting events											Southern Half of Montgom		4	4	4	4	4	4	4	4
25-34	Female	Taxpayer						Former ICC student						Southern Half of Montgom		1	1	1	1	1	1	1	1
35-44	Male	Taxpayer						Former ICC student						Southern Half of Montgom		1	1	1	1	1	1	1	1
35-44	Female	Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Montgom		1	1	1	1	1	1	1	1
35-44	Female	Taxpayer						Former ICC student						Southern Half of Montgom		2	2	2	2	2	2	2	2
55-64	Male	Taxpayer			Full time ICC employee							Fab Lab member		Southern Half of Montgom		3	3	3	7	4	4	3	3
55-64	male	Taxpayer					Current ICC student		Parent of ICC student					Southern Half of Montgom		2	3	3	2	6	5	5	4
45-54	male	Taxpayer		Attend f	Full time ICC employee				Parent of ICC student			Fab Lab member		Southern Half of Montgom		7	6	7	6	8	8	8	6
45-54	Male		Attend sp	Attend f	Full time ICC employee									Southern Half of Montgom		10	10	7	10	10	10	10	10
25-34	Female				Full time ICC employee									Southern Half of Montgom		9	9	9	8	8	9	8	8
55-64	Female				Full time ICC employee									Southern Half of Montgom		7	7	7	7	6	6	6	6
45-54	Female	Taxpayer	Attend sp	Attend fine arts events					Parent of ICC student					Southern Half of Montgom		4	4	4	3	3	3	3	3
35-44	Female	Taxpayer					Current ICC student					Fab Lab member		Southern Half of Montgom		10	10	10	10	10	10	10	10
Under 1	Male	Taxpayer												Southern Half of Montgom		9	6	7	7	7	7	7	7
Under 1	Female		Attend sporting events				Current ICC student							Southern Half of Montgom		5	5	5	5	4	4	4	4
18-24								Former ICC student						Southern Half of Montgom		1	1	1	1	1	1	1	1
Under 1	Female											Fab Lab member		Southern Half of Montgom		8	9	10	10	10	10	10	10
25-34	Male		Attend sporting events											Southern Half of Montgom		8	10	9	6	9	8	10	10
25-34	Male						Current ICC student					Fab Lab member		Southern Half of Montgom		10	10	10	10	10	10	10	10
18-24	Female	Taxpayer	Attend sporting ev		Full time ICC employee			Former ICC student						Southern Half of Montgom		8	8	8	7	7	7	7	7
35-44	Male		Attend sporting ev		Full time ICC employee									Southern Half of Montgom		5	6	5	6	6	6	6	6
25-34	female				Full time ICC employee			Former ICC student						Southern Half of Montgom		5	6	5	4	5	6	5	5
55-64	Female	Taxpayer	Attend sporting ev		Full time ICC employee									Southern Half of Montgom		9	9	7	8	9	9	9	8
55-64	Female	Taxpayer						Former ICC student						Southern Half of Montgom		1	1	1	1	1	1	1	1
45-54	Male	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student					Southern Half of Montgom		1	1	1	1	5	5	4	1
65+	Female	Taxpayer						Former ICC	Parent of ICC student					Southern Half of Montgom		9	8	9	6	8	8	8	7
Under 1	Female		Attend sporting events				Current ICC student							Southern Half of Montgom		8	6	7	6	7	7	7	7
Under 1	Female		Attend sporting events											Southern Half of Montgom		5	5	5	5	5	5	5	5
45-54	Male	Taxpayer												Southern Half of Montgom		1	1	1	1	1	1	1	1
25-34	Male	Taxpayer	Attend sporting events											Southern Half of Montgom		5	3	6	5	3	3	5	3
25-34	Male	Taxpayer	Attend sporting events											Southern Half of Montgom		3	3	1	1	1	1	1	1
Under 1	Female		Attend sporting events											Southern Half of Montgom		7	10	8	6	5	5	10	10
Under 1	male		Attend sp	Attend fine arts events										Southern Half of Montgom		7	8	8	8	9	9	10	10
35-44	Female	Taxpayer												Southern Half of Montgom		3	2	5	1	2	2	4	2
Under 1	Female		Attend sp	Attend fine arts events										Southern Half of Montgom		8	10	7	7	10	6	10	9
35-44	Female	Taxpayer						Former ICC student						Southern Half of Montgom		5	5	5	5	5	4	3	4
18-24	Female	Taxpayer						Former ICC student						Southern Half of Montgom		6	6	6	6	6	6	6	6
Under 1	female		Attend sporting events				Current ICC student					Fab Lab member		Southern Half of Montgom		10	10	8	9	10	10	10	10
Under 1	Female	Taxpayer	Attend sp	Attend fine arts events										Southern Half of Montgom		10	9	10	9	10	9	10	10
18-24	female		Attend sporting events											Southern Half of Montgom		4	3	5	5	6	6	6	10
Under 1	female		Attend sp	Attend fine arts events										Southern Half of Montgom		10	10	10	10	10	10	10	10
Under 1	Male	Taxpayer												Southern Half of Montgom		10	10	10	10	10	10	10	10
Under 18			Attend sporting events											Southern Half of Montgom		5	5	5	5	6	6	10	10
45-54	Female	Taxpayer		Attend fine arts events										Southern Half of Montgom		1	2	5	1	1	2	5	1
Under 1	Female		Attend sporting events			Part time IC	Current ICC student				Donor			Southern Half of Montgom		8	8	10	8	8	8	8	8

Under 1	Female		Attend sp	Attend fine arts events		Current ICC student							Southern Half of Montgom	6	5	6	6	9	6	8	9
65+	MALE	Taxpayer	Attend sporting events			Former ICC	Parent of ICC student						Southern Half of Montgom	5	5	5	5	5	5	5	5
18-24	Female	Taxpayer	Attend sporting events			Current ICC student							Southern Half of Montgom	5	4	6	5	4	5	7	7
35-44	Male	Taxpayer											Southern Half of Montgom	6	6	6	4	6	6	5	10
18-24	Female		Attend sp	Attend fine arts events		Current ICC student							Southern Half of Montgom	4	2	2	2	4	3	3	3
Under 1	boy												Southern Half of Montgom	1	1	1	1	1	1	1	1
Under 1	male		Attend sporting events										Southern Half of Montgom	2	3	3	2	3	4	5	6
Under 1	f		Attend sporting events										Southern Half of Montgomery County								
Under 1	Male		Attend sporting events										Southern Half of Montgom	5	7	5	4	5	4	6	7
Under 1	male		Attend sporting events										Southern Half of Montgom	7	5	10	7	6	6	6	6
Under 1	Female		Attend sporting events										Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	Female		Attend sporting events										Southern Half of Montgom	2	2	2	2	2	2	2	2
Under 1	F		Attend sporting events										Southern Half of Montgom	7	8	5	5	5	5	5	5
Under 1	F			Attend fine arts events									Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	rather not say		Attend sporting events										Southern Half of Montgom	1	1	1	1	1	1	1	1
Under 1	male		Attend sporting events										Southern Half of Montgom	6	6	6	6	7	7	7	7
Under 1	female		Attend sporting events										Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	Female		Attend sporting events										Southern Half of Montgom	10	7	7	7	5	5	8	8
Under 1	female	Taxpayer	Attend sp	Attend fine arts events									Southern Half of Montgom	7	3	6	9	7	8	8	7
Under 1	male	Taxpayer			Full time ICC employee				College vol	Donor	Fab Lab member		Southern Half of Montgom	2				2			
Under 1	male												Southern Half of Montgom	1	3	4	4		5	6	4
Under 1	dude												Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	female												Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	male	Taxpayer											Southern Half of Montgom	2	2	2	2	2	2	2	2
Under 1	female												Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	male		Attend sporting events			Current ICC student							Southern Half of Montgomery County								
Under 1	male												Southern Half of Montgom	10	10	10	10	5	5	4	6
Under 1	female	Taxpayer											Southern Half of Montgom	5	5	5	5	4	4	4	4
Under 1	Female												Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	Male	Taxpayer	Attend sporting events						College volunteer				Southern Half of Montgom	7	8	7	8	9	9	9	9
Under 1	male		Attend sporting events										Southern Half of Montgom	3	2	2	2	2	1	2	1
Under 1	Female			Attend fine arts events						Donor			Southern Half of Montgom	5	2	4	5	3		3	5
Under 1	female			Attend fine arts events									Southern Half of Montgom	5	10	5	5	5	5	10	10
Under 1	male									Donor			Southern Half of Montgom	5	5	5	5	4	6	5	4
Under 1	Male												Southern Half of Montgom	4	4	4	4	3	5	6	5
18-24	Male												Southern Half of Montgom	5	6	4	7	6	3	5	4
Under 1	Female		Attend sporting events										Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	Male												Southern Half of Montgom	5	8	2	9	8	8	9	7
Under 1	male		Attend sporting events										Southern Half of Montgom	7	7	7	7	7	7	7	7
Under 1	female	Taxpayer											Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	male												Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	female		Attend sporting events										Southern Half of Montgom	7	7	5	5	7	7	7	7
Under 1	Male			Attend fine arts events									Southern Half of Montgom	5	3	2	10	4	2	5	1
Under 1	male		Attend sporting events										Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	female						Former ICC student						Southern Half of Montgom	5	5	7	5	5	5	5	5
Under 1	female						Former ICC student						Southern Half of Montgom	4	4	4	4	5	5	5	5
Under 1	male			Attend fine arts events									Southern Half of Montgom	1	1	1	1	1	1	1	1
Under 1	male					Current ICC student							Southern Half of Montgom	5	7	4	4	5	5	3	1
Under 1	female												Southern Half of Montgom	3	3	3	3	3	3	3	3
Under 1	female		Attend sporting events										Southern Half of Montgom	7	7	5	5	7	7	7	7
18-24	Male	Taxpayer											Southern Half of Montgom	5	5	5	5	5	5	5	5
Under 1	Female			Attend fine arts events									Southern Half of Montgom	5	5	5	5	5	5	5	5

Under 1	male		Attend sporting events												Southern Half of Montgom	4	5	6	7	4	5	6	7
Under 1	male														Southern Half of Montgom	1	1	1	1	1	1	1	1
55-64	Female	Taxpayer													Southern Half of Montgom	5	1	3	3	3	3	3	3
55-64	F	Taxpayer						Former ICC student							Southern Half of Montgom	3	3	5	4	5	3	4	1
Under 1	Female		Attend sp	Attend fine arts events											Southern Half of Montgom	4	4	5	6	6	5	7	6
Under 1	Male		Attend sporting events												Southern Half of Montgom	8	9	8	10	9	8	10	8
Under 1	Female														Southern Half of Montgom	9	10	8	10	9	9	9	10
35-44	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC student							Southern Half of Montgom	9	10	10	8	10	10	10	10
18-24	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC student					Fab Lab member		Southern Half of Montgom	3	3	1	1	1	1	1	1
55-64	Female	Taxpayer						Former ICC student							Southern Half of Montgom	3	3	5	3	4	4	3	4
65+	Female	Taxpayer	Attend sp	Attend fine arts events											Southern Half of Montgom	2	2	2	2	4	3	2	2
65+	Female	Taxpayer													Southern Half of Montgom	6	8	7	6	6	6	7	5
35-44	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC student		College vol	Donor	Fab Lab m	CP2 parent		Southern Half of Montgom	3	2	4	7	4	5	5	3
35-44	Female	Taxpayer	Attend sporting events												Southern Half of Montgom	9	9	8	9	8	8	9	9
Under 1	Female		Attend sp	Attend fine arts events											Southern Half of Montgom	6	6	7	7	6	7	10	8
55-64	Male	Taxpayer													Southern Half of Montgom	5	3	5	4	5	4	5	4
45-54	Female	Taxpayer	Attend sporting events												Southern Half of Montgom	6	6	6	5	6	5	5	5
25-34	Female	Taxpayer													Southern Half of Montgom	1	2	5	4	1	5	6	3
Under 1	Male		Attend sporting events			Current ICC student						Fab Lab member			Southern Half of Montgom	7	6	6	6	7	6	6	5
65+	Female	Taxpayer		Attend fine arts events											Southern Half of Montgom	1	1	1	1	1	1	1	1
Under 1	female		Attend sporting events			Current ICC student									Southern Half of Montgom	7	7	7	7	6	6	6	7
25-34	female	Taxpayer						Former ICC student							Southern Half of Montgom	3	3	3	3	1	1	3	2
Under 1	Male									College volunteer					Southern Half of Montgom	5	5	5	5	5	5	5	5
25-34	Female	Taxpayer						Former ICC student							Southern Half of Montgom	3	3	3	3	3	3	3	3
45-54	male	Taxpayer							Parent of ICC student						Southern Half of Montgom	1	1	2	1	1	1	1	1
35-44	Female	Taxpayer	Attend sporting events					Former ICC	Parent of ICC student						Southern Half of Montgom	1	5	5	5	3	3	8	3
Under 1	Female		Attend sp	Attend fine arts events								Fab Lab member			Southern Half of Montgom	5	7	6	5	4	5	8	6
35-44	Female	Taxpayer	Attend sporting events					Former ICC student							Southern Half of Montgom	1	1	1	1	1	1	1	1
Under 1	Female		Attend sp	Attend fine arts events											Southern Half of Montgom	9	9	10	9	10	10	10	9
Under 1	Male		Attend sporting events												Southern Half of Montgom	8	7	8	8	6	6	7	7
55-64	Female	Taxpayer		Attend fine arts events				Former ICC student							Southern Half of Montgom	5	2	7	4	5	3	6	2
Under 1	Female		Attend sporting events												Southern Half of Montgom	8	10	7	10	9	8	10	7
18-24	Female					Part time ICC employe		Former ICC student							Southern Half of Montgom	1	1	2	1	1	1	1	1
Under 1	Female														Southern Half of Montgom	3	7	3	5	3	7	6	6
Under 1	Female		Attend sp	Attend fine arts events							Donor				Southern Half of Montgom	6	7	5	5	4	4	6	5
Under 1	Female			Attend fine arts events		Current ICC student									Southern Half of Montgom	7	6	4	5	6	5	7	6
Under 1	Male	Taxpayer	Attend sp	Attend fine arts events		Current IC		Former ICC student							Southern Half of Montgom	9	8	9	10	9	10	9	10
Under 1	Female														Southern Half of Montgom	9	9	9	9	9	9	10	10
Under 1	Female		Attend sporting events												Southern Half of Montgom	9	9	9	9	7	8	7	6
Under 1	female	Taxpayer	Attend sp	Attend fine arts events		Current ICC student									Southern Half of Montgom	3	4	8	7	6	6	5	5
Under 1	Male		Attend sp	Attend fine arts events											Southern Half of Montgom	5	3	8	5	2	3	9	8
18-24	female			Attend fine arts events											Southern Half of Montgom	4	7	5	6	5	6	7	7
Under 1	Male	Taxpayer													Southern Half of Montgom	8	7	8	8	7	9	10	8
65+	Female	Taxpayer						Former ICC student							Southern Half of Montgom	6	5	6	6	6	4	4	4
25-34	Female	Taxpayer	Attend sp	Attend fine arts events				Former ICC	Parent of ICC student		Donor				Southern Half of Montgom	1	1	4	2	1	1	4	1
55-64	Female	Taxpayer		Attend fine arts events											Southern Half of Montgom	3	2	4	5	4	5	5	5
45-54	Female							Former ICC student							Southern Half of Montgom	1	1	3	1	3	1	3	1
35-44	Female	Taxpayer							Parent of ICC student		Donor				Southern Half of Montgom	1	1	1	1	1	1	1	1
25-34	Female	Taxpayer	Attend sporting events									Fab Lab member			Southern Half of Montgom	2	2	5	5	7	6	5	5
25-34	Male		Attend sp	Attend fine arts events				Former ICC student							Southern Half of Montgom	7	7	8	6	6	6	8	7
65+	female	Taxpayer		Attend fine arts events				Former ICC student							Southern Half of Montgom	2	2	3	4	2	2	2	3
35-44	Female	Taxpayer	Attend sporting events						Parent of ICC student						Southern Half of Montgom	1	1	1	1	1	1	1	1

35-44	male	Taxpayer						Former ICC student							Southern Half of Montgom	1	2	2	2	1	1	2	3
55-64	Male	Taxpayer	Attend sp	Attend fine arts events											Southern Half of Montgom	3	2	2	4	2	2	1	2
45-54	Female	Taxpayer						Former ICC student						CP2 parent	Southern Half of Montgom	4	5	4	4	4	3	4	3
35-44	Female	Taxpayer	Attend sp	Attend fine arts events											Southern Half of Montgom	1	1	1	1	1	1	1	1
45-54	male	Taxpayer						Former ICC student							Southern Half of Montgom	1	2	1	1	1	1	1	1
35-44	Female	Taxpayer		Attend fine arts events				Former ICC student							Southern Half of Montgom	5	4	4	5	4	3	3	4
55-64	M	Taxpayer	Attend sp	Attend fine arts events				Former ICC student				Donor		CP2 parent	Southern Half of Montgom	3	3	5	4	3	3	5	2
45-54	Female	Taxpayer	Attend sporting events												Southern Half of Montgom	4	6	8	5	4	4	4	4
35-44	Female	Taxpayer	Attend sporting events						Parent of ICC student						Southern Half of Montgom	10	10	5	8	8	9	9	9
35-44	Female														Southern Half of Montgom	4	2	3	3	2	5	7	4
18-24	Male		Attend sp	Attend fine arts events				Current ICC student							Southern Half of Montgom	8	6	8	5	9	6	10	9
18-24	Male	Taxpayer	Attend sp	Attend fine arts events				Current ICC student	Parent of ICC student						Southern Half of Montgom	7	5	8	8	5	5	5	5
18-24	Male							Current ICC student							Southern Half of Montgom	7	9	9	7	9	9	7	9
18-24	female		Attend sporting events					Current ICC student							Southern Half of Montgom	6	6	6	6	3	4	3	4
35-44	Female	Taxpayer	Attend sp	Attend fine arts events				Current ICC student					Fab Lab member		Southern Half of Montgom	10	10	10	10	10	10	10	10
18-24	Male	Taxpayer	Attend sp	Attend fine arts events		Part time IC		Current ICC student							Southern Half of Montgomery County								
18-24	Male	Taxpayer	Attend sp	Attend fine arts events		Part time IC		Current ICC student							Southern Half of Montgom	7	3	6	5	4	5	8	2
25-34	Male							Current ICC student					Fab Lab member		Southern Half of Montgom	10	10	10	10	10	10	10	10
18-24	Male	Taxpayer	Attend sp	Attend f	Full time ICC employee			Current ICC student							Southern Half of Montgom	8	7	8	8	9	8	8	8
25-34	Male							Current ICC student					Fab Lab member		Southern Half of Montgom	10	10	10	10	10	10	10	10
																Averages:	**5.13690476**	**5.143712575**	**5.299401198**	**5.22754491**	**5.11377246**	**5.108434**	**5.62275449**	**5.239521**
35-44	Female		Attend sporting events					Former ICC student							Wilson County		3	5	8	5	5	5	5	5
18-24	male		Attend sporting events					Former ICC student							Wilson County		9	9	8	9	8	9	9	9
25-34	Female				Full time ICC employee										Wilson County		8	5	1	1	5	5		5
25-34	Female	Taxpayer			Full time ICC employee								Fab Lab member		Wilson County		7	5	6	5	5	5	5	5
55-64	male	Taxpayer						Former ICC student							Wilson County		8	9	8	8	8	8	8	8
55-64	F	Taxpayer	Attend sp	Attend f	Full time ICC employee							Donor			Wilson County		6	5	5	4	5	5	4	4
25-34	Male	Taxpayer						Former ICC student							Wilson County		4	6	6	6	6	8	5	6
Under 1	Female		Attend sporting events												Wilson County		1	1	1	1	1	1	1	1
Under 1	male		Attend sporting events												Wilson County		2	3	4	5	3	4	5	6
Under 1	male		Attend sp	Attend fine arts events											Wilson County		6	6	6	6	6	6	6	6
Under 1	female	Taxpayer													Wilson County		2	2	2	2	2	2	2	2
45-54	Female	Taxpayer	Attend sporting events												Wilson County		5	4	4	4	8	8	6	8
35-44	Fem	Taxpayer													Wilson County		4	4	2	2	3	2	2	2
25-34	Female	Taxpayer						Former ICC student							Wilson County		3	6	5	5	2	4	6	6
25-34	Female	Taxpayer	Attend sporting events					Former ICC student							Wilson County		6	7	7	8	7	7	7	7
45-54	Male														Wilson County		3	1	3	3	1	1	2	4
Under 1	female							Current ICC student							Wilson County		2	2	2	2	2	2	2	2
18-24	Female							Current ICC student							Wilson County		6	8	8	7	9	9	8	7
18-24	Female							Current ICC student							Wilson County		4	7	6	4	4	5	5	4
																Averages:	**4.68421053**	**5**	**4.842105263**	**4.578947368**	**4.73684211**	**5.052632**	**4.88888889**	**5.1052632**
35-44	Female				Full time ICC employee												6	4	6	6	8	8	8	8
55-64	Female				Full time ICC employee								Fab Lab member				7	8	7	7	8	8	7	8
25-34	Male				Full time ICC employee												9	9	9	9	9	9	8	8
Under 1	male																							
Under 1	Male		Attend sporting events									Donor					1	1	1	1	1	1	1	1

Age:	Gende	Check all that apply:												What is your county of residence?		Rate your agreement with the following statements. ("1" meaning Strongly Disagree, and "10" meaning Strongly Agree)							
		Tax	Attend sporting events	Attend fine arts events	Full time ICC employee	Part time ICC employee	Current ICC student	Former ICC student	Parent of ICC student	College volunteer	Donor	Fab Lab member	CP2 parent	Response	Other (please specify)	ICC serves the best interests of students	ICC supports academic excellence	ICC offers effective cultural development	ICC offers effective economic development	ICC provides an exceptional educational experience	ICC cultivates intellect	ICC encourages creativity	ICC enhances students' character
65+	f	Taxpayer		Attend fine arts events				Former ICC student				Fab Lab member		Northern Half of Mo		5	5	7	5	5	5	8	5
55-64	F	Tax	Attend sp	Attend fi	Full time ICC employee						Donor			Wilson County		6	5	5	4	5	5	4	4
25-34	F	Tax	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Mo		4	4	4	5	4	5	6	6
Under	f		Attend sporting events											Southern Half of	Montgomery County								
Under	F		Attend sporting events											Southern Half of Mo		7	8	5	5	5	5	5	5
Under	F			Attend fine arts events										Southern Half of Mo		5	5	5	5	5	5	5	5
55-64	F	Taxpayer						Former ICC student						Southern Half of Mo		3	3	5	4	5	3	4	1
35-44	F	Tax	Attend sp	Attend fine arts events					Parent of ICC student					Northern Half of Mo		2	1	6	1	2	1	5	3
35-44	F	Taxpayer						Former IC	Parent of ICC student					Northern Half of Mo		1	1	1	1	1	1	1	1
45-54	f	Taxpayer												Northern Half of Mo		6	7	7	5	4	3	8	6
45-54	F	Tax	Attend sp	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Mo		5	4	6	5	2	3	3	2
18-24	F						Current ICC student							Other (ple	Campus	5	3	4	2	5	3	4	3
35-44	Fem	Taxpayer												Wilson County		4	4	2	2	3	2	2	2
25-34	Femaile	Tax	Attend sporting events					Former ICC student						Northern Half of Mo		9	8	8	8	9	9	9	9
55-64	Female	Tax	Attend sp	Attend fine arts events							Donor			Northern Half of Mo		10	10	10	10	10	10	10	10
35-44	Female		Attend sporting events					Former ICC student						Southern Half of Mo		8	7	8	9	8	9	8	7
45-54	female	Tax	Attend sp	Attend fine arts events				Former IC	Parent of ICC studer		Donor		CP2 par	Northern Half of Mo		6	7	7	3	7	4	7	3
18-24	female	Taxpayer					Current ICC student							Elk County		5	5	7	3	4	3	4	4
65+	Female	Tax	Attend sporting events											Southern Half of Mo		4	4	4	4	4	4	4	4
25-34	Female	Taxpayer						Former ICC student						Southern Half of Mo		1	1	1	1	1	1	1	1
35-44	Female	Taxpayer						Former ICC student						Southern Half of Mo		2	2	2	2	2	2	2	2
35-44	Female		Attend sporting events					Former ICC student						Wilson County		3	5	8	5	5	5	5	5
45-54	Female	Tax	Attend sporting events						Parent of ICC student					Northern Half of Mo		8	8	9	7	8	8	8	8
55-64	Female	Tax	Attend sp	Attend fine arts events										Northern Half of Mo		8	8	9	10	8	8	6	7
45-54	Female		Attend sporting events											Other (ple	Washing	4	5	3	3	5	5	5	4
55-64	Female	Tax	Attend sporting events					Former ICC student						Northern Half of Mo		5	5	5	5	4	4	5	4
45-54	female	Tax	Attend sp	Attend fi	Full time ICC employee			Former IC	Parent of ICC studer		Donor	Fab Lab n	CP2 par	Northern Half of Mo		6	5	4	3	8	7	9	8
45-54	female	Taxpayer					Current ICC student							Other (ple	cherokee	7	8	5	7	6	6	6	6
25-34	Female	Taxpayer												Northern Half of Mo		6	6	6	6	4	6	6	6
25-34	Female				Full time ICC employee									Southern Half of Mo		9	9	9	8	8	9	8	8
45-54	Female				Full time ICC employee									Other (ple	Nowata	8	8	6	7	7	7	7	7
55-64	Female				Full time ICC employee									Southern Half of Mo		7	7	7	7	6	6	6	6
45-54	Female	Tax	Attend sp	Attend fine arts events					Parent of ICC student					Southern Half of Mo		4	4	4	3	3	3	3	3
35-44	Female				Full time ICC employee											6	4	6	6	8	8	8	8
25-34	Female				Full time ICC employee									Wilson County		8	5	1	1	5	5		5
55-64	Female				Full time ICC employee							Fab Lab member				7	8	7	7	8	8	7	8
25-34	Female	Taxpayer			Full time ICC employee							Fab Lab member		Wilson County		7	5	6	5	5	5	5	5
35-44	Female	Taxpayer					Current ICC student					Fab Lab member		Southern Half of Mo		10	10	10	10	10	10	10	10
55-64	Female	Taxpayer		Attend fine arts events						College volunteer				Northern Half of Mo		9	10	10	8	9	10	10	9

35-44	Female								Parent of ICC student					Other (ple	.	1	1	5	5	2	3	5	1
Under	Female		Attend sporting events				Current ICC student							Southern Half of Mc		5	5	5	5	4	4	4	4
35-44	Female	Taxpayer			Full time ICC employee				Parent o	College volunteer				Northern Half of Mc		1	1	2	2	1	1	2	1
Under	female		Attend sporting events											Northern Half of Mc		7	8	10	9	9	8	6	8
35-44	female			Attend fine arts events				Former ICC student						Northern Half of Mc		10	10	10	10		10	10	10
25-34	Female	Tax	Attend sp	Attend fi	Full time ICC employee									Northern Half of Mc		7	5	4	4	6	5	5	6
45-54	Female	Taxpayer						Former IC	Parent of ICC student					Northern Half of Mc		3	1	4	1	3	2	2	3
45-54	Female		Attend sporting events						Parent of ICC student					Other (ple	Scott	9	9	9	7	9	8	8	8
45-54	Female								Parent of ICC student					Other (ple	Cloud	2	2	2	2	1	1	1	1
Under	Female											Fab Lab member		Southern Half of Mc		8	9	10	10	10	10	10	10
18-24	Female	Tax	Attend sporting eve		Full time ICC employee			Former ICC student						Southern Half of Mc		8	8	8	7	7	7	7	7
18-24	Female				Full time ICC employee									Other (ple	Puerto R	5	5	5	5	5	5	5	5
55-64	Female	Tax	Attend sporting eve		Full time ICC employee						Donor			Northern Half of Mc		9	9	7	7	5	7	4	8
25-34	female				Full time ICC employee			Former ICC student						Southern Half of Mc		5	6	5	4	5	6	5	5
25-34	Female	Tax	Attend sporting eve		Full time ICC employee									Northern Half of Mc		5	5	5	5	5	5	5	5
55-64	Female	Tax	Attend sporting eve		Full time ICC employee									Southern Half of Mc		9	9	7	8	9	9	9	8
55-64	Female	Taxpayer						Former ICC student						Southern Half of Mc		1	1	1	1	1	1	1	1
55-64	female	Tax	Attend sp	Attend fi	Full time ICC employee				Parent of ICC stude		Donor			Northern Half of Mc		7	7	7	8	7	8	8	8
65+	Female	Taxpayer						Former IC	Parent of ICC student					Southern Half of Mc		9	8	9	6	8	8	8	7
55-64	female	Tax	Attend sp	Attend fi	Full time ICC employee			Former IC	Parent o	College vo	Donor		CP2 par	Northern Half of Mc		7	7	6	6	8	8	8	7
Under	Female		Attend sporting events				Current ICC student							Southern Half of Mc		8	6	7	6	7	7	7	7
Under	Female		Attend sporting events											Southern Half of Mc		5	5	5	5	5	5	5	5
55-64	Female	Tax	Attend sp	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Mc		5	5	5	6	5	5	5	5
Under	Female		Attend sporting events				Current ICC student							Other (ple	Montgor	8	9	9	7	6	5	8	4
65+	female	Taxpayer		Attend fine arts events				Former ICC student		College vo	Donor			Northern Half of Mc		1	2	5	3	1	1	3	2
Under	Female		Attend sporting events											Southern Half of Mc		7	10	8	6	5	5	10	10
Under	Female													Northern Half of Mc		5	5	5	5	5	5	5	5
35-44	Female	Taxpayer												Southern Half of Mc		3	2	5	1	2	2	4	2
Under	Female		Attend sp	Attend fine arts events										Southern Half of Mc		8	10	7	7	10	6	10	9
Under	female	Tax	Attend sporting events											Other (ple	neosho	7	2	10	10	1	10	10	10
18-24	Female	Taxpayer						Former ICC student						Southern Half of Mc		6	6	6	6	6	6	6	6
Under	Female	Tax	Attend sporting events				Current ICC student							Northern Half of Mc		5	5	7	7	4	5	6	5
Under	female						Current ICC student							Northern Half of Mc		5	5	5	5	5	5	5	5
Under	female		Attend sporting events				Current ICC student					Fab Lab member		Southern Half of Mc		10	10	8	9	10	10	10	10
55-64	Female	Tax	Attend sp	Attend fine arts events					Parent of ICC student					Northern Half of Mc		9	8	9	8	8	9	8	8
Under	Female	Tax	Attend sp	Attend fine arts events										Southern Half of Mc		10	9	10	9	10	9	10	10
18-24	female		Attend sporting events											Southern Half of Mc		4	3	5	5	6	6	6	10
Under	Female		Attend sporting events											Northern Half of Mc		8	8	8	8	8	8	8	8
Under	female		Attend sp	Attend fine arts events										Southern Half of Mc		10	10	10	10	10	10	10	10
65+	Female	Tax	Attend sporting events					Former ICC student						Northern Half of Mc		5	5		2	5		5	
Under	Female						Current ICC student							Other (ple	Neosho	8	10	10	10	10	10	10	10
Under	Female		Attend sporting events			Part time IC	Current ICC student				Donor			Southern Half of Mc		8	8	10	8	8	8	8	8
Under	Female		Attend sp	Attend fine arts events			Current ICC student							Southern Half of Mc		6	5	6	6	9	6	8	9
18-24	Female	Tax	Attend sporting events				Current ICC student							Southern Half of Mc		5	4	6	5	4	5	7	7
Under	Female		Attend sporting events											Wilson County		1	1	1	1	1	1	1	1
18-24	Female		Attend sp	Attend fine arts events			Current ICC student							Southern Half of Mc		4	2	2	2	4	3	3	3
Under	female			Attend fine arts events										Northern Half of Mc		3	6	9	3	1	8	8	5
Under	Female		Attend sp	Attend fine arts events										Northern Half of Mc		5	5	5	5	5	5	5	5
Under	female		Attend sporting events											Northern Half of Mc		5	5	5	5	5	5	5	5
Under	Female		Attend sporting events											Northern Half of Mc		7	7	7	7	5	5	5	5
Under	Female		Attend sporting events											Southern Half of Mc		5	5	5	5	5	5	5	5
Under	Female		Attend sporting events											Southern Half of Mc		2	2	2	2	2	2	2	2

Under	female		Attend sporting events													Northern Half of Mo	1	1	2	1	1	2	2	1
Under	female		Attend sporting events													Northern Half of Mo	7	3	4	5	7	6	6	6
Under	female		Attend sporting events													Northern Half of Mo	5	10	6	8	10	8	10	10
Under	female		Attend sporting events													Southern Half of Mo	5	5	5	5	5	5	5	5
Under	Female		Attend sporting events													Southern Half of Mo	10	7	7	7	5	5	8	8
Under	female	Tax	Attend sp	Attend fi	Full time ICC	Part time IC	Current I	Former IC	Parent o	College vo	Donor	Fab Lab n	CP2 par			Northern Half of Mo	5	3	4	5	3	5	2	8
Under	female	Tax	Attend sp	Attend fine arts events												Southern Half of Mo	7	3	6	9	7	8	8	7
Under	female	Taxpayer														Other (ple	Montgor	4	4	4	4	4	4	5	5
Under	Female		Attend sp	Attend fine arts events												Northern Half of Mo	9	9	8	8	9	9	9	9
Under	female															Southern Half of Mo	5	5	5	5	5	5	5	5
Under	female									College volunteer						Elk County	4	7	5	5	1	2	3	5
Under	female						Current I	Former ICC student								Other (ple	unknowr	5	5	5	5	5	5	5	5
Under	female	Taxpayer														Southern Half of Mo	5	5	5	5	4	4	4	4
Under	Female			Attend fine arts events							Donor					Southern Half of Mo	5	2	4	5	3		3	5
Under	female															Northern Half of Mo	2	3	1	1	1	1	1	1
Under	female			Attend fine arts events												Northern Half of Mo	2		2	1	1	6		1
Under	female	Taxpayer														Other (ple	Labette (	5	5	5	5	5	5	5	5
Under	Female		Attend sporting events													Southern Half of Mo	5	5	5	5	5	5	5	5
Under	female	Taxpayer														Northern Half of Mo	5	5	5	5	5	5	5	5
Under	female	Taxpayer														Wilson County	2	2	2	2	2	2	2	2
Under	female		Attend sporting events													Other (ple	Neosho	1	1	1	1	1	1	1	1
Under	Female		Attend sporting events													Northern Half of Mo	5	5	5	5	5	5	5	5
Under	female						Current ICC student									Northern Half of Mo	1	1	5	5	1	1	1	1
Under	Female															Other (ple	Labette	5	5	5	5	5	5	5	5
Under	female	Taxpayer														Southern Half of Mo	5	5	5	5	5	5	5	5
Under	female	Taxpayer		Attend fine arts events							Donor					Northern Half of Mo	4	4	4	4	4	4	4	4
Under	Female		Attend sporting events													Northern Half of Mo	5	5	5	5	5	5	5	5
Under	Female						Current ICC student									Northern Half of Mo	10	10	10	10	10	10	10	10
Under	female		Attend sporting events													Southern Half of Mo	7	7	5	5	7	7	7	7
Under	female							Former ICC student								Southern Half of Mo	5	5	7	5	5	5	5	5
Under	Female															Northern Half of Mo	8	8	8	8	9	9	9	9
Under	female							Former ICC student								Southern Half of Mo	4	4	4	4	5	5	5	5
Under	female															Other (ple	labette c	10	10	10	10	10	10	10	10
Under	female															Southern Half of Mo	3	3	3	3	3	3	3	3
Under	Female		Attend sp	Attend fine arts events			Current ICC student									Other (ple	Neosho	7	7	5	7	8	8	8	6
Under	female		Attend sporting events													Southern Half of Mo	7	7	5	5	7	7	7	7
Under	female	Taxpayer														Other (ple	neosho	5	5	5		5	5	5	5
Under	female															Other (ple	motgom	1	1	1	1	1	1	1	1
Under	Female			Attend fine arts events												Southern Half of Mo	5	5	5	5	5	5	5	5
Under	Female															Other (ple	Neosho	1	1	1	1	1	1	1	1
Under	Female						Current ICC student									Other (ple	Neosho (	5	5	5	5	5	5	5	5
65+	Female	Taxpayer						Former IC	Parent of ICC student							Northern Half of Mo	10	8	5	5	1	1	1	1
55-64	Female	Taxpayer														Southern Half of Mo	5	1	3	3	3	3	3	3
Under	Female		Attend sp	Attend fine arts events												Southern Half of Mo	4	4	5	6	6	5	7	6
45-54	Female	Tax	Attend sp	Attend fine arts events					Parent of ICC student			Fab Lab member				Northern Half of Mo	5	3	8	5	3	3	7	4
18-24	Female	Tax	Attend sp	Attend fine arts events				Former ICC student				Fab Lab member				Southern Half of Mo	3	3	1	1	1	1	1	1
45-54	Female	Tax	Attend sp	Attend fine arts events						College vo	Donor	Fab Lab member				Northern Half of Mo	3	3	3	3	3	3	3	3
18-24	Female		Attend sp	Attend fine arts events												Northern Half of Mo	8	7	6	7	7	9	8	5
65+	Female	Tax	Attend sp	Attend fine arts events				Former IC	Parent of ICC student							Northern Half of Mo	8	6	8	7	8	7	7	6
45-54	Female	Taxpayer							Parent of ICC student			Fab Lab member				Northern Half of Mo	1	1	1	1	1	1	4	1
35-44	Female	Tax	Attend sporting events										CP2 par			Northern Half of Mo	9	9	9	8	9	9	9	9
55-64	female	Taxpayer									Donor					Northern Half of Mo	5	8	6	8	6	6	6	6

45-54	Female	Taxpayer						Parent of ICC student					Chautauqua County	8	7	6	6	7	6	6	6
35-44	Female	Tax	Attend sporting events				Former ICC student						Northern Half of Mo	4	4	4	4	4	3	4	6
45-54	Female	Tax	Attend sporting events								Fab Lab n	CP2 par	Northern Half of Mo	2	3	3	3	3	3	3	2
55-64	Female	Taxpayer					Former ICC student						Southern Half of Mo	3	3	5	3	4	4	3	4
25-34	Female	Tax	Attend sporting events				Former ICC student						Northern Half of Mo	1	1	3	6	3	3	4	5
65+	Female	Taxpayer	Attend fine arts events						College vo	Donor			Northern Half of Mo	9	10	10	8	6	6	10	8
45-54	female	Tax	Attend sporting events									CP2 par	Northern Half of Mo	7	8	7	6	7	7	7	7
65+	Female	Tax	Attend sp	Attend fine arts events									Southern Half of Mo	2	2	2	2	4	3	2	2
65+	Female	Taxpayer											Southern Half of Mo	6	8	7	6	6	6	7	5
45-54	Female	Tax	Attend sp	Attend fine arts events								CP2 par	Northern Half of Mo	2	3	4	1	1	1	3	1
35-44	Female	Tax	Attend sp	Attend fine arts events				Former ICC student	College vo	Donor	Fab Lab n	CP2 par	Southern Half of Mo	3	2	4	7	4	5	5	3
55-64	Female	Taxpayer											Northern Half of Mo	1	1	1	1	2	1	1	1
35-44	Female	Tax	Attend sporting events										Southern Half of Mo	9	9	8	9	8	8	9	9
55-64	Female	Taxpayer				Part time ICC employee							Chautauqua County	6	6	9	6	6	7	7	6
25-34	Female	Taxpayer					Former ICC student						Wilson County	3	6	5	5	2	4	6	6
18-24	Female	Taxpayer	Attend fine arts events				Former ICC student						Northern Half of Mo	7	4	7	5	5	3	7	4
Under	Female	Attend sp	Attend fine arts events			Current ICC student							Northern Half of Mo	8	7	8	7	6	7	10	8
45-54	Female	Attend sp	Attend fine arts events					Parent of ICC student					Other (ple	Labette	4	4	7	5	4	4	8	5
45-54	Female	Tax	Attend sporting events										Southern Half of Mo	6	6	6	5	6	5	5	5
25-34	Female	Taxpayer											Southern Half of Mo	1	2	5	4	1	5	6	3
45-54	Female	Taxpayer											Northern Half of Mo	4	4	7	4	4	4	7	4
65+	Female	Taxpayer	Attend fine arts events										Southern Half of Mo	1	1	1	1	1	1	1	1
55-64	Female	Taxpayer					Former IC	Parent of ICC studer		Donor	Fab Lab member		Northern Half of Mo	3	3	3	3	3	3	3	1
35-44	Female	Taxpayer	Attend fine arts events				Former ICC student						Northern Half of Mo	1	1	4	4	1	1	4	2
Under	female	Attend sporting events				Current ICC student							Southern Half of Mo	7	7	7	7	6	6	6	7
35-44	female	Taxpayer					Former ICC student						Northern Half of Mo	4	4	6	5	4	4	3	5
55-64	Female	Tax	Attend sp	Attend fine arts events									Northern Half of Mo	3	3	3	3	3	3	3	3
35-44	Female	Tax	Attend sp	Attend fi	Full time ICC employee		Former ICC student						Northern Half of Mo	7	7	5	5	7	7	7	8
25-34	female	Taxpayer					Former ICC student						Southern Half of Mo	3	3	3	3	1	1	3	2
18-24	Female					Current ICC student							Northern Half of Mo	5	5	3	3	5	3	5	6
25-34	Female	Taxpayer					Former ICC student						Southern Half of Mo	3	3	3	3	3	3	3	3
35-44	Female	Taxpayer											Northern Half of Mo	5	10		5	5	5	5	2
45-54	female	Taxpayer	Attend fine arts events					Parent of ICC student					Northern Half of Mo	4	2	8	2	3	3	7	2
35-44	Female	Tax	Attend sporting events				Former IC	Parent of ICC student					Southern Half of Mo	1	5	5	5	3	3	8	3
45-54	Female	Tax	Attend sp	Attend fine arts events			Former IC	Parent of ICC student			Fab Lab member		Northern Half of Mo	8	6	10	6	6	7	10	6
Under	Female	Attend sp	Attend fine arts events								Fab Lab member		Southern Half of Mo	5	7	6	5	4	5	8	6
45-54	female	Tax	Attend sp	Attend fine arts events			Former IC	Parent of ICC student					Northern Half of Mo	3	3	2	2	3	2	2	2
35-44	FEMALE	Tax	Attend sporting events				Former IC	Parent of ICC student					Northern Half of Mo	6	5	7	7	4	4	6	5
35-44	Female	Tax	Attend sporting events				Former ICC student						Southern Half of Mo	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer						Parent of ICC student					Northern Half of Mo	4	4	3	3	3	3	3	3
55-64	female	Tax	Attend sp	Attend fine arts events									Northern Half of Mo	4	4	4	4	4	4	6	5
Under	Female	Attend sp	Attend fine arts events										Southern Half of Mo	9	9	10	9	10	10	10	9
35-44	Female											CP2 par	Northern Half of Mo	5	8	5	5	8	5	5	7
55-64	Female	Tax	Attend sp	Attend fine arts events								CP2 par	Northern Half of Mo	6	6	6	6	6	6	6	
45-54	female	Tax	Attend sp	Attend fi	Full time ICC employee								Northern Half of Mo	8	8	6	8	8	8	8	8
25-34	Female	Tax	Attend sp	Attend fine arts events							Fab Lab member		Northern Half of Mo	5	2	4	4	6	3	4	3
Under	female	Attend sporting events				Current ICC student							Northern Half of Mo	5	6	4	2	4	4	4	7
55-64	Female	Tax	Attend sporting events				Former ICC student					CP2 par	Northern Half of Mo	4	4	4	4	4	3	3	3
35-44	Female	Tax	Attend sporting events										Northern Half of Mo	5	1	6	1	1	1	6	1
18-24	Female	Taxpayer											Northern Half of Mo	6	4	4	3	4	4	4	4
45-54	Female	Tax	Attend sp	Attend fine arts events								CP2 par	Northern Half of Mo	9	9	9	9	9	9	9	9
65+	female	Tax	Attend sporting events				Former ICC student		College volunteer				Northern Half of Montgomery County			10				8	

18-24	female						Current ICC student							Northern Half of Mc	10	10	10	10	10	10	10	10
Under	Female			Attend fine arts events										Northern Half of Mc	2	2	5	9	1	5	5	4
55-64	Female	Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Mc	5	2	7	4	5	3	6	2
35-44	Female				Full time ICC employee									Northern Half of Mc	1	2	1	2	2	2	2	1
18-24	Female					Part time ICC employ		Former ICC student						Southern Half of Mc	1	1	2	1	1	1	1	1
35-44	Female	Taxpayer												Northern Half of Mc	1	1	1	1	1	1	1	1
Under	Female													Southern Half of Mc	3	7	3	5	3	7	6	6
Under	Female		Attend sporting events				Current ICC student					Fab Lab member		Northern Half of Mc	7	5	4	8	5	5	5	5
Under	Female		Attend sp	Attend fine arts events							Donor			Southern Half of Mc	6	7	5	5	4	4	6	5
Under	Female			Attend fine arts events			Current ICC student							Southern Half of Mc	7	6	4	5	6	5	7	6
Under	Female						Current ICC student							Northern Half of Mc	4	5	4	4	3	4	5	3
Under	Female		Attend sporting events											Northern Half of Mc	5	7	6	5	6	6	8	7
Under	Female		Attend sporting events											Southern Half of Mc	9	9	9	9	7	8	7	6
Under	female	Tax	Attend sp	Attend fine arts events			Current ICC student							Southern Half of Mc	3	4	8	7	6	6	5	5
18-24	female			Attend fine arts events										Southern Half of Mc	4	7	5	6	5	6	7	7
Under	Female		Attend sporting events				Current ICC student							Northern Half of Mc	1	1	1	1	10	10	10	10
65+	Female	Taxpayer						Former ICC student						Southern Half of Mc	6	5	6	6	6	4	4	4
55-64	Female	Tax	Attend sp	Attend fine arts events				Former IC	Parent o	College vo	Donor		CP2 par	Northern Half of Mc	3	2	6	3	1	1	4	3
25-34	Female	Tax	Attend sp	Attend fine arts events				Former IC	Parent of ICC studer		Donor			Southern Half of Mc	1	1	4	2	1	1	4	1
55-64	Female	Taxpayer		Attend fine arts events				Former ICC student						Other (ple	Labette	2	3	5	5	4	5	7	1
25-34	Female	Tax	Attend sporting events					Former ICC student						Northern Half of Mc	2	2	2	1	1	1	1	1
55-64	Female	Taxpayer		Attend fine arts events										Southern Half of Mc	3	2	4	5	4	5	5	5
35-44	Female	Taxpayer							Parent of ICC studer		Donor			Southern Half of Mc	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer							Parent of ICC student			Fab Lab member		Northern Half of Mc	8	10	10	10	1	1	1	1
35-44	Female	Tax	Attend sp	Attend fine arts events								Fab Lab member		Northern Half of Mc	1	5	8	5	5	5	5	2
35-44	Female	Tax	Attend sporting events					Former ICC student						Northern Half of Mc	10	10	10	10	10	10	10	10
65+	female	Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Mc	2	2	3	4	2	2	2	3
35-44	Female	Tax	Attend sporting events					Former ICC student						Northern Half of Mc	10	10	10	10	10	10	10	10
35-44	female	Tax	Attend sporting events					Former ICC studen		College vo	Donor		CP2 par	Northern Half of Mc	8	8	9	8	8	8	8	7
45-54	Female	Taxpayer						Former ICC student						Other (ple	West Lab	5	3	4	4	3	3	5	5
45-54	FEMALE		Attend sporting events											Other (ple	Borderin	1	1	1	1	1	3	1	1
65+	Female	Tax	Attend sp	Attend fine arts events				Former ICC studen		College vo	Donor			Northern Half of Mc	6	5	8	4	5	4	5	5
45-54	Female	Taxpayer						Former ICC student						Northern Half of Mc	2	2	2	2	2	2	4	2
45-54	Female	Tax	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Mc	6	6	6	6	6	6	1	6
45-54	Female	Tax	Attend sp	Attend fine arts events						College volunteer		Fab Lab member		Northern Half of Mc	1	1	5	3	1	1	2	1
35-44	female	Taxpayer		Attend fine arts events								Fab Lab n	CP2 par	Northern Half of Mc	7	6	8	4	5	5	6	5
35-44	Female	Tax	Attend sporting events					Former IC	Parent of ICC student				CP2 par	Northern Half of Mc	1	1			1	2	9	2
18-24	Female	Taxpayer						Former ICC student						Northern Half of Mc	2	1	2	1	2	1	1	2
45-54	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Mc	3	1	1	1	1	1	1	1
65+	Female	Tax	Attend sp	Attend fine arts events				Former IC	Parent of ICC student			Fab Lab member		Northern Half of Mc	3	1	3	1	1	1	3	1
25-34	Female	Tax	Attend sp	Attend fine arts events				Former ICC student				Fab Lab member		Northern Half of Mc	5	5	4	3	5	5	4	4
35-44	Female	Tax	Attend sp	Attend fine arts events										Southern Half of Mc	1	1	1	1	1	1	1	1
35-44	Female	Tax	Attend sp	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Mc	4	5	7	5	5	5	7	6
25-34	Female	Taxpayer												Northern Half of Mc	1	1	1	1	1	1	1	1
25-34	Female													Northern Half of Mc	2	2	5	2	2	2	7	1
55-64	female	Taxpayer						Former ICC student						Northern Half of Mc	1	1	1	1	2	1	3	1
55-64	Female	Taxpayer						Former ICC student						Northern Half of Mc	3	2	7	5	3	2	8	5
55-64	Female	Taxpayer						Former ICC student						Northern Half of Mc	3	3	3	2	2	2	2	2
45-54	Female	Tax	Attend sporting events											Northern Half of Mc	3	3	3	2	2	2	2	2
25-34	Female	Tax	Attend sp	Attend fine arts events				Former ICC studen		College vo	Donor		CP2 par	Northern Half of Mc	5	5	5	2	5	3	5	5
35-44	Female	Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Mc	5	4	4	5	4	3	3	4
55-64	Female	Taxpayer						Former ICC student						Northern Half of Mc	5	6	7	8	6	6	7	6

35-44	Female	Tax	Attend sporting events				Former ICC student						Northern Half of Mc	8	6	6	6	6	6	8	7
25-34	Female	Taxpayer		Attend fine arts events			Former ICC student						Northern Half of Mc	3	1	6	2	4	3	7	4
35-44	Female	Taxpayer		Attend fine arts events									Northern Half of Mc	8	7		8	5	6	7	7
55-64	Female	Taxpayer		Attend fine arts events									Northern Half of Mc	1	1	5	1	1	1	5	1
45-54	Female	Tax	Attend sporting events										Southern Half of Mc	4	6	8	5	4	4	4	4
55-64	Female	Tax	Attend sp	Attend fine arts events			Former IC	Parent o	College vo	Donor			Northern Half of Mc	10	8	9	9	8	8	10	10
35-44	Female	Tax	Attend sporting events					Parent of ICC student					Southern Half of Mc	10	10	5	8	8	9	9	9
35-44	Female	Tax	Attend sporting events				Former IC	Parent of ICC student				CP2 par	Northern Half of Mc	2	1	1	4	1	1	1	1
35-44	Female	Tax	Attend sporting events				Former IC	Parent of ICC student					Northern Half of Mc	1	1	1	1	1	2	9	3
35-44	Female	Taxpayer				Current ICC student							Northern Half of Mc	2	3	3	1	2	2	3	3
25-34	Female	Taxpayer											Northern Half of Mc	1	1	4	1	1	1	1	1
25-34	Female	Tax	Attend sp	Attend fi	Full time ICC employee					Donor	Fab Lab member		Northern Half of Mc	7	4	6	7	7	7	6	6
35-44	Female	Taxpayer					Former IC	Parent of ICC student					Northern Half of Mc	10	8	10	9	8	10	9	9
18-24	Female	Taxpayer				Current ICC student							Other (ple	Nowata (	1	1	1	1	1	1	1	1
18-24	Female		Attend sporting events			Current I	Former ICC student						Other (ple	Hennipe	8	9	7	10	9	8	8	9
25-34	female	Taxpayer				Current ICC student							Northern Half of Mc	10	10	10	10	9	9	9	10
18-24	Female	Tax	Attend sporting events			Current ICC student							Other (ple	Ottawa c	9	9	9	9	8	8	7	6
18-24	Female					Current ICC student							Other (ple	Harper C	6	8	7	7	6	6	7	5
18-24	Female	Tax	Attend sp	Attend fine arts even	Part time IC	Current ICC student							Northern Half of Mc	9	10	10	9	10	10	10	10
Under	female					Current ICC student							Wilson County	2	2	2	2	2	2	2	2
18-24	Female					Current ICC student							Other (ple	Oklahom	6	8	9	4	4	4	7	5
18-24	female		Attend sporting events			Current ICC student							Southern Half of Mc	6	6	6	6	3	4	3	4
18-24	Female					Current ICC student							Wilson County	6	8	8	7	9	9	8	7
35-44	Female	Tax	Attend sp	Attend fine arts events		Current ICC student					Fab Lab member		Southern Half of Mc	10	10	10	10	10	10	10	10
18-24	Female		Attend sporting events			Current ICC student							Other (ple	Butler Cc	8	8	8	8	9	9	9	
18-24	Female					Current ICC student							Other (ple	Washing	4	8	8	5	3	3	3	3
18-24	Female	Taxpayer				Current ICC student							Other (ple	Allen	8	8	8	8	9	9	10	8
25-34	Female	Taxpayer			Full time ICC employee	Current ICC student							Northern Half of Mc	6	8	8	6	8	7	8	8
18-24	Female					Current ICC student							Other (ple	Oklahom	7	8	8	7	6	6	8	8
18-24	female		Attend sporting eve		Full time ICC employee	Current ICC student							Other (ple	Sedgwick	10	10	10	10	8	10	10	8
18-24	female					Current ICC student							Other (ple	Johnson	1	3	3	3	6	3	2	3
18-24	Female		Attend sporting events			Current ICC student							Other (ple	Creek co	10	9	8	6	10	7	10	10
18-24	Female			Attend fine arts events		Current ICC student							Other (ple	Labette	1	4	2	5	5	3	1	1
35-44	Female	Taxpayer		Attend fine arts events			Former ICC student						Southern Half of Mc	1	1	1	1	1	1	1	1
65+	Female	Taxpayer											Northern Half of Mc	10	10	10	10	10	10	10	10
25-34	Female		Attend sp	Attend fine arts events			Former ICC student						Northern Half of Mc	10	10	10	10	10	10	10	10
25-34	Female	Tax	Attend sp	Attend fine arts events						Donor			Northern Half of Mc	8	9	8	8	10	10	10	10
18-24	Female	Tax	Attend sporting events			Current ICC student							Other (ple	Miami cc	1	4	4	4	4	4	4	4
18-24	Female					Current ICC student							Other (ple	Creek	7	7	7	5	5	5	5	5
55-64	Female	Tax	Attend sporting events					Parent of ICC student					Northern Half of Mc	7	6	7	6	6	6	7	6
35-44	Female	Taxpayer					Former ICC student						Southern Half of Mc	5	5	5	5	5	4	3	4
45-54	Female	Taxpayer		Attend fine arts events									Southern Half of Mc	1	2	5	1	1	2	5	1
Under	female		Attend sp	Attend fine arts events									Northern Half of Mc	4	5	6	7	5	5	5	5
Under	female												Southern Half of Mc	5	5	5	5	5	5	5	5
Under	Female												Southern Half of Mc	5	5	5	5	5	5	5	5
Under	female			Attend fine arts events									Southern Half of Mc	5	10	5	5	5	5	10	10
18-24	female					Current ICC student							Northern Half of Mc	5	8	5	5	10	5	5	5
45-54	Female	Taxpayer					Former ICC student						Northern Half of Mc	1	1	1	1	1	1	1	1
Under	Female												Southern Half of Mc	9	10	8	10	9	9	9	10
35-44	Female	Tax	Attend sp	Attend fine arts events			Former ICC student						Southern Half of Mc	9	10	10	8	10	10	10	10
55-64	Female	Taxpayer		Attend fine arts events			Former ICC student						Northern Half of Mc	4	4	8	5	5	6	4	4
55-64	Female	Taxpayer					Former ICC student						Northern Half of Mc	2	2	2	2	2	2	2	2

45-54	Female	Taxpayer					Former ICC student						Northern Half of Mc	5	5	7	6	4	4	4	4
55-64	Female	Taxpayer					Former ICC student						Northern Half of Mc	3	2	3	1	3	2	2	1
45-54	Female	Tax	Attend sporting events										Wilson County	5	4	4	4	8	8	6	8
Under	Female		Attend sp	Attend fine arts events									Southern Half of Mc	6	6	7	7	6	7	10	8
18-24	Female	Tax	Attend sp	Attend fine arts events			Current ICC student						Northern Half of Mc	2	3	5	2	2	1	2	2
45-54	Female	Taxpayer						Parent of ICC student					Northern Half of Mc	7	6	7	7	6	7	7	6
25-34	Female	Taxpayer		Attend fine arts events			Former ICC student						Northern Half of Mc	8	9	8	8	8	8	8	8
35-44	Female	Tax	Attend sp	Attend fi	Full time ICC employee								Northern Half of Mc	7	7	5	4	7	8	7	8
45-54	Female	Tax	Attend sporting events				Former ICC student					CP2 par	Northern Half of Mc	6	5	4	4	7	4	4	5
35-44	Female	Tax	Attend sporting events				Former ICC student				Fab Lab member		Northern Half of Mc	1	1	5	6	2	2	6	1
35-44	Female	Tax	Attend sporting events				Former ICC student						Northern Half of Mc	2	2	2	2	3	3	3	3
Under	female						Current ICC student						Northern Half of Mc	1	1	1	1	1	1	2	1
Under	Female		Attend sporting events										Southern Half of Mc	8	10	7	10	9	8	10	7
Under	Female						Current ICC student						Northern Half of Mc	6	10	10	10	10	10	10	10
Under	Female												Southern Half of Mc	9	9	9	9	9	9	10	10
Under	Female		Attend sp	Attend fine arts events									Northern Half of Mc	8	10	10	10	10	10	10	8
45-54	Female	Taxpayer									Fab Lab member		Northern Half of Mc	3	3	7	2	5	4	9	6
45-54	Female	Tax	Attend sp	Attend fine arts events			Former IC	Parent of ICC student					Northern Half of Mc	4	4	2	3	4	3	4	4
55-64	Female	Taxpayer		Attend fine arts events			Former ICC student						Northern Half of Mc	1	3	3	1	2	2	2	2
45-54	Female	Tax	Attend sporting events				Former IC	Parent of ICC student				CP2 par	Northern Half of Mc	1	1	1	1	1	1	1	1
45-54	Female						Former ICC student						Southern Half of Mc	1	1	3	1	3	1	3	1
25-34	Female	Tax	Attend sporting events								Fab Lab member		Southern Half of Mc	2	2	5	5	7	6	5	5
35-44	Female	Taxpayer											Northern Half of Mc	1	1	1	1	2	1	1	1
25-34	Female	Tax	Attend sp	Attend fine arts events			Former ICC student						Northern Half of Mc	1	1	1	1	1	1	1	1
35-44	Female	Tax	Attend sporting events					Parent of ICC student					Southern Half of Mc	1	1	1	1	1	1	1	1
25-34	Female	Tax	Attend sporting events				Former ICC student						Wilson County	6	7	7	8	7	7	7	7
45-54	Female	Taxpayer					Former ICC student					CP2 par	Southern Half of Mc	4	5	4	4	4	3	4	3
45-54	Female	Tax	Attend sporting events				Former IC	Parent of ICC studer	Donor			CP2 par	Northern Half of Mc	7	4	8	3	8	3	7	3
45-54	Female		Attend sporting events										Other (ple	Labette	4	4	4	4	3	3	5	4
35-44	Female	Tax	Attend sporting events									CP2 par	Northern Half of Mc	6	6	7	6	5	6	6	6
35-44	Female												Southern Half of Mc	4	2	3	3	2	5	7	4
55-64	Female	Tax	Attend sp	Attend fi	Full time ICC employee		Former IC	Parent o	College vo	Donor		CP2 par	Northern Half of Mc	10	10	8	8	9	9	7	10
35-44	Female	Tax	Attend sp	Attend fine arts even	Part time ICC employ		Former ICC student						Northern Half of Mc	7	8	8	9	8	7	7	6
18-24	Female		Attend sporting events				Current ICC student						Other (ple	Puerto R	7	10	7	6	7	8	4	6
18-24	female						Current ICC student						Northern Half of Mc		5	5	4	4	4	4	4	4
18-24	Female						Current ICC student						Other (ple	Labette	1	1	4	3	6	5	3	3
18-24	Female						Current ICC student						Wilson County		4	7	6	4	4	5	5	4
Under	Girl		Attend sporting events										Northern Half of Mc		5	5	5	5	5	5	5	5
Under	Girl			Attend fine arts events									Northern Half of Mc		6	7		8	5	6	6	4
														Average	**5.044643**	**5.10746269**	**5.460843373**	**4.982035928**	**4.92537313**	**4.92515**	**5.49552239**	**4.966967**
Under	boy												Southern Half of Mc		1	1	1	1	1	1	1	1
55-64	cis male	Taxpayer		Attend fine arts events			Former IC	Parent o	College volunteer				Northern Half of Mc		4	3	5	5	3	4	4	3
Under	dude												Southern Half of Mc		5	5	5	5	5	5	5	5
55-64	m	Tax	Attend sporting events										Northern Half of Mc		2	2	2	10	1	2	7	1
35-44	m	Tax	Attend sporting events										Northern Half of Mc		6	7	7	7	6	6	6	6
Under	m		Attend sporting events										Other (ple	Montgor	1	1	1	1	4	4	4	4
35-44	M	Taxpayer		Attend fine arts events									Northern Half of Mc		3	2	6	7	3	3	5	4
65+	M	Taxpayer		Attend fine arts events			Former ICC student						Northern Half of Mc		7	5	3	3	5	5	8	5
45-54	m	Taxpayer											Northern Half of Mc		2	1	2	3	2	2	5	2
25-34	M	Taxpayer					Former ICC student						Northern Half of Mc		5	1	5	2	5	6	5	5
55-64	M	Tax	Attend sp	Attend fine arts events			Former IC	Parent of ICC student					Northern Half of Mc		6	6	7	5	7	7	7	7

55-64	M	Taxpayer					Former ICC student						Northern Half of Mc		1	1	1	1	4	1	9	1
45-54	M	Tax	Attend sporting events				Former ICC student			Donor			Northern Half of Mc		3	3	4	3	2	3	3	3
55-64	M	Tax	Attend sp	Attend fine arts events			Former ICC student			Donor		CP2 par	Southern Half of Mc		3	3	5	4	3	3	5	2
65+	Ma												Northern Half of Mc		10	10	9	10	10	10	9	10
25-34	Male		Attend sporting eve		Full time ICC employee								Southern Half of Mc		9	9	8	9	10	10	10	9
25-34	Male		Attend sp	Attend fine arts events			Former ICC student						Northern Half of Mc		9	8	8	8	8	9	10	9
35-44	male	Tax	Attend sporting events				Former ICC student						Northern Half of Mc		8	9	9	9	9	9	9	8
35-44	Male	Tax	Attend sporting events										Northern Half of Mc		3	3	2	1	2	4	3	3
35-44	Male	Taxpayer					Former ICC student						Southern Half of Mc		1	1	1	1	1	1	1	1
55-64	Male	Taxpayer			Full time ICC employee						Fab Lab member		Southern Half of Mc		3	3	3	7	4	4	3	3
55-64	Male	Tax	Attend sp	Attend fine arts events			Former ICC student			Donor			Northern Half of Mc		2	1	2	1	1	2	2	1
35-44	Male												Northern Half of Mc		1	1	2	1	1	1	10	10
55-64	male	Taxpayer					Current ICC student	Parent of ICC student					Southern Half of Mc		2	3	3	2	6	5	5	4
18-24	male		Attend sporting events				Former ICC student						Wilson County		9	9	8	9	8	9	9	9
45-54	male	Taxpayer		Attend fi	Full time ICC employee			Parent of ICC student			Fab Lab member		Southern Half of Mc		7	6	7	6	8	8	8	6
45-54	Male		Attend sp	Attend fi	Full time ICC employee								Southern Half of Mc		10	10	7	10	10	10	10	10
55-64	male	Taxpayer					Former ICC student						Wilson County		8	9	8	8	8	8	8	8
55-64	Male	Tax	Attend sp	Attend fine arts events									Northern Half of Mc		8	8	9	9	9	10	10	9
25-34	male				Full time ICC employee								Other (ple	tulsa	10	10	10	10	10	10	10	10
Under	Male	Taxpayer											Southern Half of Mc		9	6	7	7	7	7	7	7
35-44	Male	Taxpayer											Northern Half of Mc		6	4	4	4	6	4	4	4
65+	Male		Attend sporting events				Former ICC student			Donor			Northern Half of Mc		10	9	9	10	10	9	10	9
35-44	Male					Part time ICC employee							Northern Half of Mc		7	7	4	8	6	6	8	5
25-34	Male		Attend sporting events										Southern Half of Mc		8	10	9	6	9	8	10	10
25-34	Male						Current ICC student				Fab Lab member		Southern Half of Mc		10	10	10	10	10	10	10	10
25-34	Male				Full time ICC employee										9	9	9	9	9	9	8	8
45-54	Male	Tax	Attend sp	Attend fi	Full time ICC employee		Former IC	Parent of ICC stude		Donor	Fab Lab member		Northern Half of Mc		5	5	5	5	7	8	8	8
35-44	Male		Attend sporting eve		Full time ICC employee								Southern Half of Mc		5	6	5	6	6	6	6	6
18-24	Male				Full time ICC employee								Other (ple	Independ	10	10	10	10	10	10	10	10
18-24	Male	Tax	Attend sporting eve		Full time ICC employee								Other (ple	Chamber	10	10	10	10	10	10	10	10
45-54	Male	Tax	Attend sp	Attend fine arts events									Other (ple	Prefer nc	6	7	5	3	5	6	6	4
35-44	Male	Tax	Attend sporting eve		Full time ICC employee								Other (ple	Los Ange	2	2	1	1	1	1	1	1
25-34	Male	Tax	Attend sp	Attend fi	Full time ICC employee								Northern Half of Mc		10	10	10	10	10	10	10	10
45-54	Male	Tax	Attend sp	Attend fi	Full time ICC employee								Northern Half of Mc		10	10	8	8	10	10	10	8
35-44	Male	Taxpayer			Full time ICC employee								Northern Half of Mc		8	8	8	8	8	8	8	8
18-24	Male				Full time ICC employee								Northern Half of Mc		10	10	9	10	10	10	10	10
25-34	Male	Tax	Attend sporting eve		Full time ICC employee								Northern Half of Mc		8	8	8	8	8	8	8	8
45-54	Male	Tax	Attend sp	Attend fine arts events			Former IC	Parent of ICC student					Southern Half of Mc		1	1	1	1	5	5	4	1
18-24	Male						Former ICC student						Other (ple	Not in SE	3	3	5	9	3	2	3	2
45-54	Male	Taxpayer											Southern Half of Mc		1	1	1	1	1	1	1	1
25-34	male												Northern Half of Mc		5	4	2	1	4	6	6	5
45-54	Male	Taxpayer											Northern Half of Mc		1	1	1	1	1	1	1	1
25-34	Male	Tax	Attend sporting events										Southern Half of Mc		5	3	6	5	3	3	5	3
18-24	male						Former ICC student						Elk County		6	7	7	6	7	7	7	7
Under	male		Attend sporting events										Northern Half of Mc		7	8	8	8	9	8	10	10
Under	male		Attend sp	Attend fine arts events									Northern Half of Mc		8	7	6	6	6	6	7	6
25-34	Male	Tax	Attend sporting events										Southern Half of Mc		3	3	1	1	1	1	1	1
Under	male		Attend sp	Attend fine arts events									Southern Half of Mc		7	8	8	8	9	9	10	10
65+	male	Taxpayer		Attend fine arts events					College volunteer				Northern Half of Mc		5	7	7	7	7	7	7	7
35-44	Male	Tax	Attend sporting events					Parent of ICC student					Northern Half of Mc		7	8	7	7	7	7	8	8
25-34	Male	Taxpayer					Former ICC student						Wilson County		4	6	6	6	6	8	5	6
55-64	Male	Taxpayer					Former ICC student						Elk County		10	9	8	8	9	9	10	10

65+	Male	Taxpayer		Attend fine arts events					Parent of ICC student					Northern Half of Mo		10	9	10	9	9	9	10	9
Under	Male	Taxpayer												Southern Half of Mo		10	10	10	10	10	10	10	10
65+	MALE	Tax	Attend sporting events					Former IC	Parent of ICC student					Southern Half of Mo		5	5	5	5	5	5	5	5
35-44	Male	Taxpayer												Southern Half of Mo		6	6	6	4	6	6	5	10
Under	Male													Northern Half of Mo		8	9	8	8	5	5	7	8
65+	male			Attend fine arts events										Northern Half of Mo		5	1	7	1	10	7	10	10
Under	male													Northern Half of Mo		5	5	5	5	5	5	5	5
Under	male		Attend sporting events											Northern Half of Mo		5	5	5	5	5	10	5	5
Under	male		Attend sporting events											Northern Half of Mo		5	5	5	5	5	5	5	5
Under	male													Northern Half of Mo		5	5	5	5	5	5	5	5
Under	Male		Attend sporting events											Northern Half of Mo		7	4	4	4	5	5	5	5
Under	male													Northern Half of Mo		1	5	5	9	1	1	10	1
Under	male		Attend sporting events											Northern Half of Mo		1	3	3	5	2	5	4	3
Under	Male		Attend sporting events											Southern Half of Mo		5	7	5	4	5	4	6	7
Under	male		Attend sporting events											Southern Half of Mo		7	5	10	7	6	6	6	6
Under	male		Attend sporting events											Other (ple	labette	5	5	5	5	5	5	5	5
Under	male													Northern Half of Mo		5	5	5	5	5	5	5	5
Under	male		Attend sporting events											Southern Half of Mo		6	6	6	6	7	7	7	7
Under	male	Taxpayer			Full time ICC employee					College vo	Donor	Fab Lab member		Southern Half of Mo		2				2			
Under	Male						Current ICC student							Northern Half of Mo		4	3	4	4	5	5	5	4
Under	male													Southern Half of Mo		1	3	4	4		5	6	4
Under	male		Attend sporting events											Wilson County		2	3	4	5	3	4	5	6
Under	male		Attend sp	Attend fine arts events										Wilson County		6	6	6	6	6	6	6	6
Under	male	Tax	Attend sporting events											Northern Half of Mo		6	7	6	5	8	7	8	9
Under	male																						
Under	male		Attend sporting events				Current ICC student							Southern Half of Montgomery County									
Under	male													Southern Half of Mo		10	10	10	10	5	5	4	6
Under	Male	Tax	Attend sporting events							College volunteer				Southern Half of Mo		7	8	7	8	9	9	9	9
Under	Male		Attend sporting events											Other (ple	neosho	5	6	5	5	5	5	5	5
Under	male		Attend sporting events											Southern Half of Mo		3	2	2	2	2	1	2	1
Under	Male		Attend sporting events											Northern Half of Mo		8	8	10	9	8	9	10	9
Under	Male		Attend sporting events								Donor					1	1	1	1	1	1	1	1
	Male		Attend sporting events											Northern Half of Mo		5	5	5	5	5	5	5	5
Under	male		Attend sp	Attend fine arts events										Northern Half of Mo		5	5	5	5	5	5	5	5
Under	male			Attend fine arts events										Other (ple	Thayer	5	5	5	5	5	5	5	5
Under	Male		Attend sporting events											Other (ple	Labbete	10	10	10	10	10	10	10	10
Under	Male	Taxpayer												Northern Half of Mo		5	5	5	5	5	5	5	5
Under	Male													Southern Half of Mo		4	4	4	4	3	5	6	5
Under	male	Taxpayer												Northern Half of Mo		5	4	8	8	5	5	5	5
18-24	Male													Southern Half of Mo		5	6	4	7	6	3	5	4
Under	Male													Southern Half of Mo		5	8	2	9	8	8	9	7
18-24	Male		Attend sp	Attend fine arts events										Northern Half of Mo		3	3	3	3	1	1	10	7
Under	male		Attend sporting events											Other (ple	middle h	10	10	10	10	9	8	7	6
Under	male		Attend sporting events											Northern Half of Mo		10	10	10	10	10	10	10	10
Under	male		Attend sporting events											Southern Half of Mo		7	7	7	7	7	7	7	7
Under	male		Attend sp	Attend fine arts events										Northern Half of Mo		6	9	8	7	8	9	10	7
Under	male													Southern Half of Mo		5	5	5	5	5	5	5	5
Under	Male	Taxpayer									Donor			Other (ple	Libette	5	5	5	5	5	5	5	5
Under	male		Attend sporting events											Northern Half of Mo		1	1	1	1	1	1	1	1
18-24	male	Taxpayer												Northern Half of Mo		1	1	1	1	1	1	1	1
Under	Male			Attend fine arts events										Southern Half of Mo		5	3	2	10	4	2	5	1
Under	male		Attend sporting events											Southern Half of Mo		5	5	5	5	5	5	5	5

Under	male			Attend fine arts events											Southern Half of Mc	1	1	1	1	1	1	1	1
Under	male		Attend sporting events												Northern Half of Mc	8	10	6		9	10	10	8
Under	male						Current ICC student								Southern Half of Mc	5	7	4	4	5	5	3	1
18-24	male		Attend sporting events												Northern Half of Mc	4	4	4	4	4	4	4	4
Under	male	Taxpayer													Northern Half of Mc	1	1	1	1	1	1	1	1
Under	Male		Attend sp	Attend fine arts events											Northern Half of Mc	5	7	5	5	7	7	7	7
18-24	Male	Taxpayer													Southern Half of Mc	5	5	5	5	5	5	5	5
Under	Male		Attend sporting events												Other (ple	Neosho (	6	6	6	6	6	6	6	6
Under	male		Attend sporting events												Southern Half of Mc	4	5	6	7	4	5	6	7
25-34	male	Tax	Attend sporting events												Elk County	3	3	3	3	4	4	4	4
Under	Male		Attend sporting events												Northern Half of Mc	5	5	5	5	5	5	5	5
Under	male														Southern Half of Mc	1	1	1	1	1	1	1	1
Under	Male		Attend sp	Attend fine arts events			Current ICC student						Fab Lab member		Northern Half of Mc	7	7	7	7	7	7	8	7
55-64	Male	Taxpayer						Former ICC student							Northern Half of Mc	7	7	7	7	7	7	7	7
Under	Male		Attend sporting events												Southern Half of Mc	8	9	8	10	9	8	10	8
Under	Male														Northern Half of Mc	7	8	8	9	7	8	7	8
45-54	Male	Tax	Attend sp	Attend fine arts events											Northern Half of Mc	1	1	2	3	3	1	3	2
65+	male	Tax	Attend sporting events					Former ICC student							Northern Half of Mc	4	4	3	2	1	1	1	1
35-44	Male	Tax	Attend sporting events			Part time ICC employ		Former ICC student							Northern Half of Mc	5	2	5	3	2	2		
65+	Male	Taxpayer		Attend fine arts events				Former ICC student							Northern Half of Mc	1	3	1	1	3	1	1	1
55-64	Male	Taxpayer													Southern Half of Mc	5	3	5	4	5	4	5	4
45-54	Male	Tax	Attend sporting events												Northern Half of Mc	4	3	5	2	3	2	5	5
Under	Male		Attend sporting events				Current ICC student						Fab Lab member		Southern Half of Mc	7	6	6	6	7	6	6	5
45-54	Male	Tax	Attend sporting events					Former IC	Parent of ICC studer			Donor		CP2 par	Northern Half of Mc	1	1	3	4	1	2	1	1
35-44	Male	Taxpayer													Northern Half of Mc	1	1	1	1	1	1	1	1
25-34	Male	Taxpayer						Former ICC student							Northern Half of Mc	1	1	1	1	1	1	10	1
65+	male	Tax	Attend sp	Attend fine arts events				Former ICC student							Northern Half of Mc	7	7	7	7	7	7	7	6
65+	Male	Tax	Attend sp	Attend fine arts events				Former ICC student				Donor			Northern Half of Mc	7	7	4	3	5	5	8	5
Under	Male									College volunteer					Southern Half of Mc	5	5	5	5	5	5	5	5
45-54	male	Taxpayer							Parent of ICC student						Southern Half of Mc	1	1	2	1	1	1	1	1
45-54	Male	Tax	Attend sp	Attend fine arts events				Former ICC student				Donor			Northern Half of Mc	5	3	6	2	5	5	6	5
35-44	Male	Tax	Attend sporting events					Former ICC student					Fab Lab member		Northern Half of Mc	3	2	5	5	2	3	4	1
35-44	Male	Tax	Attend sporting events					Former ICC student							Northern Half of Mc	3	2	3	4	2	2	5	3
55-64	male	Tax	Attend sp	Attend fine arts events				Former ICC student					Fab Lab member		Northern Half of Mc	2	5	7	7	6	2	1	3
	male	Taxpayer						Former ICC student					Fab Lab member		Northern Half of Mc	2	2	2	3	3	2	2	3
45-54	Male	Taxpayer						Former IC	Parent of ICC studer			Donor	Fab Lab member		Northern Half of Mc	5	5	5	1	4	4	4	1
65+	male	Tax	Attend sp	Attend fine arts events				Former ICC student		College vo		Donor			Northern Half of Mc	3		2	4	3	2	2	2
55-64	Male	Taxpayer										Donor	Fab Lab member		Northern Half of Mc	7	7	7	7	7	7	7	7
65+	Male	Taxpayer		Attend fine arts events											Northern Half of Mc	9	7	7	7	7	7	7	6
35-44	male	Taxpayer		Attend fine arts events								Donor			Northern Half of Mc	2	2	5	2	2	5	5	5
35-44	Male	Tax	Attend sporting events					Former ICC student					Fab Lab n	CP2 par	Northern Half of Mc	8	8	5	5	6	6	6	6
65+	Male	Tax	Attend sp	Attend fine arts events				Former ICC student		College vo		Donor			Northern Half of Mc	6	6	7	5	7	6	6	8
Under	Male		Attend sporting events												Southern Half of Mc	8	7	8	8	6	6	7	7
25-34	Male	Tax	Attend sporting events										Fab Lab member		Northern Half of Mc	3	5	6	7	2	4	6	3
25-34	Male	Tax	Attend sp	Attend fine arts events				Former ICC student							Northern Half of Mc	4	3	5		3	3		
25-34	Male	Taxpayer						Former ICC student							Northern Half of Mc	1	10	10	1	10	10	10	10
18-24	Male	Tax	Attend sp	Attend fine arts events			Current ICC student								Northern Half of Mc	6	8	4	7	4	6	6	3
Under	Male		Attend sporting events												Other (ple	W	10	5	10	10	10	10	10	10
Under	Male														Northern Half of Mc		9	6	5	7	9	6	5	8
Under	Male	Tax	Attend sp	Attend fine arts events			Current I	Former ICC student							Southern Half of Mc		9	8	9	10	9	10	9	10
Under	Male	Tax	Attend sp	Attend fine arts events			Current ICC student						Fab Lab member		Northern Half of Mc		7	6	5	6	7	9	7	5
Under	Male														Northern Half of Mc		9	8	7	7	8	8	7	8

Under	Male		Attend sporting events													Northern Half of Mo	7	6	8	4	6	3	9	7
Under	Male	Tax	Attend sporting events													Northern Half of Mo	7	7	9	9	8	7	8	7
Under	Male		Attend sp	Attend fine arts events												Southern Half of Mo	5	3	8	5	2	3	9	8
Under	Male	Taxpayer														Southern Half of Mo	8	7	8	8	7	9	10	8
55-64	Male	Tax	Attend sp	Attend fine arts events				Former IC	Parent of ICC studer		Donor					Northern Half of Mo	2	2	3	1	2	1	2	1
45-54	Male	Taxpayer														Northern Half of Mo	10	10	10	10	10	10	10	10
35-44	Male	Taxpayer						Former ICC student								Northern Half of Mo	3	3	5	1	1	2	2	2
45-54	Male	Tax	Attend sp	Attend fine arts events				Former ICC student			Donor		CP2 par			Northern Half of Mo	4	2	6	2	2	3	4	5
35-44	Male	Tax	Attend sporting events					Former ICC student				Fab Lab n	CP2 par			Northern Half of Mo	2	2	7	2	1	1	6	2
25-34	Male	Taxpayer														Northern Half of Mo	1	1	1	1	1	1	1	1
25-34	Male	Tax	Attend sporting events													Northern Half of Mo	5	6	1	5	5	4	7	8
25-34	Male	Taxpayer						Former ICC student								Northern Half of Mo	1	1	3	1	1	1	1	1
18-24	Male	Taxpayer						Former ICC student								Northern Half of Mo	2	2	2	2	3	2	3	2
45-54	Male															Northern Half of Mo	1	1	3	3	2	3	3	2
25-34	Male	Taxpayer						Former ICC student								Northern Half of Mo	2	1	2	1	1	1	4	2
35-44	Male	Tax	Attend sporting events													Northern Half of Mo	2	2	1	1	3	3	3	2
25-34	Male		Attend sp	Attend fine arts events				Former ICC student								Southern Half of Mo	7	7	8	6	6	6	8	7
35-44	Male	Tax	Attend sporting events					Former ICC student								Northern Half of Mo	10	10	10	5	10	10	10	10
35-44	Male	Tax	Attend sporting events					Former ICC student								Northern Half of Mo	6	6	7	6	7	7	5	5
45-54	Male	Tax	Attend sporting events								Donor					Northern Half of Mo	1	4	1	1	1	1	8	1
45-54	Male	Tax	Attend sporting events													Northern Half of Mo	1	5	5	3	3	3	6	1
35-44	Male	Tax	Attend sporting events					Former IC	Parent of ICC student							Northern Half of Mo	2	1	9	10	1	1	10	1
55-64	male	Taxpayer						Former IC	Parent of ICC student							Northern Half of Mo	5	3	5	3	5	3	4	3
55-64	male	Taxpayer														Northern Half of Mo	5	5	5	3	6	5	5	5
25-34	Male	Tax	Attend sporting events					Former ICC student								Northern Half of Montgomery C	10	5	2	7	8	7	7	
25-34	Male	Tax	Attend sporting events													Northern Half of Mo	4	3	7	2	4	3	3	5
45-54	Male	Tax	Attend sp	Attend fine arts events				Former IC	Parent of ICC student							Northern Half of Mo	5	5	5	3	5	5	5	3
55-64	Male	Tax	Attend sp	Attend fine arts events												Northern Half of Mo	9	9	9	8	8	8	9	8
45-54	male	Tax	Attend sp	Attend fine arts events							Donor					Northern Half of Mo	7	8	7	5	8	7	7	5
35-44	Male															Northern Half of Mo	2	2	4	2	2	1	2	2
35-44	male	Taxpayer						Former ICC student								Southern Half of Mo	1	2	2	2	1	1	2	3
45-54	Male			Attend fine arts events				Former IC	Parent of ICC studer		Donor					Northern Half of Mo	1	1	1	1	2	2	3	2
35-44	Male	Tax	Attend sp	Attend fine arts events				Former ICC student								Northern Half of Mo	1	1	1	1	1	1	1	1
55-64	Male	Tax	Attend sp	Attend fine arts events												Southern Half of Mo	3	2	2	4	2	2	1	2
35-44	Male	Taxpayer						Current ICC student								Northern Half of Mo	8	6	4	9	8	9	6	6
45-54	Male															Wilson County	3	1	3	3	1	1	2	4
55-64	male	Tax	Attend sp	Attend fine arts events				Former ICC student								Northern Half of Mo	8	8	6	6	8	5	5	6
35-44	Male	Tax	Attend sp	Attend fine arts events												Northern Half of Mo	9	9	10	8	8	8	8	8
45-54	male	Taxpayer						Former ICC student								Southern Half of Mo	1	2	1	1	1	1	1	1
65+	male	Tax	Attend sporting events						Parent o	College volunteer		Fab Lab member				Northern Half of Mo	5	4	4	4	4	4	7	4
18-24	Male		Attend sporting events					Former ICC student								Northern Half of Mo	7	8	8	6	7	8	8	8
35-44	Male	Taxpayer														Other (ple	Cook Cou	10	10	10	10	10	10	10	10
35-44	Male							Former ICC student								Other (ple	Hillsboro	8	7	9	8	7	7	8	8
35-44	Male	Tax	Attend sporting events													Other (ple	Tulsa. Co	8	9	9	9	9	9	9	9
55-64	Male	Taxpayer		Attend fine arts events				Former IC	Parent of ICC student							Northern Half of Mo	4	3	3	3	3	3	5	3
35-44	Male		Attend sporting events					Former ICC student								Other (ple	Allen Cou	8	8	8	8	6	7	8	6
45-54	Male	Tax	Attend sp	Attend fi	Full time ICC employee				Parent o	College vo	Donor	Fab Lab n	CP2 par			Northern Half of Mo	8	8	9	7	8	8	8	8
18-24	Male		Attend sp	Attend fine arts events				Current ICC student								Southern Half of Mo	8	6	8	5	9	6	10	9
18-24	Male	Tax	Attend sp	Attend fine arts events				Current ICC student	Parent of ICC student							Southern Half of Mo	7	5	8	8	5	5	5	5
18-24	Male							Current ICC student								Southern Half of Mo	7	9	9	7	9	9	7	9
18-24	male		Attend sporting events					Current ICC student								Other (ple	Shelby C	7	7	6	6	7	6	9	7
18-24	Male	Taxpayer						Current ICC student								Northern Half of Mo	10	9	8	9	10	10	10	9

18-24	Male	Tax	Attend sp	Attend fine arts even		Part time IC	Current ICC student						Fab Lab member		Southern Half of Montgomery County																
18-24	Male														Other (ple	Miami	8	9	8	7	8	8	9	7								
18-24	Male	Tax	Attend sp	Attend fine arts even		Part time IC	Current ICC student								Southern Half of Mo		7	3	6	5	4	5	8	2								
25-34	Male						Current ICC student						Fab Lab member		Southern Half of Mo		10	10	10	10	10	10	10	10								
18-24	Male						Current ICC student								Other (ple	Don't kn	6	8	4	5	5	5	3	3								
18-24	Male	Tax	Attend sp	Attend fi	Full time ICC employee		Current ICC student								Southern Half of Mo		8	7	8	8	9	8	8	8								
18-24	Male						Current ICC student								Other (ple	Honolulu	6	5	5	8	5	4	5	6								
25-34	Male						Current ICC student						Fab Lab member		Southern Half of Mo		10	10	10	10	10	10	10	10								
18-24	Male		Attend sporting events				Current ICC student								Other (ple	Cobb cou	7	7	4	5	7	7	8	4								
35-44	Male				Full time ICC employee										Northern Half of Mo		6	9	7	7	10	10	10	8								
25-34	Male	Tax	Attend sporting events					Former ICC student							Northern Half of Mo		5	3	8	8	3	5	7	6								
55-64	Male	Tax	Attend sporting events								Donor		Fab Lab member		Northern Half of Mo		5	5	5	5	5	7	7	5								
Under	male		Attend sporting events												Southern Half of Mo		2	3	3	2	3	4	5	6								
Under	male	Tax	payer												Southern Half of Mo		2	2	2	2	2	2	2	2								
Under	male										Donor				Southern Half of Mo		5	5	5	5	4	6	5	4								
18-24	Male	Tax	payer												Northern Half of Mo		5	5	5	5	5	5	5	5								
Under	male						Current ICC student								Other (ple	coffeyvill	5	5	5	5	5	5	5	5								
18-24	Male														Other (ple	labette	1	1	1	1	3	6	4	8								
65+	Male	Tax	payer	Attend fine arts events						College vo	Donor				Northern Half of Mo		4	4	6	5	4	4	5	3								
35-44	Male	Tax	Attend sporting events					Former ICC student							Northern Half of Mo		1	1	2	3	2	2	2	2								
18-24	Male		Attend sporting events				Current ICC student								Northern Half of Mo		5	5	5	5	1	1	1	1								
25-34	Male	Tax	Attend sp	Attend fine arts events				Former ICC student							Northern Half of Mo		3	3	4	4	4	3	8	3								
Under	male,														Northern Half of Mo		1							1								
65+	Malr	Tax	Attend sp	Attend fine arts events											Northern Half of Mo		8	9		9	8	8	8	9								
																Average	**5.246862**	**5.2742616**	**5.447257384**	**5.279661017**	**5.28991597**	**5.310924**	**6.00423729**	**5.3122363**								
18-24	Limesto	Tax	payer								Donor				Other (ple	Yeet univ	1	1	1	1	1	1	1	1								
35-44	na	Tax	Attend sp	Attend fi	Full time ICC employee			Former ICC student		College vo	Donor				Northern Half of Mo		6	4	4	3	4	3	4	5								
Under	non-binary						Current ICC student								Northern Half of Mo		5	5	5	5	2	4	3	3								
45-54	Non-bin	Tax	payer												Northern Half of Mo		5	2	3	3	3	2	6	2								
35-44	None ya	Tax	payer												Northern Half of Mo		1	1	1	1	1	1	1	1								
45-54	Not say	Tax	Attend sp	Attend fine arts events				Former ICC student							Northern Half of Mo		3	5	5	6	6	6	5	5								
Under	Platypu	Tax	payer												Northern Half of Mo		1	4	7	10	1	4	7	10								
Under	rather not s	Attend sporting events													Southern Half of Mo		1	1	1	1	1	1	1	1								
Under	Squid		Attend sporting events												Northern Half of Mo		10	10	10	10	10	10	10	10								
65+	wont sa	Tax	Attend sp	Attend fi	Full time ICC	Part time IC	Current I	Former IC	Parent o	College vo	Donor	Fab Lab n	CP2 par		Other (ple	africa	1	1	1	1	1	1	1	1								
25-34		Tax	Attend sp	Attend fi	Full time ICC employee			Former ICC student							Northern Half of Mo		9	9	8	8	10	10	10	10								
18-24								Former ICC student							Southern Half of Mo		1	1	1	1	1	1	1	1								
35-44			Attend sporting events						Parent of ICC student						Other (ple	N/A	1	5	5	1	1	3	6	1								
Under 18			Attend sporting events												Southern Half of Mo		5	5	5	5	6	6	10	10								
55-64		Tax	Attend sp	Attend fine arts events				Former ICC student							Northern Half of Mo		2	2	3	1	2	1	3	2								
		Tax	payer		Full time ICC employee							Fab Lab member			Northern Half of Mo		3	3	3	3	3	3	3	3								
		Tax	payer					Former ICC student				Fab Lab member			Northern Half of Mo		3	3	4	3	2	2	3	2								
18-24		Tax	Attend sp	Attend fine arts events			Current ICC student								Northern Half of Mo		10	10	10	10	10	10	10	10								
18-24			Attend sp	Attend fine arts events			Current ICC student								Northern Half of Mo		10	10	10	10	10	10	10	10								

Age:	Gender:	Check all that apply:												What is your county of residence?		Rate your agreement with the following statements. ("1" meaning Strongly Disagree, and "10" meaning Strongly Agree)							
		Taxpayer	Attend sporting events	Attend fine arts events	Full time ICC employee	Part time ICC employee	Current ICC student	Former ICC student	Parent of ICC student	College volunteer	Donor	Fab Lab member	CP2 parent	Response	Other (please specify)	ICC serves the best interests of students	ICC supports academic excellence	ICC offers effective cultural development	ICC offers effective economic development	ICC provides an exceptional educational experience	ICC cultivates intellect	ICC encourages creativity	ICC enhances students' character
18-24	female	Taxpayer					Current ICC student							Elk County		5	5	7	3	4	3	4	4
18-24	male		Attend sporting events					Former ICC student						Wilson County		9	9	8	9	8	9	9	9
18-24								Former ICC student						Southern Half of Montgomery		1	1	1	1	1	1	1	1
18-24	Female	Taxpayer	Attend sporting events		Full time ICC employee			Former ICC student						Southern Half of Montgomery		8	8	8	7	7	7	7	7
18-24	Female				Full time ICC employee									Other (please s	Puerto Rico	5	5	5	5	5	5	5	5
18-24	Male				Full time ICC employee									Other (please s	Independence	10	10	10	10	10	10	10	10
18-24	Male	Taxpayer	Attend sporting events		Full time ICC employee									Other (please s	Chambers Cou	10	10	10	10	10	10	10	10
18-24	Female	Taxpayer	Attend sporting events				Current ICC student							Other (please s	Miami county	1	4	4	4	4	4	4	4
18-24	Female						Current ICC student							Other (please s	Creek	7	7	7	5	5	5	5	5
18-24	Male				Full time ICC employee									Northern Half of Montgomery		10	10	9	10	10	10	10	10
18-24	Male							Former ICC student						Other (please s	Not in SE KS	3	3	5	9	3	2	3	2
18-24	male							Former ICC student						Elk County		6	7	7	6	7	7	7	7
18-24	Female	Taxpayer						Former ICC student						Southern Half of Montgomery		6	6	6	6	6	6	6	6
18-24	female		Attend sporting events											Southern Half of Montgomery		4	3	5	5	6	6	6	10
18-24	Female	Taxpayer	Attend sporting events				Current ICC student							Southern Half of Montgomery		5	4	6	5	4	5	7	7
18-24	Female		Attend spo	Attend fine arts events			Current ICC student							Southern Half of Montgomery		4	2	2	2	4	3	3	3
18-24	Limestone	Taxpayer									Donor			Other (please s	Yeet university	1	1	1	1	1	1	1	1
18-24	female						Current ICC student							Northern Half of Montgomery		5	8	5	5	10	5	5	5
18-24	Male													Southern Half of Montgomery		5	6	4	7	6	3	5	4
18-24	Male		Attend spo	Attend fine arts events										Northern Half of Montgomery		3	3	3	3	1	1	10	7
18-24	Male	Taxpayer												Northern Half of Montgomery		5	5	5	5	5	5	5	5
18-24	male	Taxpayer												Northern Half of Montgomery		1	1	1	1	1	1	1	1
18-24	male		Attend sporting events											Northern Half of Montgomery		4	4	4	4	4	4	4	4
18-24	Male													Other (please s	labette	1	1	1	1	3	6	4	8
18-24	Male	Taxpayer												Southern Half of Montgomery		5	5	5	5	5	5	5	5
18-24	Female	Taxpayer	Attend spo	Attend fine arts events				Former ICC student				Fab Lab member		Southern Half of Montgomery		3	3	1	1	1	1	1	1
18-24	Female		Attend spo	Attend fine arts events										Northern Half of Montgomery		8	7	6	7	7	9	8	5
18-24	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgomery		7	4	7	5	5	3	7	4
18-24	Female	Taxpayer	Attend spo	Attend fine arts events			Current ICC student							Northern Half of Montgomery		2	3	5	2	2	1	2	2

18-24	Female						Current ICC student						Northern Half of Montgomery		5	5	3	3	5	3	5	6
18-24	Male		Attend sporting events				Current ICC student						Northern Half of Montgomery		5	5	5	5	1	1	1	1
18-24	Female	Taxpayer											Northern Half of Montgomery		6	4	4	3	4	4	4	4
18-24	female						Current ICC student						Northern Half of Montgomery		10	10	10	10	10	10	10	10
18-24	Male	Taxpayer	Attend spo	Attend fine arts events			Current ICC student						Northern Half of Montgomery		6	8	4	7	4	6	6	3
18-24	Female					Part time ICC employe	Former ICC student						Southern Half of Montgomery		1	1	2	1	1	1	1	1
18-24	female			Attend fine arts events									Southern Half of Montgomery		4	7	5	6	5	6	7	7
18-24	Male	Taxpayer					Former ICC student						Northern Half of Montgomery		2	2	2	2	3	2	3	2
18-24	Female	Taxpayer					Former ICC student						Northern Half of Montgomery		2	1	2	1	2	1	1	2
18-24	Male		Attend sporting events				Former ICC student						Northern Half of Montgomery		7	8	8	6	7	8	8	8
18-24	Female	Taxpayer					Current ICC student						Other (please s	Nowata County	1	1	1	1	1	1	1	1
18-24		Taxpayer	Attend spo	Attend fine arts events			Current ICC student						Northern Half of Montgomery		10	10	10	10	10	10	10	10
18-24			Attend spo	Attend fine arts events			Current ICC student						Northern Half of Montgomery		10	10	10	10	10	10	10	10
18-24	Male		Attend spo	Attend fine arts events			Current ICC student						Southern Half of Montgomery		8	6	8	5	9	6	10	9
18-24	Male	Taxpayer	Attend spo	Attend fine arts events			Current ICC student	Parent of ICC student					Southern Half of Montgomery		7	5	8	8	5	5	5	5
18-24	Female		Attend sporting events				Current I	Former ICC student					Other (please s	Hennipen	8	9	7	10	9	8	8	9
18-24	Male						Current ICC student						Southern Half of Montgomery		7	9	9	7	9	9	7	9
18-24	Female	Taxpayer	Attend sporting events				Current ICC student						Other (please s	Ottawa county	9	9	9	9	8	8	7	6
18-24	male		Attend sporting events				Current ICC student						Other (please s	Shelby County	7	7	6	6	7	6	9	7
18-24	Female						Current ICC student						Other (please s	Harper County	6	8	7	7	6	6	7	5
18-24	Female	Taxpayer	Attend spo	Attend fine arts events		Part time IC	Current ICC student						Northern Half of Montgomery		9	10	10	9	10	10	10	10
18-24	Male	Taxpayer					Current ICC student						Northern Half of Montgomery		10	9	8	9	10	10	10	9
18-24	Female		Attend sporting events				Current ICC student						Other (please s	Puerto Rico	7	10	7	6	7	8	4	6
18-24	female						Current ICC student						Northern Half of Montgomery		5	5	4	4	4	4	4	4
18-24	Female						Current ICC student						Other (please s	Oklahoma	6	8	9	4	4	4	7	5
18-24	female		Attend sporting events				Current ICC student						Southern Half of Montgomery		6	6	6	6	3	4	3	4
18-24	Female						Current ICC student						Wilson County		6	8	8	7	9	9	8	7
18-24	Female		Attend sporting events				Current ICC student						Other (please s	Butler County	8	8	8	8	9	9	9	
18-24	Male	Taxpayer	Attend spo	Attend fine arts events		Part time IC	Current ICC student						Southern Half of Montgomery County									
18-24	Male												Other (please s	Miami	8	9	8	7	8	8	9	7
18-24	Female						Current ICC student						Other (please s	Washington co	4	8	8	5	3	3	3	3
18-24	Female	Taxpayer					Current ICC student						Other (please s	Allen	8	8	8	8	9	9	10	8
18-24	Female						Current ICC student						Other (please s	Labette	1	1	4	3	6	5	3	3
18-24	Male	Taxpayer	Attend spo	Attend fine arts events		Part time IC	Current ICC student						Southern Half of Montgomery		7	3	6	5	4	5	8	2
18-24	Male						Current ICC student						Other (please s	Don't know	6	8	4	5	5	5	3	3
18-24	Female						Current ICC student						Other (please s	Oklahoma City	7	8	8	7	6	6	8	8
18-24	female		Attend sporting events		Full time ICC employee		Current ICC student						Other (please s	Sedgwick Coun	10	10	10	10	8	10	10	8

18-24	female						Current ICC student						Other (please s	Johnson	1	3	3	3	6	3	2	3
18-24	Female		Attend sporting events				Current ICC student						Other (please s	Creek county	10	9	8	6	10	7	10	10
18-24	Female			Attend fine arts events			Current ICC student						Other (please s	Labette	1	4	2	5	5	3	1	1
18-24	Female						Current ICC student						Wilson County		4	7	6	4	4	5	5	4
18-24	F						Current ICC student						Other (please s	Campus	5	3	4	2	5	3	4	3
18-24	Male	Taxpayer	Attend spo	Attend fine a	Full time ICC employee		Current ICC student						Southern Half of Montgomery		8	7	8	8	9	8	8	8
18-24	Male						Current ICC student						Other (please s	Honolulu Hawa	6	5	5	8	5	4	5	6
18-24	Male		Attend sporting events				Current ICC student						Other (please s	Cobb county, G	7	7	4	5	7	7	8	4
														Averages:	**5.68**	**5.95**	**5.81**	**5.55**	**5.71**	**5.45**	**5.85**	**5.46**
25-34	Male		Attend sporting events		Full time ICC employee								Southern Half of Montgomery		9	9	8	9	10	10	10	9
25-34	Male		Attend spo	Attend fine arts events				Former ICC student					Northern Half of Montgomery		9	8	8	8	8	9	10	9
25-34	Female	Taxpayer						Former ICC student					Southern Half of Montgomery		1	1	1	1	1	1	1	1
25-34	Female		Attend spo	Attend fine arts events				Former ICC student					Northern Half of Montgomery		10	10	10	10	10	10	10	10
25-34	Female	Taxpayer											Northern Half of Montgomery		6	6	6	6	4	6	6	6
25-34	Female	Taxpayer	Attend spo	Attend fine arts events						Donor			Northern Half of Montgomery		8	9	8	8	10	10	10	10
25-34		Taxpayer	Attend spo	Attend fine a	Full time ICC employee			Former ICC student					Northern Half of Montgomery		9	9	8	8	10	10	10	10
25-34	Female				Full time ICC employee								Southern Half of Montgomery		9	9	9	8	8	9	8	8
25-34	Female				Full time ICC employee								Wilson County		8	5	1	1	5	5		5
25-34	Female	Taxpayer			Full time ICC employee						Fab Lab member		Wilson County		7	5	6	5	5	5	5	5
25-34	male				Full time ICC employee								Other (please s	tulsa	10	10	10	10	10	10	10	10
25-34	Female	Taxpayer	Attend spo	Attend fine a	Full time ICC employee								Northern Half of Montgomery		7	5	4	4	6	5	5	6
25-34	Male		Attend sporting events										Southern Half of Montgomery		8	10	9	6	9	8	10	10
25-34	Male						Current ICC student				Fab Lab member		Southern Half of Montgomery		10	10	10	10	10	10	10	10
25-34	Male				Full time ICC employee										9	9	9	9	9	9	8	8
25-34	female				Full time ICC employee			Former ICC student					Southern Half of Montgomery		5	6	5	4	5	6	5	5
25-34	Female	Taxpayer	Attend sporting events		Full time ICC employee								Northern Half of Montgomery		5	5	5	5	5	5	5	5
25-34	Male	Taxpayer	Attend spo	Attend fine a	Full time ICC employee								Northern Half of Montgomery		10	10	10	10	10	10	10	10
25-34	Male	Taxpayer	Attend sporting events		Full time ICC employee								Northern Half of Montgomery		8	8	8	8	8	8	8	8
25-34	male												Northern Half of Montgomery		5	4	2	1	4	6	6	5
25-34	F	Taxpayer	Attend spo	Attend fine arts events				Former ICC student					Northern Half of Montgomery		4	4	4	5	4	5	6	6
25-34	Male	Taxpayer	Attend sporting events					Former ICC student					Northern Half of Montgomery		5	3	8	8	3	5	7	6
25-34	Male	Taxpayer	Attend sporting events										Southern Half of Montgomery		5	3	6	5	3	3	5	3
25-34	Male	Taxpayer	Attend sporting events										Southern Half of Montgomery		3	3	1	1	1	1	1	1
25-34	Male	Taxpayer						Former ICC student					Wilson County		4	6	6	6	6	8	5	6
25-34	male	Taxpayer	Attend sporting events										Elk County		3	3	3	3	4	4	4	4
25-34	Female	Taxpayer	Attend sporting events					Former ICC student					Northern Half of Montgomery		1	1	3	6	3	3	4	5

25-34	Female	Taxpayer						Former ICC student							Wilson County		3	6	5	5	2	4	6	6
25-34	Female	Taxpayer													Southern Half of Montgomery		1	2	5	4	1	5	6	3
25-34	Male	Taxpayer						Former ICC student							Northern Half of Montgomery		1	1	1	1	1	1	10	1
25-34	female	Taxpayer						Former ICC student							Southern Half of Montgomery		3	3	3	3	1	1	3	2
25-34	Female	Taxpayer						Former ICC student							Southern Half of Montgomery		3	3	3	3	3	3	3	3
25-34	Female	Taxpayer		Attend fine arts events				Former ICC student							Northern Half of Montgomery		8	9	8	8	8	8	8	8
25-34	Female	Taxpayer	Attend spo	Attend fine arts events									Fab Lab member		Northern Half of Montgomery		5	2	4	4	6	3	4	3
25-34	Male	Taxpayer	Attend sporting events										Fab Lab member		Northern Half of Montgomery		3	5	6	7	2	4	6	3
25-34	Male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student							Northern Half of Montgomery		4	3	5		3	3		
25-34	Male	Taxpayer						Former ICC student							Northern Half of Montgomery		1	10	10	1	10	10	10	10
25-34	Female	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student		Donor				Southern Half of Montgomery		1	1	4	2	1	1	4	1
25-34	M	Taxpayer						Former ICC student							Northern Half of Montgomery		5	1	5	2	5	6	5	5
25-34	Female	Taxpayer	Attend sporting events					Former ICC student							Northern Half of Montgomery		2	2	2	1	1	1	1	1
25-34	Male	Taxpayer													Northern Half of Montgomery		1	1	1	1	1	1	1	1
25-34	Male	Taxpayer	Attend sporting events												Northern Half of Montgomery		5	6	1	5	5	4	7	8
25-34	Male	Taxpayer						Former ICC student							Northern Half of Montgomery		1	1	3	1	1	1	1	1
25-34	Male	Taxpayer						Former ICC student							Northern Half of Montgomery		2	1	2	1	1	1	4	2
25-34	Female	Taxpayer	Attend sporting events										Fab Lab member		Southern Half of Montgomery		2	2	5	5	7	6	5	5
25-34	Male		Attend spo	Attend fine arts events				Former ICC student							Southern Half of Montgomery		7	7	8	6	6	6	8	7
25-34	Female	Taxpayer	Attend spo	Attend fine arts events				Former ICC student							Northern Half of Montgomery		1	1	1	1	1	1	1	1
25-34	Male	Taxpayer	Attend sporting events					Former ICC student							Northern Half of Montgomery County			10	5	2	7	8	7	7
25-34	Male	Taxpayer	Attend sporting events												Northern Half of Montgomery		4	3	7	2	4	3	3	5
25-34	Female	Taxpayer	Attend sporting events					Former ICC student							Wilson County		6	7	7	8	7	7	7	7
25-34	Female	Taxpayer	Attend spo	Attend fine arts events				Former ICC student					Fab Lab member		Northern Half of Montgomery		5	5	4	3	5	5	4	4
25-34	Female	Taxpayer													Northern Half of Montgomery		1	1	1	1	1	1	1	1
25-34	Female														Northern Half of Montgomery		2	2	5	2	2	2	7	1
25-34	Male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student							Northern Half of Montgomery		3	3	4	4	4	3	8	3
25-34	Female	Taxpayer	Attend spo	Attend fine arts events				Former ICC student	College vo	Donor		CP2 parer			Northern Half of Montgomery		5	5	5	2	5	3	5	5
25-34	Femaile	Taxpayer	Attend sporting events					Former ICC student							Northern Half of Montgomery		9	8	8	8	9	9	9	9
25-34	Female	Taxpayer		Attend fine arts events				Former ICC student							Northern Half of Montgomery		3	1	6	2	4	3	7	4
25-34	Female	Taxpayer													Northern Half of Montgomery		1	1	4	1	1	1	1	1
25-34	Female	Taxpayer	Attend spo	Attend fine a	Full time ICC employee						Donor		Fab Lab member		Northern Half of Montgomery		7	4	6	7	7	7	6	6
25-34	female	Taxpayer					Current ICC student								Northern Half of Montgomery		10	10	10	10	9	9	9	10
25-34	Female	Taxpayer			Full time ICC employee		Current ICC student								Northern Half of Montgomery		6	8	8	6	8	7	8	8
25-34	Male						Current ICC student						Fab Lab member		Southern Half of Montgomery		10	10	10	10	10	10	10	10
25-34	Male						Current ICC student						Fab Lab member		Southern Half of Montgomery		10	10	10	10	10	10	10	10
																Averages:	**5.15**	**5.17**	**5.56**	**4.90**	**5.24**	**5.38**	**6.13**	**5.53**

35-44	Female		Attend sporting events					Former ICC student						Southern Half of Montgomery		8	7	8	9	8	9	8	7
35-44	male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery		8	9	9	9	9	9	9	8
35-44	Male	Taxpayer	Attend sporting events											Northern Half of Montgomery		3	3	2	1	2	4	3	3
35-44	Male	Taxpayer						Former ICC student						Southern Half of Montgomery		1	1	1	1	1	1	1	1
35-44	Female	Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Montgomery		1	1	1	1	1	1	1	1
35-44	Female	Taxpayer						Former ICC student						Southern Half of Montgomery		2	2	2	2	2	2	2	2
35-44	Female		Attend sporting events					Former ICC student						Wilson County		3	5	8	5	5	5	5	5
35-44	Male													Northern Half of Montgomery		1	1	2	1	1	1	10	10
35-44	na	Taxpayer	Attend spo	Attend fine a		Full time ICC employee		Former ICC student		College vo	Donor			Northern Half of Montgomery		6	4	4	3	4	3	4	5
35-44	Female					Full time ICC employee										6	4	6	6	8	8	8	8
35-44	Female	Taxpayer					Current ICC student					Fab Lab member		Southern Half of Montgomery		10	10	10	10	10	10	10	10
35-44	Female								Parent of ICC student					Other (please s	.	1	1	5	5	2	3	5	1
35-44	Female	Taxpayer				Full time ICC employee			Parent of IC	College volunteer				Northern Half of Montgomery		1	1	2	2	1	1	2	1
35-44	Male	Taxpayer												Northern Half of Montgomery		6	4	4	4	6	4	4	4
35-44	female			Attend fine arts events				Former ICC student						Northern Half of Montgomery		10	10	10	10		10	10	10
35-44			Attend sporting events						Parent of ICC student					Other (please s	N/A	1	5	5	1	1	3	6	1
35-44	Male					Part time ICC employee								Northern Half of Montgomery		7	7	4	8	6	6	8	5
35-44	Male				Full time ICC employee									Northern Half of Montgomery		6	9	7	7	10	10	10	8
35-44	Male		Attend sporting events		Full time ICC employee									Southern Half of Montgomery		5	6	5	6	6	6	6	6
35-44	Male	Taxpayer	Attend sporting events		Full time ICC employee									Other (please s	Los Angeles	2	2	1	1	1	1	1	1
35-44	Male	Taxpayer			Full time ICC employee									Northern Half of Montgomery		8	8	8	8	8	8	8	8
35-44	Male	Taxpayer	Attend sporting events						Parent of ICC student					Northern Half of Montgomery		7	8	7	7	7	7	8	8
35-44	Female	Taxpayer												Southern Half of Montgomery		3	2	5	1	2	2	4	2
35-44	Female	Taxpayer						Former ICC student						Southern Half of Montgomery		5	5	5	5	5	4	3	4
35-44	Male	Taxpayer												Southern Half of Montgomery		6	6	6	4	6	6	5	10
35-44	m	Taxpayer	Attend sporting events											Northern Half of Montgomery		6	7	7	7	6	6	6	6
35-44	M	Taxpayer		Attend fine arts events										Northern Half of Montgomery		3	2	6	7	3	3	5	4
35-44	Female	Taxpayer	Attend spo	Attend fine arts events				Former ICC student						Southern Half of Montgomery		9	10	10	8	10	10	10	10
35-44	F	Taxpayer	Attend spo	Attend fine arts events					Parent of ICC student					Northern Half of Montgomery		2	1	6	1	2	1	5	3
35-44	F	Taxpayer						Former IC	Parent of ICC student					Northern Half of Montgomery		1	1	1	1	1	1	1	1
35-44	Female	Taxpayer	Attend sporting events										CP2 parer	Northern Half of Montgomery		9	9	9	8	9	9	9	9
35-44	Male	Taxpayer	Attend sporting events			Part time ICC employe		Former ICC student						Northern Half of Montgomery		5	2	5	3	2	2		
35-44	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery		4	4	4	4	4	3	4	6
35-44	Female	Taxpayer	Attend spo	Attend fine arts events				Former ICC student		College vo	Donor	Fab Lab m	CP2 parer	Southern Half of Montgomery		3	2	4	7	4	5	5	3
35-44	Female	Taxpayer	Attend sporting events											Southern Half of Montgomery		9	9	8	9	8	8	9	9
35-44	Fem	Taxpayer												Wilson County		4	4	2	2	3	2	2	2

35-44	Male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery	1	1	2	3	2	2	2	2
35-44	Male	Taxpayer												Northern Half of Montgomery	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgomery	1	1	4	4	1	1	4	2
35-44	female	Taxpayer						Former ICC student						Northern Half of Montgomery	4	4	6	5	4	4	3	5
35-44	Female	Taxpayer	Attend spo	Attend fine a	Full time ICC employee			Former ICC student						Northern Half of Montgomery	7	7	5	5	7	7	7	8
35-44	None ya	Taxpayer												Northern Half of Montgomery	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer												Northern Half of Montgomery	5	10		5	5	5	5	2
35-44	Female	Taxpayer	Attend sporting events					Former IC	Parent of ICC student					Southern Half of Montgomery	1	5	5	5	3	3	8	3
35-44	Male	Taxpayer	Attend sporting events					Former ICC student			Fab Lab member			Northern Half of Montgomery	3	2	5	5	2	3	4	1
35-44	Male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery	3	2	3	4	2	2	5	3
35-44	FEMALE	Taxpayer	Attend sporting events					Former IC	Parent of ICC student					Northern Half of Montgomery	6	5	7	7	4	4	6	5
35-44	Female	Taxpayer	Attend sporting events					Former ICC student						Southern Half of Montgomery	1	1	1	1	1	1	1	1
35-44	Female	Taxpayer							Parent of ICC student					Northern Half of Montgomery	4	4	3	3	3	3	3	3
35-44	male	Taxpayer		Attend fine arts events							Donor			Northern Half of Montgomery	2	2	5	2	2	5	5	5
35-44	Male	Taxpayer	Attend sporting events					Former ICC student			Fab Lab m	CP2 parer		Northern Half of Montgomery	8	8	5	5	6	6	6	6
35-44	Female	Taxpayer	Attend spo	Attend fine a	Full time ICC employee									Northern Half of Montgomery	7	7	5	4	7	8	7	8
35-44	Female											CP2 parer		Northern Half of Montgomery	5	8	5	5	8	5	5	7
35-44	Female	Taxpayer	Attend sporting events					Former ICC student			Fab Lab member			Northern Half of Montgomery	1	1	5	6	2	2	6	1
35-44	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery	2	2	2	2	3	3	3	3
35-44	Female	Taxpayer	Attend sporting events											Northern Half of Montgomery	5	1	6	1	1	1	6	1
35-44	Female				Full time ICC employee									Northern Half of Montgomery	1	2	1	2	2	2	2	1
35-44	Female	Taxpayer												Northern Half of Montgomery	1	1	1	1	1	1	1	1
35-44	Male	Taxpayer						Former ICC student						Northern Half of Montgomery	3	3	5	1	1	2	2	2
35-44	Male	Taxpayer	Attend sporting events					Former ICC student			Fab Lab m	CP2 parer		Northern Half of Montgomery	2	2	7	2	1	1	6	2
35-44	Female	Taxpayer							Parent of ICC student	Donor				Southern Half of Montgomery	1	1	1	1	1	1	1	1
35-44	Male	Taxpayer	Attend sporting events											Northern Half of Montgomery	2	2	1	1	3	3	3	2
35-44	Female	Taxpayer							Parent of ICC student		Fab Lab member			Northern Half of Montgomery	8	10	10	10	1	1	1	1
35-44	Male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery	10	10	10	5	10	10	10	10
35-44	Male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery	6	6	7	6	7	7	5	5
35-44	Female	Taxpayer	Attend spo	Attend fine arts events							Fab Lab member			Northern Half of Montgomery	1	5	8	5	5	5	5	2
35-44	Female	Taxpayer												Northern Half of Montgomery	1	1	1	1	2	1	1	1
35-44	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery	10	10	10	10	10	10	10	10
35-44	Male	Taxpayer	Attend sporting events					Former IC	Parent of ICC student					Northern Half of Montgomery	2	1	9	10	1	1	10	1
35-44	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery	10	10	10	10	10	10	10	10
35-44	Female	Taxpayer	Attend sporting events						Parent of ICC student					Southern Half of Montgomery	1	1	1	1	1	1	1	1
35-44	female	Taxpayer	Attend sporting events					Former ICC student		College vo	Donor		CP2 parer	Northern Half of Montgomery	8	8	9	8	8	8	8	7
35-44	female	Taxpayer		Attend fine arts events								Fab Lab m	CP2 parer	Northern Half of Montgomery	7	6	8	4	5	5	6	5

35-44	Male														Northern Half of Montgomery		2	2	4	2	2	1	2	2
35-44	male	Taxpayer							Former ICC student						Southern Half of Montgomery		1	2	2	2	1	1	2	3
35-44	Female	Taxpayer	Attend sporting events						Former IC	Parent of ICC student				CP2 parer	Northern Half of Montgomery		1	1			1	2	9	2
35-44	Male	Taxpayer	Attend spo	Attend fine arts events					Former ICC student						Northern Half of Montgomery		1	1	1	1	1	1	1	1
35-44	Male	Taxpayer					Current ICC student								Northern Half of Montgomery		8	6	4	9	8	9	6	6
35-44	Female	Taxpayer	Attend spo	Attend fine arts events											Southern Half of Montgomery		1	1	1	1	1	1	1	1
35-44	Female	Taxpayer	Attend spo	Attend fine arts events					Former IC	Parent of ICC student					Northern Half of Montgomery		4	5	7	5	5	5	7	6
35-44	Male	Taxpayer	Attend spo	Attend fine arts events											Northern Half of Montgomery		9	9	10	8	8	8	8	8
35-44	Female	Taxpayer		Attend fine arts events					Former ICC student						Southern Half of Montgomery		5	4	4	5	4	3	3	4
35-44	Male	Taxpayer													Other (please s	Cook County, Il	10	10	10	10	10	10	10	10
35-44	Female	Taxpayer	Attend sporting events						Former ICC student						Northern Half of Montgomery		8	6	6	6	6	6	8	7
35-44	Female	Taxpayer		Attend fine arts events											Northern Half of Montgomery		8	7		8	5	6	7	7
35-44	Female	Taxpayer	Attend sporting events							Parent of ICC student					Southern Half of Montgomery		10	10	5	8	8	9	9	9
35-44	Female	Taxpayer	Attend sporting events						Former IC	Parent of ICC student				CP2 parer	Northern Half of Montgomery		2	1	1	4	1	1	1	1
35-44	Male								Former ICC student						Other (please s	Hillsborough C	8	7	9	8	7	7	8	8
35-44	Male	Taxpayer	Attend sporting events												Other (please s	Tulsa. County	8	9	9	9	9	9	9	9
35-44	Female	Taxpayer	Attend sporting events						Former IC	Parent of ICC student					Northern Half of Montgomery		1	1	1	1	1	2	9	3
35-44	Female	Taxpayer	Attend sporting events											CP2 parer	Northern Half of Montgomery		6	6	7	6	5	6	6	6
35-44	Female														Southern Half of Montgomery		4	2	3	3	2	5	7	4
35-44	Female	Taxpayer					Current ICC student								Northern Half of Montgomery		2	3	3	1	2	2	3	3
35-44	Male		Attend sporting events						Former ICC student						Other (please s	Allen County	8	8	8	8	6	7	8	6
35-44	Female	Taxpayer	Attend spo	Attend fine arts events			Part time ICC employe		Former ICC student						Northern Half of Montgomery		7	8	8	9	8	7	7	6
35-44	Female	Taxpayer							Former IC	Parent of ICC student					Northern Half of Montgomery		10	8	10	9	8	10	9	9
35-44	Female	Taxpayer	Attend spo	Attend fine arts events					Current ICC student				Fab Lab member		Southern Half of Montgomery		10	10	10	10	10	10	10	10
																Averages:	**4.62**	**4.65**	**5.18**	**4.78**	**4.34**	**4.52**	**5.39**	**4.61**
45-54	female	Taxpayer	Attend spo	Attend fine arts events					Former IC	Parent of ICC student	Donor			CP2 parer	Northern Half of Montgomery		6	7	7	3	7	4	7	3
45-54	Female	Taxpayer	Attend sporting events							Parent of ICC student					Northern Half of Montgomery		8	8	9	7	8	8	8	8
45-54	Female		Attend sporting events												Other (please s	Washington	4	5	3	3	5	5	5	4
45-54	female	Taxpayer	Attend spo	Attend fine a	Full time ICC employee				Former IC	Parent of ICC student	Donor	Fab Lab m		CP2 parer	Northern Half of Montgomery		6	5	4	3	8	7	9	8
45-54	female	Taxpayer					Current ICC student								Other (please s	cherokee	7	8	5	7	6	6	6	6
45-54	male	Taxpayer		Attend fine a	Full time ICC employee					Parent of ICC student			Fab Lab member		Southern Half of Montgomery		7	6	7	6	8	8	8	6
45-54	Male		Attend spo	Attend fine a	Full time ICC employee										Southern Half of Montgomery		10	10	7	10	10	10	10	10
45-54	Female				Full time ICC employee										Other (please s	Nowata County	8	8	6	7	7	7	7	7
45-54	Female	Taxpayer	Attend spo	Attend fine arts events						Parent of ICC student					Southern Half of Montgomery		4	4	4	3	3	3	3	3
45-54	Female	Taxpayer							Former IC	Parent of ICC student					Northern Half of Montgomery		3	1	4	1	3	2	2	3
45-54	Female		Attend sporting events							Parent of ICC student					Other (please s	Scott	9	9	9	7	9	8	8	8

45-54	Female								Parent of ICC student				Other (please s	Cloud	2	2	2	2	1	1	1	1
45-54	Male	Taxpayer	Attend spo	Attend fine a	Full time ICC employee			Former IC	Parent of ICC student		Donor	Fab Lab member	Northern Half of Montgomery		5	5	5	5	7	8	8	8
45-54	Male	Taxpayer	Attend spo	Attend fine arts events									Other (please s	Prefer not to sa	6	7	5	3	5	6	6	4
45-54	Male	Taxpayer	Attend spo	Attend fine a	Full time ICC employee								Northern Half of Montgomery		10	10	8	8	10	10	10	8
45-54	Male	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student				Southern Half of Montgomery		1	1	1	1	5	5	4	1
45-54	Male	Taxpayer											Southern Half of Montgomery		1	1	1	1	1	1	1	1
45-54	Male	Taxpayer											Northern Half of Montgomery		1	1	1	1	1	1	1	1
45-54	Female	Taxpayer		Attend fine arts events									Southern Half of Montgomery		1	2	5	1	1	2	5	1
45-54	Female	Taxpayer						Former ICC student					Northern Half of Montgomery		1	1	1	1	1	1	1	1
45-54	Female	Taxpayer	Attend spo	Attend fine arts events					Parent of ICC student			Fab Lab member	Northern Half of Montgomery		5	3	8	5	3	3	7	4
45-54	Female	Taxpayer	Attend spo	Attend fine arts events						College vo	Donor	Fab Lab member	Northern Half of Montgomery		3	3	3	3	3	3	3	3
45-54	Male	Taxpayer	Attend spo	Attend fine arts events									Northern Half of Montgomery		1	1	2	3	3	1	3	2
45-54	Female	Taxpayer							Parent of ICC student			Fab Lab member	Northern Half of Montgomery		1	1	1	1	1	1	4	1
45-54	Female	Taxpayer							Parent of ICC student				Chautauqua County		8	7	6	6	7	6	6	6
45-54	Female	Taxpayer						Former ICC student					Northern Half of Montgomery		5	5	7	6	4	4	4	4
45-54	Female	Taxpayer	Attend sporting events									Fab Lab m	CP2 parer	Northern Half of Montgomery		2	3	3	3	3	3	3	2
45-54	female	Taxpayer	Attend sporting events										CP2 parer	Northern Half of Montgomery		7	8	7	6	7	7	7	7
45-54	Female	Taxpayer	Attend spo	Attend fine arts events									CP2 parer	Northern Half of Montgomery		2	3	4	1	1	1	3	1
45-54	Female	Taxpayer	Attend sporting events											Wilson County		5	4	4	4	8	8	6	8
45-54	Male	Taxpayer	Attend sporting events											Northern Half of Montgomery		4	3	5	2	3	2	5	5
45-54	Not saying	Taxpayer	Attend spo	Attend fine arts events				Former ICC student					Northern Half of Montgomery		3	5	5	6	6	6	5	5
45-54	Female		Attend spo	Attend fine arts events					Parent of ICC student				Other (please s	Labette	4	4	7	5	4	4	8	5
45-54	Female	Taxpayer	Attend sporting events										Southern Half of Montgomery		6	6	6	5	6	5	5	5
45-54	Female	Taxpayer											Northern Half of Montgomery		4	4	7	4	4	4	7	4
45-54	Male	Taxpayer	Attend sporting events					Former IC	Parent of ICC student		Donor		CP2 parer	Northern Half of Montgomery		1	1	3	4	1	2	1	1
45-54	f	Taxpayer											Northern Half of Montgomery		6	7	7	5	4	3	8	6
45-54	Female	Taxpayer							Parent of ICC student				Northern Half of Montgomery		7	6	7	7	6	7	7	6
45-54	male	Taxpayer							Parent of ICC student				Southern Half of Montgomery		1	1	2	1	1	1	1	1
45-54	female	Taxpayer		Attend fine arts events					Parent of ICC student				Northern Half of Montgomery		4	2	8	2	3	3	7	2
45-54	Female	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student			Fab Lab member	Northern Half of Montgomery		8	6	10	6	6	7	10	6
45-54	Male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student			Donor		Northern Half of Montgomery		5	3	6	2	5	5	6	5
45-54	m	Taxpayer											Northern Half of Montgomery		2	1	2	3	2	2	5	2
45-54	female	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student				Northern Half of Montgomery		3	3	2	2	3	2	2	2
45-54	Male	Taxpayer						Former IC	Parent of ICC student		Donor	Fab Lab member	Northern Half of Montgomery		5	5	5	1	4	4	4	1
45-54	female	Taxpayer	Attend spo	Attend fine a	Full time ICC employee								Northern Half of Montgomery		8	8	6	8	8	8	8	8
45-54	Female	Taxpayer	Attend sporting events					Former ICC student				CP2 parer	Northern Half of Montgomery		6	5	4	4	7	4	4	5
45-54	Female	Taxpayer	Attend spo	Attend fine arts events								CP2 parer	Northern Half of Montgomery		9	9	9	9	9	9	9	9

45-54	F	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgomery		5	4	6	5	2	3	3	2
45-54	Male	Taxpayer												Northern Half of Montgomery		10	10	10	10	10	10	10	10
45-54	Female	Taxpayer										Fab Lab member		Northern Half of Montgomery		3	3	7	2	5	4	9	6
45-54	Female	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgomery		4	4	2	3	4	3	4	4
45-54	Male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student			Donor		CP2 parer	Northern Half of Montgomery		4	2	6	2	2	3	4	5
45-54	Female	Taxpayer	Attend sporting events					Former IC	Parent of ICC student				CP2 parer	Northern Half of Montgomery		1	1	1	1	1	1	1	1
45-54	Female							Former ICC student						Southern Half of Montgomery		1	1	3	1	3	1	3	1
45-54	Male													Northern Half of Montgomery		1	1	3	3	2	3	3	2
45-54	Male	Taxpayer	Attend sporting events								Donor			Northern Half of Montgomery		1	4	1	1	1	1	8	1
45-54	Male	Taxpayer	Attend sporting events											Northern Half of Montgomery		1	5	5	3	3	3	6	1
45-54	Non-binary	Taxpayer												Northern Half of Montgomery		5	2	3	3	3	2	6	2
45-54	Male	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgomery		5	5	5	3	5	5	5	3
45-54	Female	Taxpayer						Former ICC student						Other (please s	West Labette (	5	3	4	4	3	3	5	5
45-54	FEMALE		Attend sporting events											Other (please s	Bordering in Ol	1	1	1	1	1	3	1	1
45-54	Female	Taxpayer						Former ICC student						Northern Half of Montgomery		2	2	2	2	2	2	4	2
45-54	Female	Taxpayer	Attend spo	Attend fine arts events				Former ICC student						Northern Half of Montgomery		6	6	6	6	6	6	1	6
45-54	Female	Taxpayer	Attend spo	Attend fine arts events						College volunteer		Fab Lab member		Northern Half of Montgomery		1	1	5	3	1	1	2	1
45-54	male	Taxpayer	Attend spo	Attend fine arts events							Donor			Northern Half of Montgomery		7	8	7	5	8	7	7	5
45-54	Male			Attend fine arts events				Former IC	Parent of ICC student		Donor			Northern Half of Montgomery		1	1	1	1	2	2	3	2
45-54	M	Taxpayer	Attend sporting events					Former ICC student			Donor			Northern Half of Montgomery		3	3	4	3	2	3	3	3
45-54	Female	Taxpayer						Former ICC student					CP2 parer	Southern Half of Montgomery		4	5	4	4	4	3	4	3
45-54	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgomery		3	1	1	1	1	1	1	1
45-54	Male													Wilson County		3	1	3	3	1	1	2	4
45-54	Female	Taxpayer	Attend sporting events											Northern Half of Montgomery		3	3	3	2	2	2	2	2
45-54	male	Taxpayer						Former ICC student						Southern Half of Montgomery		1	2	1	1	1	1	1	1
45-54	Female	Taxpayer	Attend sporting events					Former IC	Parent of ICC student		Donor		CP2 parer	Northern Half of Montgomery		7	4	8	3	8	3	7	3
45-54	Female	Taxpayer	Attend sporting events											Southern Half of Montgomery		4	6	8	5	4	4	4	4
45-54	Female		Attend sporting events											Other (please s	Labette	4	4	4	4	3	3	5	4
45-54	Male	Taxpayer	Attend spo	Attend fine a	Full time ICC employee				Parent of IC	College vo	Donor	Fab Lab m	CP2 parer	Northern Half of Montgomery		8	8	9	7	8	8	8	8
															Averages:	**4.27**	**4.14**	**4.71**	**3.71**	**4.23**	**4.03**	**4.94**	**3.91**
55-64	Female	Taxpayer	Attend spo	Attend fine arts events							Donor			Northern Half of Montgomery		10	10	10	10	10	10	10	10
55-64	m	Taxpayer	Attend sporting events											Northern Half of Montgomery		2	2	2	10	1	2	7	1
55-64	Female	Taxpayer	Attend spo	Attend fine arts events										Northern Half of Montgomery		8	8	9	10	8	8	6	7
55-64	Male	Taxpayer			Full time ICC employee							Fab Lab member		Southern Half of Montgomery		3	3	3	7	4	4	3	3
55-64	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery		5	5	5	5	4	4	5	4
55-64	Male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student			Donor			Northern Half of Montgomery		2	1	2	1	1	2	2	1

55-64	male	Taxpayer					Current ICC student		Parent of ICC student					Southern Half of Montgomery	2	3	3	2	6	5	5	4
55-64	Female				Full time ICC employee									Southern Half of Montgomery	7	7	7	7	6	6	6	6
55-64	Female				Full time ICC employee							Fab Lab member			7	8	7	7	8	8	7	8
55-64	male	Taxpayer						Former ICC student						Wilson County	8	9	8	8	8	8	8	8
55-64	Female	Taxpayer		Attend fine arts events						College volunteer				Northern Half of Montgomery	9	10	10	8	9	10	10	9
55-64	Male	Taxpayer	Attend spo	Attend fine arts events										Northern Half of Montgomery	8	8	9	9	9	10	10	9
55-64	Female	Taxpayer	Attend sporting events		Full time ICC employee						Donor			Northern Half of Montgomery	9	9	7	7	5	7	4	8
55-64	Female	Taxpayer	Attend sporting events		Full time ICC employee									Southern Half of Montgomery	9	9	7	8	9	9	9	8
55-64	Female	Taxpayer						Former ICC student						Southern Half of Montgomery	1	1	1	1	1	1	1	1
55-64	female	Taxpayer	Attend spo	Attend fine a	Full time ICC employee				Parent of ICC student		Donor			Northern Half of Montgomery	7	7	7	8	7	8	8	8
55-64	F	Taxpayer	Attend spo	Attend fine a	Full time ICC employee						Donor			Wilson County	6	5	5	4	5	5	4	4
55-64	female	Taxpayer	Attend spo	Attend fine a	Full time ICC employee			Former IC	Parent of IC	College vo	Donor		CP2 parer	Northern Half of Montgomery	7	7	6	6	8	8	8	7
55-64	Female	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgomery	5	5	5	6	5	5	5	5
55-64	Female	Taxpayer	Attend sporting events						Parent of ICC student					Northern Half of Montgomery	7	6	7	6	6	6	7	6
55-64	Male	Taxpayer	Attend sporting events								Donor	Fab Lab member		Northern Half of Montgomery	5	5	5	5	5	7	7	5
55-64	Male	Taxpayer						Former ICC student						Elk County	10	9	8	8	9	9	10	10
55-64	Female	Taxpayer	Attend spo	Attend fine arts events					Parent of ICC student					Northern Half of Montgomery	9	8	9	8	8	9	8	8
55-64	Male	Taxpayer						Former ICC student						Northern Half of Montgomery	7	7	7	7	7	7	7	7
55-64	Female	Taxpayer												Southern Half of Montgomery	5	1	3	3	3	3	3	3
55-64	F	Taxpayer						Former ICC student						Southern Half of Montgomery	3	3	5	4	5	3	4	1
55-64	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgomery	4	4	8	5	5	6	4	4
55-64	Female	Taxpayer						Former ICC student						Northern Half of Montgomery	2	2	2	2	2	2	2	2
55-64	female	Taxpayer									Donor			Northern Half of Montgomery	5	8	6	8	6	6	6	6
55-64	Female	Taxpayer						Former ICC student						Southern Half of Montgomery	3	3	5	3	4	4	3	4
55-64	Female	Taxpayer						Former ICC student						Northern Half of Montgomery	3	2	3	1	3	2	2	1
55-64	Female	Taxpayer												Northern Half of Montgomery	1	1	1	1	2	1	1	1
55-64	Female	Taxpayer				Part time ICC employee								Chautauqua County	6	6	9	6	6	7	7	6
55-64	Male	Taxpayer												Southern Half of Montgomery	5	3	5	4	5	4	5	4
55-64	Female	Taxpayer						Former IC	Parent of ICC student		Donor	Fab Lab member		Northern Half of Montgomery	3	3	3	3	3	3	3	1
55-64	Female	Taxpayer	Attend spo	Attend fine arts events										Northern Half of Montgomery	3	3	3	3	3	3	3	3
55-64	male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student				Fab Lab member		Northern Half of Montgomery	2	5	7	7	6	2	1	3
55-64	Male	Taxpayer									Donor	Fab Lab member		Northern Half of Montgomery	7	7	7	7	7	7	7	7
55-64		Taxpayer	Attend spo	Attend fine arts events				Former ICC student						Northern Half of Montgomery	2	2	3	1	2	1	3	2
55-64	female	Taxpayer	Attend spo	Attend fine arts events										Northern Half of Montgomery	4	4	4	4	4	4	6	5
55-64	Female	Taxpayer	Attend spo	Attend fine arts events									CP2 parer	Northern Half of Montgomery	6	6	6	6	6	6	6	
55-64	Female	Taxpayer	Attend sporting events					Former ICC student					CP2 parer	Northern Half of Montgomery	4	4	4	4	4	3	3	3
55-64	Female	Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Montgomery	5	2	7	4	5	3	6	2

55-64	Male	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student		Donor			Northern Half of Montgomery		2	2	3	1	2	1	2	1
55-64	Female	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of IC	College vo	Donor		CP2 parer	Northern Half of Montgomery		3	2	6	3	1	1	4	3
55-64	Female	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgomery		1	3	3	1	2	2	2	2
55-64	Female	Taxpayer		Attend fine arts events				Former ICC student						Other (please s	Labette	2	3	5	5	4	5	7	1
55-64	Female	Taxpayer		Attend fine arts events										Southern Half of Montgomery		3	2	4	5	4	5	5	5
55-64	M	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgomery		6	6	7	5	7	7	7	7
55-64	male	Taxpayer						Former IC	Parent of ICC student					Northern Half of Montgomery		5	3	5	3	5	3	4	3
55-64	male	Taxpayer												Northern Half of Montgomery		5	5	5	3	6	5	5	5
55-64	Male	Taxpayer	Attend spo	Attend fine arts events										Northern Half of Montgomery		9	9	9	8	8	8	9	8
55-64	cis male	Taxpayer		Attend fine arts events				Former IC	Parent of IC	College volunteer				Northern Half of Montgomery		4	3	5	5	3	4	4	3
55-64	M	Taxpayer						Former ICC student						Northern Half of Montgomery		1	1	1	1	4	1	9	1
55-64	Male	Taxpayer	Attend spo	Attend fine arts events										Southern Half of Montgomery		3	2	2	4	2	2	1	2
55-64	female	Taxpayer						Former ICC student						Northern Half of Montgomery		1	1	1	1	2	1	3	1
55-64	Female	Taxpayer						Former ICC student						Northern Half of Montgomery		3	2	7	5	3	2	8	5
55-64	Female	Taxpayer						Former ICC student						Northern Half of Montgomery		3	3	3	2	2	2	2	2
55-64	male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student						Northern Half of Montgomery		8	8	6	6	8	5	5	6
55-64	Female	Taxpayer						Former ICC student						Northern Half of Montgomery		5	6	7	8	6	6	7	6
55-64	M	Taxpayer	Attend spo	Attend fine arts events				Former ICC student			Donor		CP2 parer	Southern Half of Montgomery		3	3	5	4	3	3	5	2
55-64	Female	Taxpayer		Attend fine arts events										Northern Half of Montgomery		1	1	5	1	1	1	5	1
55-64	Female	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of IC	College vo	Donor			Northern Half of Montgomery		10	8	9	9	8	8	10	10
55-64	Female	Taxpayer	Attend spo	Attend fine a	Full time ICC employee			Former IC	Parent of IC	College vo	Donor		CP2 parer	Northern Half of Montgomery		10	10	8	8	9	9	7	10
55-64	Male	Taxpayer		Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgomery		4	3	3	3	3	3	5	3
															Averages:	**4.89**	**4.72**	**5.37**	**5.00**	**4.97**	**4.80**	**5.35**	**4.56**
65+	Female	Taxpayer	Attend sporting events											Southern Half of Montgomery		4	4	4	4	4	4	4	4
65+	Female	Taxpayer												Northern Half of Montgomery		10	10	10	10	10	10	10	10
65+	f	Taxpayer		Attend fine arts events				Former ICC student				Fab Lab member		Northern Half of Montgomery		5	5	7	5	5	5	8	5
65+	Male		Attend sporting events					Former ICC student			Donor			Northern Half of Montgomery		10	9	9	10	10	9	10	9
65+	Ma													Northern Half of Montgomery		10	10	9	10	10	10	9	10
65+	Female	Taxpayer						Former IC	Parent of ICC student					Southern Half of Montgomery		9	8	9	6	8	8	8	7
65+	female	Taxpayer		Attend fine arts events				Former ICC student		College vo	Donor			Northern Half of Montgomery		1	2	5	3	1	1	3	2
65+	male	Taxpayer		Attend fine arts events						College volunteer				Northern Half of Montgomery		5	7	7	7	7	7	7	7
65+	Male	Taxpayer		Attend fine arts events					Parent of ICC student					Northern Half of Montgomery		10	9	10	9	9	9	10	9
65+	Female	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery		5	5		2	5		5	
65+	MALE	Taxpayer	Attend sporting events					Former IC	Parent of ICC student					Southern Half of Montgomery		5	5	5	5	5	5	5	5
65+	male			Attend fine arts events										Northern Half of Montgomery		5	1	7	1	10	7	10	10
65+	wont say	Taxpayer	Attend spo	Attend fine a	Full time IC	Part time IC	Current I	Former IC	Parent of IC	College vo	Donor	Fab Lab m	CP2 parer	Other (please s	africa	1	1	1	1	1	1	1	1

65+	Female	Taxpayer						Former IC	Parent of ICC student					Northern Half of Montgomery	10	8	5	5	1	1	1	1
65+	Female	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgomery	8	6	8	7	8	7	7	6
65+	male	Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgomery	4	4	3	2	1	1	1	1
65+	M	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgomery	7	5	3	3	5	5	8	5
65+	Male	Taxpayer		Attend fine arts events						College vo	Donor			Northern Half of Montgomery	4	4	6	5	4	4	5	3
65+	Male	Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgomery	1	3	1	1	3	1	1	1
65+	Female	Taxpayer		Attend fine arts events						College vo	Donor			Northern Half of Montgomery	9	10	10	8	6	6	10	8
65+	Female	Taxpayer	Attend spo	Attend fine arts events										Southern Half of Montgomery	2	2	2	2	4	3	2	2
65+	Female	Taxpayer												Southern Half of Montgomery	6	8	7	6	6	6	7	5
65+	Female	Taxpayer		Attend fine arts events										Southern Half of Montgomery	1	1	1	1	1	1	1	1
65+	male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student						Northern Half of Montgomery	7	7	7	7	7	7	7	6
65+	Male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student			Donor			Northern Half of Montgomery	7	7	4	3	5	5	8	5
65+	male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student		College vo	Donor			Northern Half of Montgomery	3		2	4	3	2	2	2
65+	Male	Taxpayer		Attend fine arts events										Northern Half of Montgomery	9	7	7	7	7	7	7	6
65+	Male	Taxpayer	Attend spo	Attend fine arts events				Former ICC student		College vo	Donor			Northern Half of Montgomery	6	6	7	5	7	6	6	8
65+	female	Taxpayer	Attend sporting events					Former ICC student		College vo	lunteer			Northern Half of Montgomery County			10				8	
65+	Female	Taxpayer						Former ICC student						Southern Half of Montgomery	6	5	6	6	6	4	4	4
65+	female	Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Montgomery	2	2	3	4	2	2	2	3
65+	Malr	Taxpayer	Attend spo	Attend fine arts events										Northern Half of Montgomery	8	9		9	8	8	8	9
65+	Female	Taxpayer	Attend spo	Attend fine arts events				Former ICC student		College vo	Donor			Northern Half of Montgomery	6	5	8	4	5	4	5	5
65+	Female	Taxpayer	Attend spo	Attend fine arts events				Former IC	Parent of ICC student			Fab Lab member		Northern Half of Montgomery	3	1	3	1	1	1	3	1
65+	male	Taxpayer	Attend sporting events						Parent of IC	College vo	lunteer	Fab Lab member		Northern Half of Montgomery	5	4	4	4	4	4	7	4
														Averages:	**5.71**	**5.45**	**5.76**	**4.91**	**5.26**	**4.88**	**5.71**	**5.00**
Under	Male	Taxpayer												Southern Half of Montgomery	9	6	7	7	7	7	7	7
Under	Female		Attend sporting events				Current ICC student							Southern Half of Montgomery	5	5	5	5	4	4	4	4
Under	female		Attend sporting events											Northern Half of Montgomery	7	8	10	9	9	8	6	8
Under	Female											Fab Lab member		Southern Half of Montgomery	8	9	10	10	10	10	10	10
Under	Female		Attend sporting events				Current ICC student							Southern Half of Montgomery	8	6	7	6	7	7	7	7
Under	Female		Attend sporting events											Southern Half of Montgomery	5	5	5	5	5	5	5	5
Under	Female		Attend sporting events				Current ICC student							Other (please s	Montgomery	8	9	9	7	6	5	8	4
Under	male		Attend sporting events											Northern Half of Montgomery	7	8	8	8	9	8	10	10
Under	male		Attend spo	Attend fine arts events										Northern Half of Montgomery	8	7	6	6	6	6	7	6
Under	Female		Attend sporting events											Southern Half of Montgomery	7	10	8	6	5	5	10	10
Under	male		Attend spo	Attend fine arts events										Southern Half of Montgomery	7	8	8	8	9	9	10	10
Under	Female													Northern Half of Montgomery	5	5	5	5	5	5	5	5
Under	Female		Attend spo	Attend fine arts events										Southern Half of Montgomery	8	10	7	7	10	6	10	9

Under	female	Taxpayer	Attend sporting events											Other (please s	neosho	7	2	10	10	1	10	10	10
Under	Female	Taxpayer	Attend sporting events			Current ICC student								Northern Half of Montgomery		5	5	7	7	4	5	6	5
Under	female					Current ICC student								Northern Half of Montgomery		5	5	5	5	5	5	5	5
Under	female		Attend sporting events			Current ICC student						Fab Lab member		Southern Half of Montgomery		10	10	8	9	10	10	10	10
Under	Female	Taxpayer	Attend spo	Attend fine arts events										Southern Half of Montgomery		10	9	10	9	10	9	10	10
Under	Female		Attend sporting events											Northern Half of Montgomery		8	8	8	8	8	8	8	8
Under	female		Attend spo	Attend fine arts events										Southern Half of Montgomery		10	10	10	10	10	10	10	10
Under	Male	Taxpayer												Southern Half of Montgomery		10	10	10	10	10	10	10	10
Under	Female					Current ICC student								Other (please s	Neosho	8	10	10	10	10	10	10	10
Under 18			Attend sporting events											Southern Half of Montgomery		5	5	5	5	6	6	10	10
Under	Female		Attend sporting events			Current ICC student				Donor				Southern Half of Montgomery		8	8	10	8	8	8	8	8
Under	Female		Attend spo	Attend fine arts events		Current ICC student								Southern Half of Montgomery		6	5	6	6	9	6	8	9
Under	Female		Attend sporting events											Wilson County		1	1	1	1	1	1	1	1
Under	Male													Northern Half of Montgomery		8	9	8	8	5	5	7	8
Under	female			Attend fine arts events										Northern Half of Montgomery		3	6	9	3	1	8	8	5
Under	boy													Southern Half of Montgomery		1	1	1	1	1	1	1	1
Under	male													Northern Half of Montgomery		5	5	5	5	5	5	5	5
Under	male		Attend sporting events											Northern Half of Montgomery		5	5	5	5	5	10	5	5
Under	male		Attend sporting events											Southern Half of Montgomery		2	3	3	2	3	4	5	6
Under	male		Attend sporting events											Northern Half of Montgomery		5	5	5	5	5	5	5	5
Under	f		Attend sporting events											Southern Half of Montgomery County									
Under	male													Northern Half of Montgomery		5	5	5	5	5	5	5	5
Under	non-binary					Current ICC student								Northern Half of Montgomery		5	5	5	5	2	4	3	3
Under	Female		Attend spo	Attend fine arts events										Northern Half of Montgomery		5	5	5	5	5	5	5	5
Under	Male		Attend sporting events											Northern Half of Montgomery		7	4	4	4	5	5	5	5
Under	female		Attend sporting events											Northern Half of Montgomery		5	5	5	5	5	5	5	5
Under	male													Northern Half of Montgomery		1	5	5	9	1	1	10	1
Under	male		Attend sporting events											Northern Half of Montgomery		1	3	3	5	2	5	4	3
Under	Male		Attend sporting events											Southern Half of Montgomery		5	7	5	4	5	4	6	7
Under	male,													Northern Half of Montgomery		1							1
Under	Female		Attend sporting events											Northern Half of Montgomery		7	7	7	7	5	5	5	5
Under	male		Attend sporting events											Southern Half of Montgomery		7	5	10	7	6	6	6	6
Under	female		Attend spo	Attend fine arts events										Northern Half of Montgomery		4	5	6	7	5	5	5	5
Under	Female		Attend sporting events											Southern Half of Montgomery		5	5	5	5	5	5	5	5
Under	Female		Attend sporting events											Southern Half of Montgomery		2	2	2	2	2	2	2	2
Under	male		Attend sporting events											Other (please s	labette	5	5	5	5	5	5	5	5
Under	Girl		Attend sporting events											Northern Half of Montgomery		5	5	5	5	5	5	5	5

Under	female		Attend sporting events												Northern Half of Montgomery	1	1	2	1	1	2	2	1
Under	male														Northern Half of Montgomery	5	5	5	5	5	5	5	5
Under	F		Attend sporting events												Southern Half of Montgomery	7	8	5	5	5	5	5	5
Under	female		Attend sporting events												Northern Half of Montgomery	7	3	4	5	7	6	6	6
Under	F			Attend fine arts events											Southern Half of Montgomery	5	5	5	5	5	5	5	5
Under	rather not say		Attend sporting events												Southern Half of Montgomery	1	1	1	1	1	1	1	1
Under	female		Attend sporting events												Northern Half of Montgomery	5	10	6	8	10	8	10	10
Under	male		Attend sporting events												Southern Half of Montgomery	6	6	6	6	7	7	7	7
Under	female		Attend sporting events												Southern Half of Montgomery	5	5	5	5	5	5	5	5
Under	Female		Attend sporting events												Southern Half of Montgomery	10	7	7	7	5	5	8	8
Under	female	Taxpayer	Attend spo	Attend fine a	Full time IC	Part time IC	Current I	Former IC	Parent of IC	College vo	Donor	Fab Lab m	CP2 parer		Northern Half of Montgomery	5	3	4	5	3	5	2	8
Under	female	Taxpayer	Attend spo	Attend fine arts events											Southern Half of Montgomery	7	3	6	9	7	8	8	7
Under	female	Taxpayer													Other (please s	Montgomery c	4	4	4	4	4	4	5	5
Under	male	Taxpayer			Full time ICC employee					College vo	Donor	Fab Lab member			Southern Half of Montgomery		2				2			
Under	Male						Current ICC student								Northern Half of Montgomery		4	3	4	4	5	5	5	4
Under	male														Southern Half of Montgomery		1	3	4	4		5	6	4
Under	male		Attend sporting events												Wilson County		2	3	4	5	3	4	5	6
Under	Female		Attend spo	Attend fine arts events											Northern Half of Montgomery		9	9	8	8	9	9	9	9
Under	dude														Southern Half of Montgomery		5	5	5	5	5	5	5	5
Under	female														Southern Half of Montgomery		5	5	5	5	5	5	5	5
Under	male		Attend spo	Attend fine arts events											Wilson County		6	6	6	6	6	6	6	6
Under	male	Taxpayer													Southern Half of Montgomery		2	2	2	2	2	2	2	2
Under	male	Taxpayer	Attend sporting events												Northern Half of Montgomery		6	7	6	5	8	7	8	9
Under	male																							
Under	female									College volunteer					Elk County		4	7	5	5	1	2	3	5
Under	female						Current I	Former ICC student							Other (please s	unknown	5	5	5	5	5	5	5	5
Under	female														Southern Half of Montgomery		5	5	5	5	5	5	5	5
Under	male		Attend sporting events				Current ICC student								Southern Half of Montgomery County									
Under	male														Southern Half of Montgomery		10	10	10	10	5	5	4	6
Under	female	Taxpayer													Southern Half of Montgomery		5	5	5	5	4	4	4	4
Under	Female														Southern Half of Montgomery		5	5	5	5	5	5	5	5
Under	Male	Taxpayer	Attend sporting events							College volunteer					Southern Half of Montgomery		7	8	7	8	9	9	9	9
Under	Male		Attend sporting events												Other (please s	neosho	5	6	5	5	5	5	5	5
Under	male		Attend sporting events												Southern Half of Montgomery		3	2	2	2	2	1	2	1
Under	Male		Attend sporting events												Northern Half of Montgomery		8	8	10	9	8	9	10	9
Under	Male		Attend sporting events								Donor						1	1	1	1	1	1	1	1
Under	Female			Attend fine arts events							Donor				Southern Half of Montgomery		5	2	4	5	3		3	5

Under	female														Northern Half of Montgomery	2	3	1	1	1	1	1	1
Under	female			Attend fine arts events											Southern Half of Montgomery	5	10	5	5	5	5	10	10
Under	male		Attend spo	Attend fine arts events											Northern Half of Montgomery	5	5	5	5	5	5	5	5
Under	male			Attend fine arts events											Other (please s	Thayer	5	5	5	5	5	5	5	5
Under	Girl			Attend fine arts events											Northern Half of Montgomery	6	7		8	5	6	6	4
Under	male											Donor			Southern Half of Montgomery	5	5	5	5	4	6	5	4
Under	Male		Attend sporting events												Other (please s	Labbete	10	10	10	10	10	10	10	10
Under	female			Attend fine arts events											Northern Half of Montgomery	2		2	1	1	6		1
Under	Male	Taxpayer													Northern Half of Montgomery	5	5	5	5	5	5	5	5
Under	Male														Southern Half of Montgomery	4	4	4	4	3	5	6	5
Under	male	Taxpayer													Northern Half of Montgomery	5	4	8	8	5	5	5	5
Under	female	Taxpayer													Other (please s	Labette County	5	5	5	5	5	5	5	5
Under	Female		Attend sporting events												Southern Half of Montgomery	5	5	5	5	5	5	5	5
Under	female	Taxpayer													Northern Half of Montgomery	5	5	5	5	5	5	5	5
Under	female	Taxpayer													Wilson County		2	2	2	2	2	2	2
Under	Male														Southern Half of Montgomery	5	8	2	9	8	8	9	7
Under	female		Attend sporting events												Other (please s	Neosho	1	1	1	1	1	1	1	1
Under	Female		Attend sporting events												Northern Half of Montgomery	5	5	5	5	5	5	5	5
Under	male		Attend sporting events												Other (please s	middle half of r	10	10	10	10	9	8	7	6
Under	female						Current ICC student								Northern Half of Montgomery	1	1	5	5	1	1	1	1
Under	Female														Other (please s	Labette	5	5	5	5	5	5	5	5
Under	male		Attend sporting events												Northern Half of Montgomery	10	10	10	10	10	10	10	10
Under	male		Attend sporting events												Southern Half of Montgomery	7	7	7	7	7	7	7	7
Under	female	Taxpayer													Southern Half of Montgomery	5	5	5	5	5	5	5	5
Under	female	Taxpayer		Attend fine arts events								Donor			Northern Half of Montgomery	4	4	4	4	4	4	4	4
Under	male		Attend spo	Attend fine arts events											Northern Half of Montgomery	6	9	8	7	8	9	10	7
Under	male														Southern Half of Montgomery	5	5	5	5	5	5	5	5
Under	Male	Taxpayer										Donor			Other (please s	Libette	5	5	5	5	5	5	5	5
Under	male		Attend sporting events												Northern Half of Montgomery	1	1	1	1	1	1	1	1
Under	Female		Attend sporting events												Northern Half of Montgomery	5	5	5	5	5	5	5	5
Under	Female						Current ICC student								Northern Half of Montgomery	10	10	10	10	10	10	10	10
Under	female		Attend sporting events												Southern Half of Montgomery	7	7	5	5	7	7	7	7
Under	Male			Attend fine arts events											Southern Half of Montgomery	5	3	2	10	4	2	5	1
Under	male		Attend sporting events												Southern Half of Montgomery	5	5	5	5	5	5	5	5
Under	female							Former ICC student							Southern Half of Montgomery	5	5	7	5	5	5	5	5
Under	Female														Northern Half of Montgomery	8	8	8	8	9	9	9	9
Under	male						Current ICC student								Other (please s	coffeyville	5	5	5	5	5	5	5	5

Under	female							Former ICC student					Southern Half of Montgomery		4	4	4	4	5	5	5	5
Under	male			Attend fine arts events									Southern Half of Montgomery		1	1	1	1	1	1	1	1
Under	female												Other (please s	labette county	10	10	10	10	10	10	10	10
Under	male		Attend sporting events										Northern Half of Montgomery		8	10	6		9	10	10	8
Under	male						Current ICC student						Southern Half of Montgomery		5	7	4	4	5	5	3	1
Under	female												Southern Half of Montgomery		3	3	3	3	3	3	3	3
Under	Female		Attend spo	Attend fine arts events			Current ICC student						Other (please s	Neosho	7	7	5	7	8	8	8	6
Under	female		Attend sporting events										Southern Half of Montgomery		7	7	5	5	7	7	7	7
Under	female	Taxpayer											Other (please s	neosho	5	5	5		5	5	5	5
Under	m		Attend sporting events										Other (please s	Montgomery	1	1	1	1	4	4	4	4
Under	male	Taxpayer											Northern Half of Montgomery		1	1	1	1	1	1	1	1
Under	Male		Attend spo	Attend fine arts events									Northern Half of Montgomery		5	7	5	5	7	7	7	7
Under	female												Other (please s	motgomery	1	1	1	1	1	1	1	1
Under	Squid		Attend sporting events										Northern Half of Montgomery		10	10	10	10	10	10	10	10
Under	Male		Attend sporting events										Other (please s	Neosho County	6	6	6	6	6	6	6	6
Under	Female			Attend fine arts events									Southern Half of Montgomery		5	5	5	5	5	5	5	5
Under	male		Attend sporting events										Southern Half of Montgomery		4	5	6	7	4	5	6	7
Under	Male		Attend sporting events										Northern Half of Montgomery		5	5	5	5	5	5	5	5
Under	Female												Other (please s	Neosho	1	1	1	1	1	1	1	1
Under	male												Southern Half of Montgomery		1	1	1	1	1	1	1	1
Under	Female						Current ICC student						Other (please s	Neosho County	5	5	5	5	5	5	5	5
Under	Male		Attend spo	Attend fine arts events			Current ICC student				Fab Lab member		Northern Half of Montgomery		7	7	7	7	7	7	8	7
Under	Female		Attend spo	Attend fine arts events									Southern Half of Montgomery		4	4	5	6	6	5	7	6
Under	Platypus	Taxpayer											Northern Half of Montgomery		1	4	7	10	1	4	7	10
Under	Male		Attend sporting events										Southern Half of Montgomery		8	9	8	10	9	8	10	8
Under	Female												Southern Half of Montgomery		9	10	8	10	9	9	9	10
Under	Male												Northern Half of Montgomery		7	8	8	9	7	8	7	8
Under	Female		Attend spo	Attend fine arts events									Southern Half of Montgomery		6	6	7	7	6	7	10	8
Under	Female		Attend spo	Attend fine arts events			Current ICC student						Northern Half of Montgomery		8	7	8	7	6	7	10	8
Under	Male		Attend sporting events				Current ICC student				Fab Lab member		Southern Half of Montgomery		7	6	6	6	7	6	6	5
Under	female		Attend sporting events				Current ICC student						Southern Half of Montgomery		7	7	7	7	6	6	6	7
Under	Male								College volunteer				Southern Half of Montgomery		5	5	5	5	5	5	5	5
Under	Female		Attend spo	Attend fine arts events							Fab Lab member		Southern Half of Montgomery		5	7	6	5	4	5	8	6
Under	Female		Attend spo	Attend fine arts events									Southern Half of Montgomery		9	9	10	9	10	10	10	9
Under	Male		Attend sporting events										Southern Half of Montgomery		8	7	8	8	6	6	7	7
Under	female		Attend sporting events				Current ICC student						Northern Half of Montgomery		5	6	4	2	4	4	4	7
Under	female						Current ICC student						Northern Half of Montgomery		1	1	1	1	1	1	2	1

Under	Female			Attend fine arts events										Northern Half of Montgomery		2	2	5	9	1	5	5	4
Under	Female		Attend sporting events											Southern Half of Montgomery		8	10	7	10	9	8	10	7
Under	Female						Current ICC student							Northern Half of Montgomery		6	10	10	10	10	10	10	10
Under	Male		Attend sporting events											Other (please s	W	10	5	10	10	10	10	10	10
Under	Male													Northern Half of Montgomery		9	6	5	7	9	6	5	8
Under	Female													Southern Half of Montgomery		3	7	3	5	3	7	6	6
Under	Female		Attend sporting events				Current ICC student					Fab Lab member		Northern Half of Montgomery		7	5	4	8	5	5	5	5
Under	Female		Attend spo	Attend fine arts events							Donor			Southern Half of Montgomery		6	7	5	5	4	4	6	5
Under	Female			Attend fine arts events			Current ICC student							Southern Half of Montgomery		7	6	4	5	6	5	7	6
Under	Female						Current ICC student							Northern Half of Montgomery		4	5	4	4	3	4	5	3
Under	Male	Taxpayer	Attend spo	Attend fine arts events			Current I	Former ICC student						Southern Half of Montgomery		9	8	9	10	9	10	9	10
Under	Female													Southern Half of Montgomery		9	9	9	9	9	9	10	10
Under	Male	Taxpayer	Attend spo	Attend fine arts events			Current ICC student					Fab Lab member		Northern Half of Montgomery		7	6	5	6	7	9	7	5
Under	Male													Northern Half of Montgomery		9	8	7	7	8	8	7	8
Under	Male		Attend sporting events											Northern Half of Montgomery		7	6	8	4	6	3	9	7
Under	Male	Taxpayer	Attend sporting events											Northern Half of Montgomery		7	7	9	9	8	7	8	7
Under	Female		Attend sporting events											Northern Half of Montgomery		5	7	6	5	6	6	8	7
Under	Female		Attend sporting events											Southern Half of Montgomery		9	9	9	9	7	8	7	6
Under	female	Taxpayer	Attend spo	Attend fine arts events			Current ICC student							Southern Half of Montgomery		3	4	8	7	6	6	5	5
Under	Male		Attend spo	Attend fine arts events										Southern Half of Montgomery		5	3	8	5	2	3	9	8
Under	Male	Taxpayer												Southern Half of Montgomery		8	7	8	8	7	9	10	8
Under	Female		Attend spo	Attend fine arts events										Northern Half of Montgomery		8	10	10	10	10	10	10	8
Under	Female		Attend sporting events				Current ICC student							Northern Half of Montgomery		1	1	1	1	10	10	10	10
Under	female						Current ICC student							Wilson County		2	2	2	2	2	2	2	2
															Averages:	**5.45**	**5.66**	**5.66**	**5.80**	**5.44**	**5.69**	**6.11**	**5.81**
	Male		Attend sporting events											Northern Half of Montgomery		5	5	5	5	5	5	5	5
	male	Taxpayer						Former ICC student				Fab Lab member		Northern Half of Montgomery		2	2	2	3	3	2	2	3
		Taxpayer			Full time ICC employee							Fab Lab member		Northern Half of Montgomery		3	3	3	3	3	3	3	3
		Taxpayer						Former ICC student				Fab Lab member		Northern Half of Montgomery		3	3	4	3	2	2	3	2

Check all that apply:												What is your county of residence?		If you could change one thing at ICC what would it be?
Taxpayer	Attend sporting events	Attend fine arts events	Full time ICC employee	Part time ICC employee	Current ICC student	Former ICC student	Parent of ICC student	College volunteer	Donor	Fab Lab member	CP2 parent	Response	Other (please specify)	Open-Ended Response
Taxpayer	Attend sp	Attend fir	Full time ICC employee			Former ICC student		College vo	Donor			Northern Half of Montgo		One thing I would like to change is the have Meagan Moore and Terri Barbera back to their original hired locations and a dedicated position(s) hired for their split positions outside of Fine Arts. OR, the one thing I would change at ICC is the recruiting process to prepare our new students to be confidently informed and prepared to begin classes…each semester, including on-line classes. OR, the one thing I would change at ICC is food resources for our dorm students who must stay through the breaks, and do not have transportation. OR, the one thing I would change at ICC is the quality and attention to obtaining a professional and competitive marketing department. OR, the one thing I would change at ICC is the motivation of the source where the campus animosity and fear of losing jobs is generated. OR, the one thing I would change at ICC is ability of individuals manipulating the 'system' or the decision makers of ICC, to benefit themselves. OR, the one thing I would change at ICC is the ability to truly track how and to who the money obtained by ICC is spent. OR, the one thing I would change at ICC is the storage capacity for unused culinary equipment, theater materials, music equipment, Inge materials, library materials, and maintenance equipment.
	Attend sporting events				Current ICC student							Southern Half of Montgo		..... um... everything
	Attend sporting events				Current ICC student							Southern Half of Montgo		?
Taxpayer	Attend sporting events					Former IC	Parent of ICC student					Northern Half of Montgo		1 is not enough. The main focus of an educational institution should not be the football team or it's questionable coach.

Taxpayer	Attend sp	Attend fine arts events								Fab Lab member		Northern Half of Montgo	1. This survey will not give a good impression of peoples true feelings due to the lack of comment areas. Each multiple choice question should give a comment section to explain reasonings, due to the grey nature of answers. For example: the faculty and majority of the support staff are trying to have the best interests of students, but they lack support from some of the administration, and football coaches. 2. Supports academic excellence: again faculty and staff want to, but the administrations and board decisions as of late suggest that the school doesn't care about the students success academically. Cutting out successful sports teams both on the field and most importantly in the class room shows a disregard for student success. Throwing away taxpayer money to a new football field and claiming it's due to lack of support from the school board and city, just play to the egos of football, administration, and show a breakdown in the board actually caring about what the school and community actually need/want. ICC has the potential to be a great school, but there are too many higher powers and favoritisms toward football that keep it from being so.
	Attend sp	Attend fine arts events										Northern Half of Montgo	A better music program
Taxpayer	Attend sp	Attend fine arts events				Former ICC student		College vo	Donor		CP2 pare	Northern Half of Montgo	A direct connection between ICC students and local community members. IE: Fab Lab could have ICC students who are trained on Fab Lab tools and have a list of these students with their skills and price list so that community members can be directly connected to an ICC student to create stuff for them at the Fab Lab. This would be a benefit to the community member and a benefit to students (learn customer service! make money! gain experience! good resume builder!)
Taxpayer						Former IC	Parent of ICC student					Northern Half of Montgo	A little more variety. Coffeyville has a course that Independence does not have.
					Current ICC student							Other (please	Harper Co a lot more student events around campus / better food
												Southern Half of Montgo	A possible campus redesign
	Attend sporting events											Southern Half of Montgo	accept everyone no matter what they have done
Taxpayer							Parent of ICC student					Southern Half of Montgo	Add baseball
Taxpayer			Full time ICC employee							Fab Lab member		Southern Half of Montgo	Add elements of experiential learning via Fab Lab ICC to all curriculum.
	Attend sporting events				Current ICC student					Fab Lab member		Northern Half of Montgo	Add more classes for students
	Attend sp	Attend fine arts events										Southern Half of Montgo	Add more dorming.
	Attend sp	Attend fine arts events			Current ICC student							Southern Half of Montgo	Add more sports. And more involvement with students.
												Northern Half of Montgo	Addition of technical classes
Taxpayer	Attend sporting events											Northern Half of Montgo	ADMINISTRATION
			Full time ICC employee									Northern Half of Montgo	Administration
Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgo	Administration and board members
						Former ICC student						Other (please	Not in SE I Administration needs to focus on ALL students. For example, Last Chance U is on the top of the ICC homepage, right next to the link to this very survey. That shows where the college is focused.

Taxpayer						Former ICC student					Northern Half of Montgo		All students be treated the same. Athletes do not get better treatment. They should have to do the same assignment as all the other students. THE FOOTBALL PROGRAM!!!!!!
Taxpayer	Attend sp	Attend fine arts events				Former ICC student		Donor			Northern Half of Montgo		An increases emphasis on academics. Also, more outreach to the community. Just as the Athletic Dept. has Coffee with the Coaches, ICC Administration should do something similar.
	Attend sp	Attend fine arts events									Northern Half of Montgo		Art center
Taxpayer						Former ICC student					Elk County		-As a former athlete, ICC changed my life and let me keep going in my education. -I look back and have lots of good memories. -I think that ICC needs to develop enough support and confidence from the community so that it can change with the times. -Judging from social media, it seems like everything new ICC does gets trashed by a small group that seems to have a lot of influence. -The college needs to learn to say no to those people.
	Attend sporting events										Southern Half of Montgo		athletic teams
Taxpayer		Attend fine arts events						College vo	Donor		Northern Half of Montgo		Attitude...Minimize focus and then be the best at it.
											Wilson County		Barwick,netfilx
Taxpayer						Former ICC student					Southern Half of Montgo		BASEBALL PROGRAM
											Northern Half of Montgo		Baseball program to come back
	Attend sporting events										Northern Half of Montgo		Be better
Taxpayer	Attend sporting events										Northern Half of Montgo		Better balance between academics and athletics
	Attend sporting events										Other (please	labette	better campus
	Attend sp	Attend fine arts events									Wilson County		better campus
	Attend sporting events										Northern Half of Montgo		better cosmology program
Taxpayer											Other (please	Cook Cour	Better facilities
	Attend sporting events										Other (please	Neosho	Better food
Taxpayer	Attend sporting events					Former ICC student				CP2 pare	Northern Half of Montgo		Better food in the cafeteria, and real life portions for the students.
		Attend fine arts events									Southern Half of Montgo		better football coach
Taxpayer	Attend sporting events					Former ICC student		College volunteer			Northern Half of Montgo		Better public communications
Taxpayer					Current ICC student						Northern Half of Montgo		Better support for online students
		Attend fine arts events									Southern Half of Montgo		Better Teachers
					Current ICC student						Other (please	Don't kno	Bigger classrooms.... ie space
											Northern Half of Montgo		Bigger college
Taxpayer											Southern Half of Montgo		Bring back all sports programs
Taxpayer	Attend sp	Attend fine arts events			Current ICC student				Fab Lab member		Northern Half of Montgo		Bring back baseball
Taxpayer	Attend sporting events										Northern Half of Montgo		Bring back baseball
					Current ICC student						Northern Half of Montgo		Bring back baseball and golf. Also have more classes at the high school.
	Attend sp	Attend fine arts events									Southern Half of Montgo		Bring back the baseball program
	Attend sp	Attend fine arts events							Fab Lab member		Southern Half of Montgo		Bring back the fine arts program
Taxpayer						Former ICC student					Northern Half of Montgo		Bring baseball back
	Attend sporting events										Southern Half of Montgo		bring baseball back
					Current ICC student						Other (please	Labette	Bring Benda Sanchez back
Taxpayer	Attend sporting events					Former ICC student					Northern Half of Montgo		Bring Brenda Sanchez back!
Taxpayer	Attend sporting events										Elk County		bring the baseball program back get new football head coach
Taxpayer						Former ICC student					Northern Half of Montgo		Bring the focus on academics back.

Taxpayer			Full time ICC employee										Northern Half of Montgo	Cafe food
					Current ICC student								Other (please	Campus	Cafeteria food
													Northern Half of Montgo	can we go home at 2:00
Taxpayer			Full time ICC employee				Parent of ICC	College volunteer					Northern Half of Montgo	Change Administration
Taxpayer						Former ICC student							Northern Half of Montgo	Change emphasis from football to academics and art. We lost an incredible opportunity to expand the theater department when CCC lost Mark Frank. We should be expanding the college around the Inge Festival and theatre. Football is not a great fit for the culture the downtown is attempting to establish. I was appalled when I saw my tax statement and the amount of funds allocated to ICC. Not really seeing a positive return on my investment. I travel quite a bit and we are a laughing stock with Last Chance U. A Common question I hear is Why would this be implemented when you are already on shaky ground with your accreditation?
Taxpayer	Attend sporting events					Former ICC student				Fab Lab m	CP2 pare	Northern Half of Montgo	Change focus of school from that of an athletic stopover to a career producing institution.
								College volunteer				Southern Half of Montgo	change the name from Independence community college to Independence community University or ICU
	Attend sporting events				Current ICC student							Southern Half of Montgo	classes are not always effective
Taxpayer	Attend sporting events					Former ICC student					CP2 pare	Northern Half of Montgo	Clean house starting with the President.
												Northern Half of Montgo	Clean house with staff and start over.
	Attend sporting events											Northern Half of Montgo	Clean it up
					Current ICC student					Fab Lab member		Southern Half of Montgo	Cleaner Classrooms
	Attend sp	Attend fine arts events										Northern Half of Montgo	cleaner places
Taxpayer	Attend sporting events					Former ICC student						Southern Half of Montgo	Close down
Taxpayer									Donor	Fab Lab member		Northern Half of Montgo	close it
Taxpayer												Southern Half of Montgo	Close it
Taxpayer	Attend sporting events											Northern Half of Montgo	Close it down and have one community college in the county
Taxpayer						Former ICC student						Southern Half of Montgo	Close it down it is a waste of taxmoney to be open
												Northern Half of Montgo	Close it!
Taxpayer												Northern Half of Montgo	Combine ICC and CCC
Taxpayer	Attend sp	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgo	Combine with CCC.
Taxpayer						Former ICC student						Other (please	West Labe	Combine with Coffeyville. Do away with football before making any other cuts.
Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgo	Community image. And understanding of the reality of community college in relation to the city.
Taxpayer	Attend sp	Attend fine arts events				Former IC	Parent of ICC student			Fab Lab member		Northern Half of Montgo	Community Perception
Taxpayer		Attend fine arts events										Northern Half of Montgo	Concentrate more on academic accreditation rather than football and tv programs.
Taxpayer	Attend sporting events					Former IC	Parent of ICC student				CP2 pare	Northern Half of Montgo	Contribute to better our community and it's reputation...become an asset and not a liability.
Taxpayer			Full time ICC employee		Current ICC student							Northern Half of Montgo	Cost is a bit much for a community college.
Taxpayer	Attend sporting events							College volunteer				Southern Half of Montgo	Cows
Taxpayer	Attend sp	Attend fir	Full time ICC employee		Current ICC student							Southern Half of Montgo	Create a school that's know for its academics, sports, and arts programs rather create a school that is against the community.

Taxpayer	Attend sp	Attend fine arts events										Southern Half of Montgo	Cut football program budget, the tv show puts ICC and south east Kansas in a bad light and makes it a laughing stock. Focus on making student athletes attend class, act respectful, and earn the grade and position. Not give them a pass because they are an athlete. My husband and kids attended ICC and played sports. I am ashamed to admit that to anyone now
Taxpayer		Attend fine arts events										Southern Half of Montgo	Cut sports and focus on teaching.
Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgo	Daniel Barwick.
						Former ICC student						Southern Half of Montgo	distance
			Full time ICC employee									Other (please	Nowata C Diversity within staffing.
	Attend sporting events											Northern Half of Montgo	don't have to pay much.
Taxpayer												Northern Half of Montgo	Don't know
					Current ICC student							Wilson County	Dorm fees could be a little lower.
	Attend sporting events				Current ICC student							Other (please	Cobb cour Dorm supervision
	Attend sporting events				Current ICC student							Other (please	Shelby Co Dorms
												Southern Half of Montgo	dorms
Taxpayer		Attend fine arts events						College vo	Donor			Northern Half of Montgo	Drop football
Taxpayer						Former IC	Parent of ICC student					Northern Half of Montgo	Drop Football and bring back baseball, recall board members
Taxpayer												Northern Half of Montgo	Drop football and that show made us look like a joke!
Taxpayer	Attend sporting events					Former IC	Parent of ICC student		Donor		CP2 pare	Northern Half of Montgo	Drop the Football program and bring back the Baseball and soccer programs
		Attend fine arts events							Donor			Southern Half of Montgo	drunk people
Taxpayer	Attend sp	Attend fine arts events										Southern Half of Montgo	Eliminate football
Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgo	Eliminate football
Taxpayer	Attend sp	Attend fine arts events					Parent of ICC student					Southern Half of Montgo	Employees having too many jobs that conflict with each other.
Taxpayer									Donor			Northern Half of Montgo	encourage all sports equally
Taxpayer	Attend sp	Attend fine arts event		Part time ICC employ		Former ICC student						Northern Half of Montgo	Encourage better work/life balance for the whole community.
			Full time ICC employee									Other (please	Independe Enhance the food.
Taxpayer	Attend sp	Attend fir	Full time ICC employee				Parent of ICC student		Donor			Northern Half of Montgo	Everyone on the same page by committing to making a difference and changing lives of our students
												Northern Half of Montgo	everything
Taxpayer	Attend sporting events				Current ICC student							Southern Half of Montgo	Everything
	Attend sporting events											Southern Half of Montgo	everything
	Attend sporting events											Southern Half of Montgo	evrything
						Former ICC student						Other (please	Hillsborou Facilities Upgrade
Taxpayer	Attend sp	Attend fir	Full time ICC employee			Former IC	Parent of ICC	College vo	Donor		CP2 pare	Northern Half of Montgo	Faculty
			Full time ICC employee									Wilson County	Fairness and transparency in leadership practices,
Taxpayer	Attend sporting events					Former IC	Parent of ICC student					Northern Half of Montgo	Find a President that will support his faculty and administration. A president that promotes unity and teamwork among all his staff.
	Attend sporting events											Southern Half of Montgo	Fine arts program
Taxpayer	Attend sp	Attend fine arts events										Other (please	Prefer not Fire Tammie G
Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgo	Fire the entire administration
Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgo	Fire the president
Taxpayer												Northern Half of Montgo	Fire the president and Coach Brown!
Taxpayer						Former ICC student						Northern Half of Montgo	Fire the President and Football Coach
												Other (please	Neosho fix the crappy football team
						Former ICC student						Southern Half of Montgo	Focus from athletics to academics

	Attend sporting events				Former ICC student						Wilson County	Focus more on academics than sports. Specifically fball.
Taxpayer											Wilson County	Focus more on reducing cost to the taxpayers by noon duplication of services and raising tuition to pay for football. Having two community colleges is one county is mind boggling.
Taxpayer		Attend fine arts events				Parent of ICC student					Northern Half of Montgo	Focus more on relationships with local business and industry, and preparing students for jobs in this area.
Taxpayer	Attend sporting events				Former ICC student						Northern Half of Montgo	Focus more on the community and the local instate kids academics which a community college was intended for and less on the Kids brought in from all over for football that will never contribute to the community or stick around this area.
				Current ICC student							Other (please	Johnson Focus more on your other students instead of all the athletes (football). Spend money on the areas that are needed. Like the vet tech program. Did you know there is only 3 programs in the state of Kansas. You would get more students if the program had a better budget and make the program better
Taxpayer	Attend sp	Attend fine arts events			Former ICC student						Northern Half of Montgo	focus on academics. Recruitment of student athletes based on character, willingness and the ability to focus on academics. Recruit the talent to be competitive in sports focusing on hard work and discipline to help each student become a productive part of society.
	Attend sporting events										Other (please	Bordering Focus on education and not sports
Taxpayer		Attend fine arts events									Northern Half of Montgo	Focus on fine & performing arts as much as sports - we have such a rich community of arts, both performers and those who appreciate arts. While sports are great and exciting, the overwhelming community response doesn't seem to support the relative money and funding spent to support sports programs. I think that investing in developing the music program back into being equivalent to the first two years of a music major at a four-year state school would do more to attract top area talent and would be something our community could be proud of. Retaining staff in the fine and performing arts areas should be a priority -- we have lost so many amazing teachers over the past few years because the arts departments were overlooked and underappreciated!
Taxpayer	Attend sporting events										Northern Half of Montgo	Focus on local kids instead of out of state athletes. It is a community college.
Taxpayer	Attend sporting events										Northern Half of Montgo	Focus on the basics. We are a small community college. Let's not try to be a sports powerhouse. Community college...it seems we are not community anymore. Of course that's an opinion.

Taxpayer		Attend fine arts events			Former ICC student					Southern Half of Montgo		Focus on your mission: academic excellence. The leadership sold the legacy of the college for a shiny, sparkly football program and TV show. These players bring NOTHING but a culture of reduced expectations. The players get what they want from the dumbed- down curriculum and then they are gone. It is inconceivable how the ICC leadership is so short-sighted. Football program whores need to step off. Education is Job One. Focus on providing support and incentives to instructors. Stop the madness. Chopping at the budget - for what? Don't cheapen ICC any further. Maybe it is already too late. Maybe ICC can lease that practice field to CCC. We could have merged campuses years ago as Montgomery County Community College.
Taxpayer	Attend sporting events				Former ICC student					Northern Half of Montgo		Food vendors
Taxpayer	Attend sporting events				Former ICC student					Northern Half of Montgo		football coach
										Southern Half of Montgo		Football coach
Taxpayer	Attend sp	Attend fine arts events			Former ICC student			Fab Lab member		Southern Half of Montgo		Football/sports program is a joke. Need to consolidate with CCC and then talk about economic growth to reduce tax burden. MGCO tax levies are rediculous.
Taxpayer	Attend sporting events				Former ICC student					Northern Half of Montgo		For ICC to continue doing what they feel needs to be done to support staff and students. It has to be tough with cutting baseball and all the backlash of the community. I'm sure that wasn't an easy decision to reach. It's always nice to have everyone in the community know what's better for the school, students etc and they have no idea what is really going on. It's so easy to criticize and judge from the outside looking in.
										Southern Half of Montgo		fortnite class
Taxpayer							Donor			Other (please	Yeet unive	Free. And yeet
Taxpayer	Attend sporting events									Other (please	Tulsa. Cou	From coming from Tulsa,ok too see football games. I'd change nothing the kids and people that work at the school and the towns people are great and is a great atmosphere
Taxpayer	Attend sp	Attend fine arts events			Former ICC student			Fab Lab member		Northern Half of Montgo		Get administration and faculty to work together and put the students and education as the number one priority.
Taxpayer										Wilson County		get baseball program back
Taxpayer	Attend sp	Attend fir	Full time ICC employee							Northern Half of Montgo		Get rid of Faculty contracts and make them have to produce results.
Taxpayer					Former ICC student					Southern Half of Montgo		Get rid of the football program and kick out last chance u
Taxpayer		Attend fine arts events			Former ICC student					Northern Half of Montgo		Get rid of the football program.
Taxpayer					Current ICC student					Northern Half of Montgo		Get rid of the football team and bring back men's baseball.
Taxpayer										Northern Half of Montgo		Get the xbox one working its all wonky my dude
	Attend sporting events									Other (please	Labbete	Give more stuff

Taxpayer	Attend sporting events				Former ICC student					Northern Half of Montgo	Go back to a year ago right now when you all were so high on football. Great season, not taking anything away from that but your souls were sold for football. You made the decision in the fall to end the baseball program but did not tell them until March. That screwed so many people over. Players didn't get scholarships and coaches didn't get jobs. To top it off, the baseball team was class acts from the top to bottom. They played the song "Victory in Jesus" when they would win games. You completely screwed over 55ish people for this nonsense. Baseball has done well over the years in the toughest conference in the country with no support from the college. In 7 years, the president was not out there one time. The AD was out there only when softball played (and that was rarely). Why would you not support a home town boy that worked his ass off every day. He had no help on the field. But then you pass a $600,000 practice field through on a Saturday morning sneaky meeting???? You wouldn't buy a gator for baseball but 600.000. Pure insanity if you ask me. Now you are asking for the public's opinion. In my mind it is too late. You screwed over way too many people at the cost of a 2-8 season. Karma sure bit you in the butt this year. Back to question, I would clean house. I would get rid of everyone making these asinine decisions including the president and board. I would attempt to bring baseball back but you would have a hard time getting coaches and players after all the stuff that has been pulled. I would formally apologize to Beau Schultz and players for all the hell you put them through. Take away Jason's 32,000 raise when most coaches out there don't make over 40,000. One successful year does not equal that kind of raise. 2-8 is KARMA. KARMA for ICC decision makers not the players and coaches. Correcting ICCs image will take a long time but if you do some of the things I suggested it would be a start.
Taxpayer					Former IC	Parent of ICC student				Northern Half of Montgo	Go back to having the interests of Montgomery County students interests first.
Taxpayer	Attend sporting events									Wilson County	Go to Nesho Couty Community college
Taxpayer									Fab Lab member	Northern Half of Montgo	Greater transparency @ focus on the true educational needs of the employers in the community- also expansion of technical offerings to help those in the area who aren't going for a 4 yr degree find & keep a job
	Attend sp	Attend fine arts events			Former ICC student					Southern Half of Montgo	Grow the student body so that it's not the smallest school in Kansas and can employ a greater amount of people.
Taxpayer	Attend sp	Attend fine arts events								Northern Half of Montgo	Grow, grow, grow. Then grow some more.
	Attend sporting events									Northern Half of Montgo	Have a baseball team

Taxpayer	Attend sp	Attend fine arts event		Part time IC	Current ICC student								Southern Half of Montgo		Have more funding for groups other than football. Those students would also like to do activities and get new uniforms, but they have been overlooked.
			Full time ICC employee												Having clear rules for conduct and promotion that everyone follows.
Taxpayer	Attend sp	Attend fine arts events						College vo	Donor	Fab Lab member			Northern Half of Montgo		Hire a new president.
	Attend sp	Attend fine arts events					Parent of ICC student						Other (please	Labette	Hire staff that actually knows what's going on. Office workers were always sending us to someone else who didn't know anything. 1st year advisor had no clue what he was doing. Getting bills then being told no actually you have a refund.
Taxpayer					Current ICC student								Other (please	Nowata C	How much focus is on the lousy football team and more on academics and working harder on serving ALL the students not just athletes.
	Attend sporting eve		Full time ICC employee										Southern Half of Montgo		How students who need special resources and modifications because they had an IEP in high school are monitored a little more closely.
Taxpayer	Attend sp	Attend fir	Full time ICC employee										Northern Half of Montgo		HR policies and practices—treating employees equally when it comes to advancement, promotions, discipline, etc.
					Current ICC student								Other (please	Neosho	I am taking classes online and I like them.
Taxpayer		Attend fine arts events						College volunteer					Northern Half of Montgo		I am very sorry to see all of the damage that has been done to the college by faculty who seem willing to take to social media and the newspapers rather than work like professionals to solve problems. When a former board member presented an analysis of the faculty workload, my reaction was that they need more work to do. I suggest adopting a long-term contract with the faculty that creates full-time work for them.
													Northern Half of Montgo		i do not go to icc
													Northern Half of Montgo		I do not know
	Attend sporting events												Southern Half of Montgo		I do not know because I do not go there
	Attend sp	Attend fine arts events											Northern Half of Montgo		I do not know what I would change
	Attend sporting events												Northern Half of Montgo		I do not know.
	Attend sp	Attend fine arts events				Former ICC student							Northern Half of Montgo		I do not understand how ICC evaluates the teachers, which I think should be done in a more public way. There is a lot of variety in the "quality" of the teachers. Some are very good according to my experience and my friends. Some are not good, and I think student evaluations of teachers would show that. I think that the evaluation of teachers should be a more transparent process so that students could know who was ghood and who was not good. I don't mean to sound prejudiced, but my experience and my friends was that many of the older teachers are pretty lazy.
Taxpayer	Attend sp	Attend fine arts events											Southern Half of Montgo		I don't think I would change anything about ICC they have a fun yet effective learning environment and the staff truly goes out of their way to provide for their students.
	Attend sporting events												Northern Half of Montgo		i dont know
Taxpayer													Northern Half of Montgo		I don't know
		Attend fine arts events											Other (please	Thayer	I don't know

	Attend sporting events												Other (please	Montgom	I don't know
Taxpayer													Other (please	Labette C	I don't know
		Attend fine arts events											Southern Half of Montg		I don't know
	Attend sporting events												Southern Half of Montg		I don't know
					Current I	Former ICC student							Other (please	unknown	i don't know because i haven't been there before
													Southern Half of Montg		I don't know because I haven't gone to ICC before
Taxpayer													Northern Half of Montg		i dont know because i haven't looked into that collage
	Attend sporting events												Southern Half of Montg		I don't know I don't go there
Taxpayer	Attend sporting events											CP2 pare	Northern Half of Montg		I don't know what I would change. I am not involved closely enough to have an opinion.
Taxpayer									Donor				Other (please	Libette	I dont know, because i dont go there
		Attend fine arts events											Southern Half of Montg		I don't know.
Taxpayer						Former IC	Parent of ICC student						Southern Half of Montg		I had a wonderful experience at ICC, although that was a long time ago. My children also had a good experience there. Based on my children's experience, I would suggest that ICC create more internship opportunities for students.
Taxpayer													Northern Half of Montg		I have never attended, so i have no clue my stance on ICC.
Taxpayer	Attend sporting events						Parent of ICC student						Northern Half of Montg		I have never seen the ICC budget. But my friends who know about it say that the Inge Center is very expensive and doesn't do very much.
	Attend sporting events												Southern Half of Montg		I honestly don't think that I would want to change anything based on the few campus trips that I attended I think ICC is an excellent school.
Taxpayer	Attend sporting events			Part time ICC emplo		Former ICC student							Northern Half of Montg		I know it says one thing but unfortunately, there is more than one thing that needs to be changed at ICC. One is the focus of the “upper management.” It seems as though they have lost the vision of what an extraordinary academic institution should look like. It’s very run of the mill for a school to tout their athletics before academics. You want to be extraordinary? Quit the smoke and mirrors of how ICC is academically focused and actually do it. Netflix gave this institution a black eye as far as the standard it sets when it comes to athletic > education. Quit having instructors leaving in droves and support them. Look at the curriculum that other JuCos in this state offer (I.e. Hutch CC) and then look at the meager curriculum that ICC offers. As a part time employee, I would love to be able to tell you exactly what I hear but I won’t as I fear repercussion not for myself, but for those around me. “Take care of your employees better than anyone else and they will take care of customers better than anyone else.” - Kip Tindell
						Former ICC student							Southern Half of Montg		i like it
Taxpayer	Attend sp	Attend fine arts events				Former ICC student							Northern Half of Montg		I suppose making it an emotionally safe environment to be and work in, rather than creating an environment people feel guarded.

Taxpayer	Attend sporting events										CP2 pare	Northern Half of Montgo	I think that the behavior of the teacher's union, especially the bosses of that union, has been terrible. I think they should spend less time bashing the college and more time focusing on students.
Taxpayer						Former ICC student						Wilson County	I understand that ICC is small and has limited resources. However, a $12M operation should be able to market itself better within its own area. ICC has good teachers and has been widely recognized as a good college, but the perception of the school locally is that it mediocre. My wife and I both work in Independence, so we are here a lot. I see the same 5-10 people from the college over and over in the community, and none of them are teachers. I suggest that the teachers spend some time out in the community.
		Attend fine arts events			Current ICC student							Other (please	Labette I want Brenda Sanchez back and I want more clubs and activities for students
Taxpayer	Attend sp	Attend fine arts events									CP2 pare	Northern Half of Montgo	I wish that the public would learn more about the college. It's a gem. Without it, the community would suffer.
Taxpayer	Attend sp	Attend fine arts events			Current I	Former ICC student						Southern Half of Montgo	I would add more teachers to increase the teacher student ratio.
	Attend sporting events											Northern Half of Montgo	I would bring back baseball.
Taxpayer	Attend sporting events											Northern Half of Montgo	I would bring the baseball program back.
	Attend sporting events					Former ICC student						Northern Half of Montgo	I would build a bigger dining hall
Taxpayer						Former IC	Parent of ICC student					Northern Half of Montgo	I would cancel the football program!!! That's all ICC cares about! We literally live right across from ICC and send our kids to LCC so they can actually get an education! When our daughter was attending ICC she was forced to help the football players instead of concentrating on her own grades!! ICC art department went most of last winter with NO heat. All the money went towards winning football games! Sorry taxpayers!! ICC is wasting your money!!!
	Attend sporting events											Northern Half of Montgo	I WOULD CHANGE NOTHING
Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Montgo	I would close ICC
Taxpayer							Parent of ICC student		Fab Lab member			Northern Half of Montgo	I would close it down. This county doesn't need 2 schools in one county. 32 community colleges in kansas.v wadte of taxpayer money. And if schooling is so important dump the sports programscand focus on academics
Taxpayer							Parent of ICC student					Northern Half of Montgo	I would combine it with CCC to make one large community college that can better serve the southeast Kansas area through combining resources both financially and academically to provide the best education and support to the area.
Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgo	I would get rid of the Last Chance U and the Dean. It has effectively killed our school and all sports except football.
Taxpayer	Attend sp	Attend fine arts events						Donor				Northern Half of Montgo	i would have a physical presence on campus of a Ks. State University, and physical presence of the icc foundation on campus.

Taxpayer	Attend sp	Attend fir	Full time ICC employee			Parent of ICC	College vo	Donor	Fab Lab m	CP2 pare	Northern Half of Montgo		I would improve ICC's ability to convey its current value to the community.
Taxpayer	Attend sporting events										Southern Half of Montgo		I would let CCC buy the school becouse their accreditation is way better and they handle money better, CCC could have a north and south campus and eventually go to a 4 yr school! ICC is to prideful to sell but it would be the best thing for the kids
Taxpayer	Attend sporting events				Former ICC student						Northern Half of Montgo		I would let ICC dream big. Right now, there are people in this community who hate ICC and want to see it fail, and who blame its leaders for everything. The fact is that we are in a challenging environment, and we need to pull together.
Taxpayer	Attend sp	Attend fine arts events			Former IC	Parent of ICC	College vo	Donor			Northern Half of Montgo		I would like to see as much support for the fine arts department as the other departments. A degree in fine arts for an art , theater or music major is as important to that student as a degree in math for a math student.
Taxpayer	Attend sp	Attend fine arts events			Former IC	Parent of ICC student					Northern Half of Montgo		I would like to see technical schools added. HVAC, Plumbing, electrical. More focus on real jobs that are in our area.
		Attend fine arts events			Former ICC student						Northern Half of Montgo		I would love to see some decent art classes, when I was there they didn't have anything to improve visual arts, drawing, painting, ceramics.
Taxpayer					Current ICC student						Elk County		I would make a wider variety of courses available, particularly to online students. Being a student that does most of my courses online due to the fact that I am also a work at home mom, it would be a huge benefit if I could complete all of my required courses online and if they were all available during both semesters. One of my required courses is only available during the spring and since I am unable to take that one this semester, I will basically be finishing everything but having to wait an extra semester just to complete that 1 last course.
	Attend sporting events				Current ICC student				Fab Lab member		Southern Half of Montgo		I would make grade requirement higher for football players.
Taxpayer											Northern Half of Montgo		I would merge it with CCC. I know that's not a popular idea, but it seems ridiculous to have two separate colleges within 15 miles of each other. Taxpayer money would go farther and more programs and technical training could be offered. I know some technical programs are offered. We need to keep expanding those! Not everyone needs a university degree to get a job or succeed in life, but the vast majority of "middle class" jobs require some kind of training beyond high school. High school teachers that teach concurrent classes need to be paid fairly! They have been getting shafted for years!
	Attend sporting events				Current ICC student						Southern Half of Montgo		I would reinstate the baseball program.
Taxpayer					Current ICC student				Fab Lab member		Southern Half of Montgo		I would want housing for students with families. Better meal plan would be great, currently it's very expensive and low in quality.

Taxpayer		Attend fine arts events			Former ICC student						Northern Half of Montgo			I would want ICC to shift it's focus back to academics instead of football.
	Attend sp	Attend fine arts events			Current ICC student						Southern Half of Montgo			I would want more club activities
Taxpayer	Attend sp	Attend fine arts events			Current ICC student				Fab Lab member		Southern Half of Montgo			I would want to add dormitories for families, almost like duplexes for triplexes.
Taxpayer	Attend sporting events				Current ICC student						Other (please	Miami cou		I would want to change how many football players there are on campus. There are too many.
											Southern Half of Montgo			I wouldn't really change anything
	Attend sporting events										Northern Half of Montgo			I wouldn't change anything.
Taxpayer	Attend sporting events				Former ICC student						Northern Half of Montgo			I've been to several other campuses in Kansas, and ICC's is the most scenic. I think there should me more outdoor events at ICC. I know those can be a pain, but it's such a beautiful place.
Taxpayer	Attend sp	Attend fine arts events									Northern Half of Montgo			ICC has a lot of green space. Why so few outdoor events/activities?
Taxpayer		Attend fine arts events				Parent of ICC student					Northern Half of Montgo			ICC is a hidden gem and should promote itself more effectively.
	Attend sporting events				Former ICC student			Donor			Northern Half of Montgo			ICC is just horrible, I repeat, just horrible, I repeat, just horrible, at helping the public understand how much money flows into Montgomery County because the college is here. I understand that this is a complex subject. Put the public on a bus and take them to Elk County and let them see how much is going on without a college. If I were the trustees, I would go on a tour explaining to the public what the hell Pell grants are. LOL
Taxpayer		Attend fine arts events			Former IC	Parent of ICC	College volunteer				Northern Half of Montgo			ICC should be a school, a place of education, not a sports powerhouse, pimping for the NFL.
Taxpayer	Attend sp	Attend fir	Full time IC	Part time IC	Current I	Former IC	Parent of ICC	College vo	Donor	Fab Lab m	CP2 pare	Northern Half of Montgo		idk
					Current ICC student							Other (please	Neosho C	idk
Taxpayer	Attend sporting events											Other (please	neosho	idk
Taxpayer												Other (please	Montgom	idk
												Other (please	motgome	idk
	Attend sporting events											Southern Half of Montgo		idk
	Attend sporting events											Southern Half of Montgo		idk
												Southern Half of Montgo		idk
					Current ICC student							Other (please	coffeyville	idk
Taxpayer												Northern Half of Montgo		idk i have never been there
	Attend sporting events											Southern Half of Montgo		If I could change one thing at Icc, it would be that, the sports environment needs more support in all sports, not just football.
												Other (please	Miami	If I could change one thing it would be the meal plan. I think it is unfair to have to pay the full thing if you dont use it.
		Attend fine arts events			Current ICC student							Southern Half of Montgo		If I could change one this about ICC I could change the classes to be more diverse.
												Other (please	labette co	im not sure
Taxpayer						Parent of ICC student					Chautauqua County			Improve operations in business offices. Some departments are inefficient with correspondence (ie: tuiton billing, transcript requests)
	Attend sporting events											Northern Half of Montgo		improve the campus
Taxpayer	Attend sp	Attend fine arts events			Former IC	Parent of ICC student		Donor		CP2 pare	Northern Half of Montgo			Improved reputation

Taxpayer						Former ICC student			Fab Lab member		Northern Half of Montgo	Incorporate the Fab Lab in the classroom and better use it as a resource across campus.
Taxpayer	Attend sp	Attend fine arts events				Former ICC student		College vo	Donor		Northern Half of Montgo	Increase enrollment
Taxpayer	Attend sp	Attend fine arts events				Former ICC student			Donor	CP2 pare	Northern Half of Montgo	Increase enrollment numbers to substantiate the investment made by the taxpayers. We have a budget that matches others that serve a much larger student body. ICC is losing ground to surrounding colleges. Specifically : Coffeyville Community College. Need to track how many Independence High School students are enrolling at CCC vs ICC. It's my understanding that the numbers have increased at CCC substantially in the past couple of years...question is why Your questions should not be limited to change one thing at ICC. Other concerns in no particular order. Public perception - Very negative within service area Faculty vs Administration conflict. Public vs private. This should never happen. Both sides lose credibility. Accreditation issues- Why is this even a topic! Quality of Instruction - Commonly questioned by IHS students and others that attend school. Course offerings. Does not meet needs for our area. Little to no engagement in the trades Public conflict with other local institutions. ICC vs USD 446 (Football Field utilization) ICC Board of Trustees - public perception is that the board does not challenge the administration. Short version. Rubber stamp board. Declining capital reserves. This indicates that additional mill levy increases are on the horizon.
Taxpayer	Attend sporting events				Former IC	Parent of ICC student			Donor	CP2 pare	Northern Half of Montgo	Increased transparency
	Attend sporting events			Current ICC student							Northern Half of Montgo	Indoor softball/ baseball dome
Taxpayer	Attend sp	Attend fine arts events			Former IC	Parent of ICC	College vo	Donor		CP2 pare	Northern Half of Montgo	Integrate more into the community
Taxpayer		Attend fine arts events			Former IC	Parent of ICC student					Northern Half of Montgo	It appears that administration does not respect staff and faculty nor the community at large
	Attend sporting events										Southern Half of Montgo	It needs a swim team.
	Attend sporting events										Northern Half of Montgo	It would be soccer
Taxpayer	Attend sp	Attend fine arts events			Former IC	Parent of ICC student					Northern Half of Montgo	It's emphasis on sports, especially football. Seems like too much money and other resources are dedicated to a football team which does little to boost the economy in Montgomery County.
Taxpayer	Attend sp	Attend fir	Full time ICC employee					Donor	Fab Lab member		Northern Half of Montgo	It's lack of data-driven decision making
										CP2 pare	Northern Half of Montgo	It's location. Being so far south of town it feels disconnected from Independence. Kids without their own transportation are very isolated to campus.
Taxpayer											Southern Half of Montgo	It's time to consolidate the two colleges into one.
	Attend sp	Attend fir	Full time ICC employee								Southern Half of Montgo	Keep striving for excellence! So much potential.
Taxpayer											Northern Half of Montgo	Keep up the good work. Proud of ICC.
Taxpayer	Attend sp	Attend fine arts events				Former ICC student		College vo	Donor		Northern Half of Montgo	Leadership
Taxpayer	Attend sp	Attend fine arts events									Northern Half of Montgo	Leadership
Taxpayer	Attend sp	Attend fine arts events					Parent of ICC student				Northern Half of Montgo	Leadership
Taxpayer					Current ICC studer	Parent of ICC student					Southern Half of Montgo	leadership training
Taxpayer	Attend sp	Attend fine arts events				Former ICC student			Donor		Northern Half of Montgo	Leadership!!!!!!

Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgo		Less attention on sports and more attention on academic excellence.
Taxpayer		Attend fine arts events						College volunteer				Northern Half of Montgo		less emphasis on football and more on academics
Taxpayer						Former ICC student						Northern Half of Montgo		less emphasis on sports and more on academics
Taxpayer	Attend sporting events									Fab Lab m	CP2 pare	Northern Half of Montgo		Less emphasis on sports more on education
	Attend sp	Attend fine arts events			Current ICC student							Southern Half of Montgo		Less expensive dorms
Taxpayer							Parent of ICC student			Fab Lab member		Northern Half of Montgo		Less focus on football and more on academics
Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgo		Less focus on Netflix and more focus on students' opportunities and ideas that bring in more students.
Taxpayer	Attend sp	Attend fine arts events			Current ICC student							Northern Half of Montgo		Less focus on sports and more focus on academics.
Taxpayer	Attend sporting events									Fab Lab member		Southern Half of Montgo		Less football and more focus on academics
Taxpayer	Attend sp	Attend fir	Full time ICC employee			Former ICC student						Northern Half of Montgo		Less football influence on academics
Taxpayer	Attend sp	Attend fir	Full time IC	Part time IC	Current I	Former IC	Parent of ICC	College vo	Donor	Fab Lab m	CP2 pare	Other (please	africa	less racism
Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgo		Like to see more classes online or in the evenings
	Attend sp	Attend fine arts events										Northern Half of Montgo		Local students for sports
	Attend sporting events											Northern Half of Montgo		lower cost for students
Taxpayer												Northern Half of Montgo		Make education a priority. Only accept in state athletes. Prepare the kids for their future not the Administration retirement. Make the young adults a priority.
	Attend sporting events											Northern Half of Montgo		make it a little bigger
Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgo		Make it a predominantly fine arts school and get rid of the sports that are not bringing in any money. We have the William Inge festival so why not make that the number one reason students want to go to school there.
	Attend sp	Attend fine arts events										Northern Half of Montgo		Make it bigger
	Attend sporting events											Southern Half of Montgo		Make it bigger
						Former ICC student						Elk County		Make teachers more available to students in their offices when we need help
				Part time ICC employee								Northern Half of Montgo		Make the campus more friendly by becoming involved. Campus is like a ghost town where people rarely meet and converse. I rarely see people engaging students or anyone unless something is needed, and that isn't good for culture.
Taxpayer	Attend sp	Attend fine arts events				Former IC	Parent of ICC student		Donor			Northern Half of Montgo		Make the college more local friendly and cost effective
Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgo		Make the college more tax payer friendly by supporting local students in favor of out of state athletes.
		Attend fine arts events										Northern Half of Montgo		make video games
Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgo		Management, Get rid of all business office hr and start fresh
Taxpayer			Full time ICC employee					College vo	Donor	Fab Lab member		Southern Half of Montgo		me
Taxpayer												Northern Half of Montgo		Merge it into Coffeyville Community College.
Taxpayer												Northern Half of Montgo		Merge with CCC. Two junior colleges in a relatively sparsely populated area is a waste of precious resources.
Taxpayer	Attend sporting events											Southern Half of Montgo		Mission as academic institution should be top priority in all decision-making
Taxpayer	Attend sporting events									Fab Lab member		Northern Half of Montgo		Modernize campus facilities.
					Current ICC student							Northern Half of Montgo		more activities and student interaction
	Attend sporting events				Current ICC student							Other (please	Butler Cou	More activities as a whole

	Attend sp	Attend fine arts events										Southern Half of Montgo		More activities the public can come watch or participate in
												Southern Half of Montgo		more agriculture activities
Taxpayer						Former ICC student						Northern Half of Montgo		More attention to education and class availability than sports
Taxpayer	Attend sporting events					Former ICC student						Wilson County		More care in quality teachers
Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgo		More certificate programs
Taxpayer												Southern Half of Montgo		More clubs and recognition of culture
Taxpayer	Attend sp	Attend fir	Full time ICC employee									Northern Half of Montgo		More collaboration, less retaliation
					Current ICC student							Northern Half of Montgo		More creativity and caring teachers.
Taxpayer	Attend sp	Attend fine arts events				Former IC	Parent of ICC student			Fab Lab member		Northern Half of Montgo		More emphasis on academics and less on sports
Taxpayer						Former IC	Parent of ICC student					Northern Half of Montgo		More emphasis on academics and less on sports. Support the teaching staff.
Taxpayer	Attend sp	Attend fine arts events						College volunteer		Fab Lab member		Northern Half of Montgo		More emphasis on academics, less on athletics.
	Attend sporting events											Northern Half of Montgo		more events
	Attend sp	Attend fine arts events			Current ICC student							Other (please	Neosho	More focus on academics and fine arts rather than football :)
Taxpayer						Former ICC student						Northern Half of Montgo		More focus on academics less on athletics
Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgo		More focus on education and enrollment.
Taxpayer												Northern Half of Montgo		More focus on education and less focus on sports teams
Taxpayer	Attend sp	Attend fine arts events				Former ICC student		College vo	Donor			Northern Half of Montgo		More focus on education excellence.
Taxpayer												Southern Half of Montgo		More focused on academics and more trustworthy institution
	Attend sp	Attend fine arts events										Northern Half of Montgo		more high school available classes
	Attend sp	Attend fine arts events										Southern Half of Montgo		more of a variety to do more things
Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgo		More online classes geared toward working adults that are affordable. Example: half semester courses
		Attend fine arts events										Northern Half of Montgo		More options
					Current ICC student							Northern Half of Montgo		more school pride
	Attend sp	Attend fine arts events							Donor			Southern Half of Montgo		More sports programs
Taxpayer	Attend sporting events						Parent of ICC student					Northern Half of Montgo		More technical programs
			Full time ICC employee			Former ICC student						Southern Half of Montgo		More things for the students to do that the students actually want to do.
	Attend sp	Attend fine arts events										Northern Half of Montgo		more time to work
Taxpayer	Attend sporting events						Parent of ICC	College volunteer		Fab Lab member		Northern Half of Montgo		more transparency within the community
	Attend sporting events			Part time IC	Current ICC student				Donor			Southern Half of Montgo		More variety of classes available for high school students.
Taxpayer												Southern Half of Montgo		More vending machines
Taxpayer	Attend sporting events						Parent of ICC student					Northern Half of Montgo		Most of what I know about ICC I either read in the newspapers or see online. I have notice that on social media, the people who usually trashtalk the college are either the teachers or the friends of teachers. Why is that? I think it's because the teachers know they are untouchable in the state of Kansas. My children and my children's friends went to ICC. Some teachers worked hard and some didn't. I think that ICC should get the bad teachers out
	Attend sporting events						Parent of ICC student					Other (please	Scott	N/A
Taxpayer					Current ICC student							Other (please	Allen	N/A
					Current ICC student							Wilson County		n/a
Taxpayer					Current ICC student							Northern Half of Montgo		Na

Taxpayer	Attend sp	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgo	needs to partner more with CCC to serve the students of Mongomery and surrounding counties.
Taxpayer	Attend sporting eve		Full time ICC employee						Donor			Northern Half of Montgo	Negative atmosphere and apathy throughout the campus!!
Taxpayer						Former ICC student						Northern Half of Montgo	New administration, specifically new board and president
Taxpayer	Attend sp	Attend fine arts events										Southern Half of Montgo	New leadership top to bottom
Taxpayer						Former IC	Parent of ICC student		Donor	Fab Lab member		Northern Half of Montgo	New leadership. We're extremely concerned about the divisive and manipulative climate directed at faculty who disagree with the current direction. Discontinue the football nonsense and focus on sport activities that promote academic success as well as positive and acceptable student behavior. We're not only alarmed but ashamed of the current state of affairs
					Current ICC student							Northern Half of Montgo	Nicer looking campus Add Radiology program
	Attend sporting events											Northern Half of Montgo	No
												Northern Half of Montgo	no change
Taxpayer	Attend sp	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgo	No comment
	Attend sporting events											Northern Half of Montgo	no opinion
Taxpayer												Southern Half of Montgo	no opinion
	Attend sporting events				Current ICC student							Northern Half of Montgo	No wrestling team
Taxpayer						Former ICC student						Northern Half of Montgo	Not focusing on athletics as much. The teachers have to bend their rules for athletes of every sport. It's not fair to those that have to work hard for education
Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgo	Not raising my taxes to pay for a practice football field...
Taxpayer												Southern Half of Montgo	Not sure
Taxpayer	Attend sp	Attend fir	Full time ICC employee			Former IC	Parent of ICC student		Donor	Fab Lab member		Northern Half of Montgo	Not sure but would make some changes
												Northern Half of Montgo	noth
								College volunteer				Elk County	nothing
					Current ICC student							Northern Half of Montgo	nothing
		Attend fine arts events										Northern Half of Montgo	nothing
Taxpayer	Attend sporting events											Northern Half of Montgo	nothing
	Attend sporting events											Northern Half of Montgo	nothing
												Northern Half of Montgo	Nothing
Taxpayer	Attend sporting eve		Full time ICC employee									Other (please	Chambers Nothing
Taxpayer	Attend sporting eve		Full time ICC employee									Other (please	Los Angele Nothing
	Attend sporting events											Other (please	Neosho C Nothing
												Other (please	labette nothing
Taxpayer						Former ICC student						Southern Half of Montgo	Nothing
	Attend sporting events											Southern Half of Montgo	Nothing
	Attend sporting events											Southern Half of Montgo	Nothing
	Attend sporting events											Southern Half of Montgo	nothing
												Southern Half of Montgo	nothing
	Attend sporting events											Wilson County	Nothing
	Attend sporting events											Wilson County	nothing
	Attend sporting events								Donor				nothing
					Current ICC student							Northern Half of Montgo	Nothing
	Attend sporting events				Current ICC student							Other (please	Puerto Ric Nothing
	Attend sporting events				Current ICC student							Other (please	Creek cou Nothing
	Attend sporting events											Southern Half of Montgo	nothing
												Northern Half of Montgo	Nothing

	Attend sporting events											Southern Half of Montgo		Nothing
	Attend sp	Attend fine arts events										Southern Half of Montgo		Nothing I think its perfect the way it is
Taxpayer												Southern Half of Montgo		Nothing it's perfect the way it is
Taxpayer					Current ICC student							Northern Half of Montgo		Nothing so far.
										Fab Lab member		Southern Half of Montgo		Nothing, it seems like a great school
			Full time ICC employee									Northern Half of Montgo		Nothing. Pirate nation baby.
Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgo		Offer an Art program
					Current ICC student							Northern Half of Montgo		Offer more classes.
Taxpayer	Attend sporting events					Former ICC student		College vo	Donor		CP2 pare	Northern Half of Montgo		Offer office administration / QuickBooks certification program
Taxpayer			Full time ICC employee							Fab Lab member		Northern Half of Montgo		One thing, I think more than one thing needs changed. Employees need to be placed in positions according to their strength and character. ICC needs to be something different and unique from surrounding colleges and use their resources wisely. Better processes in place for pay, raises, bonuses, and such so all have an opportunity for growth. Clear, concise, effective communication across campus. Sell our products, programs, etc...don't let people tell us what they want if they don't really know. What great things do we offer? What are we good at? Believe in it and sell it! They will come and they will buy in.
					Current ICC student							Southern Half of Montgo		Opportunities
												Northern Half of Montgo		OSHA 10 better
					Current ICC student							Other (please	Creek	Parking Lots
Taxpayer						Former ICC student						Southern Half of Montgo		Part of the Administration is too pushy.
	Attend sporting events											Other (please	Labette	President
		Attend fine arts events				Former IC	Parent of ICC student		Donor			Northern Half of Montgo		President
	Attend sporting events											Other (please	W	Price
Taxpayer	Attend sp	Attend fine arts events			Current ICC student							Northern Half of Montgo		Priorities
Taxpayer	Attend sporting events											Northern Half of Montgo		programs
Taxpayer	Attend sporting events											Southern Half of Montgo		Promote the success of your students moving forward Promote where the football payers move on to. Let the community know that these great colleges have selected our players. Maybe do player highlights in local paper. I love our college and I want My fellow citizens to see the good you are doing. Too many haters. I gjknk it would be nice to highlight teachers as well.
	Attend sp	Attend fine arts events										Southern Half of Montgo		Provide more agricultural opportunities.
Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Montgo		Put strong emphasis back on academic excellence...& get the college combined with CCC!
Taxpayer	Attend sp	Attend fine arts events				Former IC	Parent of ICC student					Northern Half of Montgo		Quality instruction over athletics
Taxpayer												Northern Half of Montgo		Quality of Education, Administration, Board of Directors.
Taxpayer		Attend fine arts events										Southern Half of Montgo		rebalance arts sports and academic learning
Taxpayer		Attend fir	Full time ICC employee				Parent of ICC student			Fab Lab member		Southern Half of Montgo		recruit for academics, not athletics
Taxpayer						Former ICC student				Fab Lab member		Northern Half of Montgo		Reduce tax burden.
Taxpayer	Attend sp	Attend fine arts events				Former ICC student			Donor			Northern Half of Montgo		Regain the status of a community college.
Taxpayer												Northern Half of Montgo		Remove Dan Barwick and the current board.

Taxpayer	Attend sp	Attend fir	Full time ICC employee		Former IC	Parent of ICC student		Donor	Fab Lab m	CP2 pare	Northern Half of Montgo	Reorganize.... Get rid of the top 4 administrators and the head football coach and start a new. Get a new perspective back on academics and not football.
Taxpayer		Attend fine arts events			Former ICC student		College vo	Donor			Northern Half of Montgo	Replace the president. If he doesn't take his athletic and HR directors with him (and any other lieutenants), fire them and start over with a new leadership team.
Taxpayer	Attend sp	Attend fine arts events		Current ICC studer	Parent of ICC student						Southern Half of Montgo	Restart the whole system of ICC. It is not bad, but could be made better if it was torn apart and put back together again with community feedback.
Taxpayer	Attend sp	Attend fine arts events			Former IC	Parent of ICC student					Northern Half of Montgo	Rich environment for students: with students from other countries.
Taxpayer					Former ICC student					CP2 pare	Southern Half of Montgo	Scrap the Last Chance U and the behaviors of the coaching staff and players.
Taxpayer	Attend sporting events					Parent of ICC student					Southern Half of Montgo	Security of dorms
Taxpayer	Attend sporting events				Former ICC student			Donor			Northern Half of Montgo	Shut it down
Taxpayer	Attend sp	Attend fir	Full time ICC employee					Donor			Wilson County	Some of the administrators.
											Other (please Labette	Something
	Attend sporting events										Southern Half of Montgo	sport teams
Taxpayer											Southern Half of Montgo	sports
Taxpayer	Attend sporting events										Southern Half of Montgo	Staff having too many jobs
Taxpayer	Attend sporting events				Former IC	Parent of ICC student					Northern Half of Montgo	STANDARDS ON GRADES WERE HIGHER FOR ATHELETES
Taxpayer	Attend sporting events				Former ICC student				Fab Lab member		Northern Half of Montgo	Start making the kids accountable. Start focusing on things other than football. Start backing professors. Stop passing students that are not doing college level work. It is considered a college degree. Do not hand them out to athletes that didn't do or can't do the work. You are only setting them up to fail in the world. Along with not encouraging the kids that are working their butts off for the same grade
Taxpayer					Former ICC student						Northern Half of Montgo	Stop ballooning the sports events into taxpayer-reimbursed monstrosities. Yes, I understand you're excited about Last Chance U, but they don't care about us. They don't even tip when they eat local.
Taxpayer											Northern Half of Montgo	Stop bashing the college - work together to build it!
Taxpayer					Former ICC student						Northern Half of Montgo	Stop dumping all the money into the football program
Taxpayer						Parent of ICC student					Northern Half of Montgo	Stop focusing on football and focus on education and making sure classes are transferring to 4 year colleges
Taxpayer	Attend sporting events										Northern Half of Montgo	Stop focusing so much on Football and out of state recruiting. Community colleges should be focusing more on community and bringing in local students to prepare them for a four year university.
Taxpayer					Former ICC student						Northern Half of Montgo	Stop focusing so much on the football program.
Taxpayer		Attend fine arts events									Northern Half of Montgo	Stronger fine arts program
	Attend sporting events			Current I	Former ICC student						Other (please Hennipen	Students living on campus don't have to pay for the cafeteria food or make cafeteria food much much better
Taxpayer					Former ICC student						Northern Half of Montgo	Support local students instead of football scholarships to kids that are grasping at a football career. You have more football players on scholarship than Kansas State. You waste our tax money on kids who will never return to SEK

Taxpayer												Northern Half of Montgo	Switch to Montgomery County Community College and University. 4 year university accreditation.
Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgo	Take the focus off of football and Netflix and focus on academics.
	Attend sporting events				Current ICC student							Northern Half of Montgo	teaching strategies
	Attend sporting eve	Full time ICC employee			Current ICC student							Other (please	Sedgwick That each sport team is treated the same and the food in the cafeteria.
Taxpayer						Former ICC student						Southern Half of Montgo	That horrible football coach. I wouldn't want a child of mine going to a school that puts up with such vulgar bullying.
Taxpayer	Attend sporting events					Former IC	Parent of ICC student					Southern Half of Montgo	That I ever went there, or that my son went there.
Taxpayer						Former ICC student						Northern Half of Montgo	That ICC would be more academic and less Football. The students that are there don't care about grades just football and smoking pot.
Taxpayer												Other (please	neosho that it would get more neosho county involved for thayer highschool students
Taxpayer												Northern Half of Montgo	That the general public could see what a great college ICC is.
Taxpayer	Attend sporting events				Current ICC student							Other (please	Ottawa co That the school shouldn't be all about the football team.
Taxpayer						Former ICC student						Northern Half of Montgo	That their management didn't have ulterior motives and that they'd listen and take to heart what people have ro say without disregarding it because it doesn't fit their preconceived notions, ideas, or plans.
Taxpayer						Former ICC student						Southern Half of Montgo	That they focused on academics more than just the football program.
Taxpayer		Attend fine arts events							Donor			Northern Half of Montgo	that they stole peoples identities
	Attend sporting events											Northern Half of Montgo	that they tell us more about it
Taxpayer												Northern Half of Montgo	That they would scale down the expenses on football and bring baseball back. The baseball players were all respectful and made me proud to know they were part of Independence. I've seen nothing but disrespect from football players outside in the community.
Taxpayer												Northern Half of Montgo	The ability to speak freely when problem solving to address difficult situations and topics to better the college as a whole.
	Attend sporting events				Current ICC student							Southern Half of Montgo	The amount of money spent on things, like the football field.
			Full time ICC employee									Other (please	Puerto Ric The appearance. More cleaning and painting. It's a beautiful campus... maintain it as such!
Taxpayer	Attend sporting eve	Full time ICC employee										Southern Half of Montgo	The art of transparency
						Former ICC student						Southern Half of Montgo	The athletic director and the head football coach need to go. They are both very disrespectful and treat everyone as if they are better than they are. Last Chance U did nothing good for the college or the town. It features a foul-mouthed arrogant "coach" and the athletic director isn't much better. The athletic director runs the college and it is going downhill quickly. She controls everyone like puppets on a string. I am ashamed to be an alumni of ICC.
					Current ICC student							Northern Half of Montgo	The atmosphere
Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Northern Half of Montgo	The board

Taxpayer							Parent of ICC student		Donor			Southern Half of Montgo	The Board Members and the employment of Daniel Barwick
					Current ICC student							Other (please	Honolulu I The cafe food
					Current ICC student							Other (please	Washingto The cafeteria and the way the business office handles things.
					Current ICC student							Wilson County	The cafeteria food
Taxpayer	Attend sp	Attend fine arts event		Part time IC	Current ICC student							Northern Half of Montgo	The cafeteria. Nearly everyone on campus is an athlete striving to be their healthiest, and it's disappointing when we go in after practice for something healthy to eat and all that's available is fried, breaded, greasy carbs. I would love to see 1 source of non-fried lean protein (like grilled chicken breast, steak, pork, etc) that is not breaded, for lunch and dinner, every day, non-negotiable. This could make ICC a much healthier place and much more desirable for future students
Taxpayer	Attend sp	Attend fine arts events										Southern Half of Montgo	the campus
Taxpayer					Current ICC student							Other (please	cherokee the classes needed for the early childhood degree needs updated. It has classes that are wrong, or not being available
	Attend sporting events											Northern Half of Montgo	The classrooms are not that nice but it would hurt to get them renovated and expand the learning areas of the building.
Taxpayer	Attend sp	Attend fine arts events				Former ICC student						Southern Half of Montgo	The coach's foul mouth! He's an embarrassment.
Taxpayer						Former ICC student						Northern Half of Montgo	The College needs to focus on education and not sports.
Taxpayer	Attend sp	Attend fine arts events									CP2 pare	Northern Half of Montgo	The community be more involved as a whole!
Taxpayer												Northern Half of Montgo	The cost of tuition is still too high.
	Attend sporting events											Northern Half of Montgo	The courses offered
	Attend sp	Attend fine arts events										Southern Half of Montgo	The differentiation of people
					Current ICC student							Northern Half of Montgo	The diversity of classes that are offered. There is not a ton of online classes/night classes for those who are in highschool wanted to get a jumpstart on college. Especially science classes, I feel there is not a wide range of diversity in the types of classes offered currently.
							Parent of ICC student					Other (please	Cloud The dorms seem very unstable Things go on there with very little support for the students
		Attend fine arts events										Northern Half of Montgo	The fact that they don't have a softball team, or a baseball team.
												Southern Half of Montgo	The fact that they put football before anything else
Taxpayer		Attend fine arts events				Former ICC student						Northern Half of Montgo	The focus would be on academics (a safe space for academics; not a priority on unsafe football players being in the classrooms).
Taxpayer	Attend sporting eve		Full time ICC employee									Northern Half of Montgo	The Food
Taxpayer												Northern Half of Montgo	the food
					Current ICC student							Southern Half of Montgo	The food
Taxpayer												Southern Half of Montgo	the food
												Southern Half of Montgo	The food
					Current ICC student							Other (please	Oklahoma The food!
	Attend sp	Attend fine arts events			Current ICC student							Northern Half of Montgo	The food. Make sure that the food being prepared is something you'd wanna eat as well.
	Attend sporting events				Current ICC student							Other (please	Montgom the food😂😂

	Attend sporting events											Northern Half of Montgo	The Football Coach
Taxpayer						Former ICC student						Northern Half of Montgo	The football coach.
	Attend sporting events											Southern Half of Montgo	the football coaching staff
Taxpayer	Attend sp	Attend fine arts events			Current ICC student							Southern Half of Montgo	The football program brings a bad name to ICC and Independence. We are known as the town with the football coach who can't go without saying the f bomb for five minutes
												Northern Half of Montgo	The football program!
Taxpayer		Attend fine arts events				Former ICC student						Southern Half of Montgo	The growing perception is that if you piss off the athletic department, you're persona non grata. Absolute power corrupts absolutely. People shouldn't fear losing their jobs or being otherwise blackballed in the community just because they disagree with something the athletic department wants. It is losing support for ICC.
												Southern Half of Montgo	the head football coach
Taxpayer						Former ICC student						Southern Half of Montgo	the leadership
Taxpayer	Attend sp	Attend fine arts events				Former IC	Parent of ICC student		Donor			Southern Half of Montgo	The leadership of the school. This includes the President, VPAA, Tammy G. and coach brown, and the board of trustees.
												Southern Half of Montgo	The location
									Donor			Southern Half of Montgo	the logo
Taxpayer												Northern Half of Montgo	The Mascot and The President
	Attend sporting events											Other (please	neosho The masscot
Taxpayer						Former ICC student						Southern Half of Montgo	The money spent and priority put on sports programs
		Attend fine arts events										Northern Half of Montgo	the morning classes
	Attend sp	Attend fine arts events			Current ICC student					Fab Lab member		Northern Half of Montgo	The number of STEM classes offered
Taxpayer	Attend sporting events										CP2 pare	Northern Half of Montgo	The politics are a bit overwhelming. I think they forget to remember basics
Taxpayer	Attend sporting events											Northern Half of Montgo	The practice field
Taxpayer		Attend fine arts events										Southern Half of Montgo	The President
Taxpayer						Former ICC student						Southern Half of Montgo	the President and his personnel manager
				Part time ICC employ		Former ICC student						Southern Half of Montgo	The president and its prioritizing of footballl above anything, even academics.
Taxpayer	Attend sporting events						Parent of ICC student					Southern Half of Montgo	The President and the board both need to go.
												Northern Half of Montgo	The President is self serving and needs to be replaced by someone who cares about the student body not just the football team for his ego
Taxpayer						Former ICC student						Southern Half of Montgo	The president.
							Parent of ICC student					Other (please	. The professional and honesty of staff members
Taxpayer	Attend sporting events					Former ICC student						Northern Half of Montgo	The property tax burden
Taxpayer	Attend sp	Attend fine arts events										Northern Half of Montgo	The public perception of icc is very different from reality. The college is consistently ranked by national independent organizations as one of the best in the state, but Indy residents spend most of their attention griping about the supposed cost of the college. I say supposed because the data I've seen shows the college produces a net financial benefit to the community. Some better education is needed
					Current ICC student					Fab Lab member		Southern Half of Montgo	The size of the Cafe
	Attend sporting events											Southern Half of Montgo	The standard needed to attend the College
	Attend sporting events											Other (please	middle ha the tutition

	Attend sp	Attend fine arts events									Northern Half of Montgo		the way they teach pay IHS for using football filed which they said they would do when they built it
Taxpayer	Attend sporting events			Current ICC student							Northern Half of Montgo		Them replying to emails about applying to go to school there quicker
Taxpayer					Former ICC student						Northern Half of Montgo		There are too many to list. First I believe a change in leadership needs to happen.
Taxpayer	Attend sporting events				Former IC	Parent of ICC student				CP2 pare	Northern Half of Montgo		There is honestly so much I would change, so I guess I would start with changing the Board or the president.
Taxpayer	Attend sporting events				Former IC	Parent of ICC student				CP2 pare	Northern Half of Montgo		There needs to be an emphasis on academics and not sport teams.
				Current ICC student							Other (please	Oklahoma	There needs to be better communication between all of the departments for the better interest of the students
				Current ICC student							Northern Half of Montgo		There possible courses
Taxpayer	Attend sp	Attend fine arts events				Parent of ICC student			Fab Lab member		Northern Half of Montgo		There seems to be an environment of distrust and manipulation around decisions that are made. I would like to see that corrected and ICC leadership more forthcoming with information the public needs in order to feel confident in supporting the entity.
Taxpayer	Attend sp	Attend fine arts events				Parent of ICC student					Northern Half of Montgo		Think big!! The bigger ICC gets, the better off the community is. In terms of economic development, would you rather have ICC or KU in your town?
Taxpayer	Attend sp	Attend fine arts events			Former IC	Parent of ICC student					Southern Half of Montgo		This college needs new leadership. It has gone down hill over the last five years. We need people who are not going to pay their husbands more on a contract because he teaches more students in his class, we need to remove the president who lies to faces of employees and calls technical programs uninteresting, remove the HR department as they as followers who hide behind their titles along with not following polices in place before termination, the nepotism must end, athletics need to take a back seat, spending on trips to other countries to get enrollment of 4 students does not cover the cost of the trip. HLC should shut this school down the lies that are being produced by the few who actually get to be involved are ridiculous.
	Attend sporting events				Former ICC student						Wilson County		This community need to learn to support ICC athletics! Big, fun games make a community fun. Go to K state on game day and you'll see what a college town should be like on game day. I'm of people trashing the sports, if you want to win you gotta win
Taxpayer											Northern Half of Montgo		To close it down.
	Attend sporting events										Southern Half of Montgo		To create a mechanics program
Taxpayer	Attend sp	Attend fine arts events			Former ICC student		College vo	Donor	Fab Lab m	CP2 pare	Southern Half of Montgo		To make it the only JUCO in Montgomery County!
	Attend sporting events										Northern Half of Montgo		To offer college computer classes to the high school.
	Attend sporting events										Northern Half of Montgo		toilets need to be composting toilets
Taxpayer		Attend fine arts events			Former ICC student						Other (please	Labette	Too much emphasis on sports.
Taxpayer					Former IC	Parent of ICC student		Donor	Fab Lab member		Northern Half of Montgo		Too much overhead. Consolidate with CCC. Get a better coach with some values, morals and raise the kids properly. He is a disgrace.

Taxpayer	Attend sporting events							Donor			Northern Half of Montgo	Too numerous to put on here but the Fab Lab is a scam put on by its directors so that they don't have to go get real jobs. But yet they seem to have an open check book in the name of vocational training (which we need in a huge way for the area) but come on they aren't producing any employees for local business
Taxpayer	Attend sporting events				Former ICC student						Northern Half of Montgo	Transferable credits ICC is known to not have very many credited classes that can transfer to most other schools at least that's what I've heard.
Taxpayer	Attend sp	Attend fine arts events						Donor			Northern Half of Montgo	Transportation to/from the community
			Full time ICC employee						Fab Lab member			Trust. Trust comes from improved open communication. I do believe communication is beginning to improve but it still has a long way to go for trust to be present.
	Attend sp	Attend fine arts events									Northern Half of Montgo	um arts center
Taxpayer	Attend sp	Attend fine arts events									Northern Half of Montgo	Under the current leadership, ICC has been a profound disappointment, with questionable decisions, misplaced priorities, and a financially-dubious future. Change the leaderahip.
Taxpayer		Attend fine arts events									Northern Half of Montgo	Use more programs like the Fablab to bring in prospective students. Field days and academic competitions for middle and high school kids would open some eyes and make ICC an option. I teach high school and many kids don't consider ICC because they unaware of what ICC offers or they have a negative perception. We have many students who are interested in medical/nursing/healthcare. Most consider LCC or CCC first due to programs offered. Bring back baseball.
				Current ICC student							Northern Half of Montgo	we do not need two community colleges in one county.
			Full time ICC employee								Southern Half of Montgo	We need new leadership at the top.
Taxpayer			Full time ICC employee						Fab Lab member		Wilson County	We need updated technology and facilities for all programs.
Taxpayer					Former ICC student						Wilson County	When I was there (2011) office staff was difficult to contact, I often just had to drive to Independece to request a transcript ect. Once after I requested a transcript be sent it was not and caused me to miss a very important opportunity.
	Attend sporting events				Former ICC student						Southern Half of Montgo	Win more football games!!!

Taxpayer	Attend sporting events					Former ICC student				Fab Lab member		Northern Half of Montgo	With the exception of the FabLab, the College seems to be off course. Dwindling enrollment and even lower enrollment for actual residents of the area leave myself and many other community members wondering what purpose it is serving the members of the community, particularly but not exclusively, tax payers. While recent athletic developments brought publicity to the college and community, so few of the student athletes are even from our state, what purpose is it serving, given specifically that many view the publicity as negative on the college and community as a whole. I suppose that changing one thing, would be to refocus the college on providing education to the population that actually support its operations and if that can't be achieved, or if there isn't enough of an actual need to financially justify it, then close the college and let those needs be met by the other higher education institutions in the area.
Taxpayer												Southern Half of Montgo	Working in the community with persons that have abilities to help and encourage students in their field of interest.

Appendix 119

Cabinet By-Laws

PRESIDENT'S CABINET BY-LAWS

Mission

The President's Cabinet provides a forum for the presentation, discussion, and communication of decisions that impact various areas of college operations including academics, budget and fiscal management, compliance, enrollment and retention, personnel and service needs, public relations and student affairs as a means of ensuring accountability, oversight and transparency in presidential decision-making.

Responsibilities

The Cabinet:

1. Coordinates the institutional response to significant college initiatives including institutional accreditation, cultural inclusivity, institutional integrity and community involvement.
2. Emphasizes communication among Cabinet membership, the college and the community by providing a meeting agenda to the campus in advance of all meetings, promptly distributing Cabinet meeting minutes to the campus and providing a forum for the communication of presidential decisions as they relate to business presented to and/or discussed by Cabinet.
3. Presents departmental updates to its membership for the purpose of enhancing collaboration and promoting communication among Cabinet membership, the college and the community.
4. Conducts periodic informational reviews of the operations of areas of the college and hears reports by and engages in discussion with non-members (as requested by any member of the Cabinet).
5. Discusses issues raised and projects proposed by its membership as a means of providing perspective, clarity and open communication for the purpose of resolving issues and advancing projects within the college and community.
6. Makes recommendations to Council of Chairs as appropriate.

Membership

President's Cabinet includes the Faculty Senate President and those personnel appointed by the President to the Cabinet.

Meetings

Meetings are held approximately weekly throughout the year and are generally open to the public. Cabinet members participate in monthly Board of Trustees meetings.

Appendix 120

Assessment Committee 11.1.2018

Assessment Committee

Multiple 60 seconds

Thursday, 1st of November 2018

In attendance: Anita Chappuie, Nyssa Crompton, Larry Markiewicz, Allen Shockley, Thomas Weaver, Kara Wheeler, Marg Yaroslaski

Agenda

I. Approval of Minutes
II. Develop Strategy for co-curricular assessment
III. Discuss plan for collection/review of assessment docs.
IV. Decide who will go to HLC conference

I. Kara first'd and Marg second'd. All choired in their yea's.
II. If a group on campus received funds and have student outcomes but no formal learning outcomes, they need to be assessed at some level (as a co-curricular).
    a. Include Bev into co-curricular operational plan.
        i. All co-curriculars must tie to the strategic plan and have 1-2 student centered goals.
III. Program review committee does not assess data collected.
    a. Assessment Committee unknowingly volunteer do to this for free. What up.
        i. Did you meet your outcomes? Yes/no. what changes will you make.
        ii. Not punitive. Simply holding all areas of the college accountable for funds received.
        iii. Unify assessment collection [1 form]
            1. Maybe use old Tk20 (hisses and boo's erupted) format.
            2. Nyssa has collected them and will share the documents for Assessment Committee to review.
    b. Assessment committee will present at All-Faculty-Meeting (secretary votes: not I).
IV. Kara and Allen volunteered as tribute to go to the HLC conference on Assessment. Tom is an alternate.
    a. April 5-9.

Adjourned.

Appendix 121

Assessment Committee 11.15.2018

Assessment Committee

Multiple 60 seconds

Thursday, 15th of November 2018

In attendance: Daniel Barwick, Mallory Bird, Anita Chappuie, Nyssa Crompton, Larry Markiewicz, Allen Shockley, Thomas Weaver, Kara Wheeler

Agenda:
We need to meet to discuss our schedule and process for implementing the co-curricular assessment plan.

Also review Course Outcomes Form Nyssa sent to all of us.

---

1. Email sent to Bev. Operational Plan (OP) will be sent to co-curriculars. Cabinet/Leadership is good with it. What's the schedule?
    a. Dan explains what is going on at Cabinet level.
        i. Planned but never done.
        ii. What be the timeline.
            1. Done by the end of the semester
            2. Data must be collected and begun to assess.
    b. OP Updates by 29th
        i. Give quarter updates
    c. Tammie and Anita have OP meeting (unified form)
        i. Monday schedule meeting ;26th
        ii. Tuesday the 27th or 28th walk through with co-curriculars. All to Bev on the 29th
        iii. Student senate is a thing that must happen. Rep from each co-curricular.
        iv. Send out base of plan before thanksgiving break.
            a. Kara first; Larry second. It all worked out.
2. Outcome Form
    a. Use Tk20 form for data collection and review.
    b. Accepted use of a modified Tk20 form.

Adjourned.

Appendix 122

Assessment Report Template

Course: **Term:**

Assessment Report for ***Course Name***
Term:

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Course: **Term:**

Learning Outcome #1: ***Type learning outcome #1 here***

Measure #1

Measure 1 Description	
Measure 1 Type	Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)* ✔ Direct Indirect
Measure 1 Target Goal	Instructions: *Write a declaration that will identify what qualifies as 'met' for this learning outcome measure.* *Example Target Goals:* *Target goal is to have at least 70% of students who took the exam achieve at least 70% on this exam.* *Target goal is to have every student attend and actively participate in at least 5 out of the 7 in-class discussions across the semester.*
Measure 1 Results	Instructions: *Show and state whether the target goal was met, partially met, or not met by providing the data in terms of percent and number of students.* *For example: 3 out of 4 students (75%) received at least 70% on this assignment. Therefore, this measure is considered met.* *You may add some context if you feel it is appropriate or necessary (ex- this outcome was not met because only 4/20 students actually tried all of the problems on the exam, the other 16 left at least 2, 10 point questions blank). This goal was met 100%*

Course: **Term:**

Measure #2

Measure 2 Description	*This outcome is measured by the students passing the test which is associated with this module*
Measure 2 Type	✔ Direct Indirect
Measure 2 Target Goal	*Students must pass this test with a 75% or better*
Measure 2 Results	100% of the students passed with a 75% or better

Measure #3

Measure 3 Description	
Measure 3 Type	✔ Direct Indirect
Measure 3 Target Goal	
Measure 3 Results	

Course: **Term:**

Summary of Learning Outcome #1:

This outcome was:	Met Partially Met ✔ Not Met
Findings	Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.*
Further Action	✔ Further Action Planned Further Action Unnecessary If further action is planned, provide details here:
Strengths?	
Weaknesses?	
Additional Comments:	

Appendix 123

Equity in Athletics 2018

INDEPENDENCE COMMUNITY COLLEGE

EQUITY IN ATHLETICS REPORT 2018

The information in this report reflects student participation in athletics at ICC during the 2017-18 academic year

Independence Community College is a member of the National Junior College Athletic Association and is one of 19 colleges that make up the Kansas Jayhawk Community College Conference. ICC participates in the following men's and women's sports: baseball, men's and women's basketball, football, men's golf, softball, stunt and volleyball.

Full-Time Students

ICC has 289 (58%) full-time male students and 213 (42%) full-time female students for a total of 502 full-time students.

Number of Participants

Men's Sports: 179 (total and unduplicated head count)
Women's Sports: 66 (total and unduplicated head count)

Baseball: 41
Men's Basketball: 16
Women's Basketball: 14
Football: 118
Men's Golf: 4
Softball: 18
Stunt: 18
Volleyball: 16

Athletic Related Student Aid & Ratios

Men's Teams: $247,552 (62%)
Women's Teams: $150,201 (38%)

Average Coaching Salaries:

ICC has seven full-time head coaches and one volunteer head coach for its eight sports teams. ICC's men's sports teams are coached by three full-time and one volunteer male head coaches with an average annual salary of $56,139 and ICC's women's sports teams are coached by three full-time female head coaches and one full-time male head coach with an average salary of $36,053.

ICC has 21 assistant coaches for its eight sports teams. ICC's men's teams are coached by 8 male full-time assistant coaches, 2 male part-time assistant coaches and 6 male volunteer assistant coaches which equates to 9 FTE assistant coaches. Men's sport's team assistant coaches receive an average annual salary of $26,027 (per assistant coach) or $28,919 (per FTE coach).

ICC's women's teams are coached by 4 female full-time assistant coaches and 1 female part-time assistant coach which equates to 4.5 FTE assistant coaches. Women's sport's team assistant coaches receive an average annual salary of $18,356 (per assistant coach) or $20,396 (per FTE coach).

Total Recruiting Expenses

Men's Sports: $32,952
Women's Sports: $10,242
Total: $43,194

Total Operating (Game-Day) Expenses

Baseball: $38,068 (team); $928 (per participant)
Men's Basketball: $25,484 (team); $1,593 (per participant)
Women's Basketball: $32,856 (team); $2,347 (per participant)
Football: $71,093 (team); $602 (per participant)
Men's Golf: $4,228 (team); $1,057 (per participant)
Softball: $9,757 (team); $542 (per participant)
Stunt: $2,613 (team); $145 (per participant)
Volleyball: $9,656 (team); $604 (per participant)
Total (Men's and Women's Basketball): $58,340
Total (Men's): $138,873
Total (Women's): $54,882
Total (All Sports): $193,755

Total Expenses

All Sports: $2,084,299
All Men's Sports: $994,418
All Women's Sports: $518,756
Not Attributable to Gender/Sport: $571,125
All Sports (excl. basketball and football): $528,085
Men's Sports (excl. basketball and football): $193,308
Women's Sports (excl. basketball): $334,777

Baseball: $179,662
Men's Basketball: $159,033
Women's Basketball: $183,979
Football: $642,077
Men's Golf: $13,646
Softball: $132,511
Stunt: $93,505
Volleyball: $108,761

Total Revenues

All Sports: $2,091,883
All Men's Sports: $994,418
All Women's Sports: $521,322
Not Attributable to Gender/Sport: $576,143
All Sports (excl. basketball and football): $530,651
Men's Sports (excl. basketball and football): $193,308
Women's Sports (excl. basketball): $337,343

Baseball: $179,662
Men's Basketball: $159,033
Women's Basketball: $183,979
Football: $642,077
Men's Golf: $13,646
Softball: $132,893
Stunt: $95,689
Volleyball: $108,761

Questions about this report? Contact

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Compliance Officer/Title IX Coordinator
Independence Community College
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Independence, KS 67301
jmorgantate@indycc.edu (620) 332-5672

Athletics Participation: Men's and Women's Teams

The following table represents the number of participants as of the day of the first scheduled contest

	Men's Teams	Women's Teams
Baseball	41	--
Basketball	16	14
Football	118	--
Golf	4	--
Softball	--	18
Stunt	--	18
Volleyball	--	16
Total Participants	**179**	**66**
Unduplicated Count of Participants	**179**	**66**

TEAM	Number of Participants		Number of Participants Participating on a 2nd Team		Number of Participants Participating on a 3rd Team	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Baseball	41	--	0	--	0	--
Basketball	16	14	0	0	0	0
Football	118	--	0	--	0	--
Golf	4	--	0	--	0	--
Softball	--	18	--	0	--	0
Stunt	--	18	--	0	--	0
Volleyball	--	16	--	0	--	0

Head Coaches, Men's Teams

	Male Head Coaches				Female Head Coaches				
	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	**Total Head Coaches**
Baseball	1	0	1	0	0	0	0	0	**1**
Basketball	1	0	1	0	0	0	0	0	**1**
Football	1	0	1	0	0	0	0	0	**1**
Golf	0	1	0	1	0	0	0	0	**1**
Coaching Positions Total	**3**	**1**	**3**	**1**	**0**	**0**	**0**	**0**	**4**

Head Coaches, Women's Teams

	Male Head Coaches				Female Head Coaches				
	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	**Total Head Coaches**
Basketball	0	0	0	0	1	0	1	0	**1**
Softball	0	0	0	0	1	0	1	0	**1**

Stunt	1	0	1	0	0	0	0	0	1
Volleyball	0	0	0	0	1	0	1	0	1
Coaching Positions Total	1	0	1	0	3	0	3	0	4

Head Coaches' Salaries, Men and Women's Teams

The following information is based on salary paid as compensation for coaching only; benefits are not included

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	$56,139	$36,053
Number of Head Coaches used to calculate the average	3	4
Number of Volunteer Head Coaches	1	0
Average Annual Institutional Salary	$56,139	$36,053
Sum of Full-Time Equivalent Positions used to calculate the average	3.00	4.00

Assistant Coaches, Men's Teams

	Male Assistant Coaches				Female Assistant Coaches				
	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Total Assistant Coaches
Baseball	1	1	1	1	0	0	0	0	2
Basketball	1	1	1	1	0	0	0	0	2
Football	6	6	6	6	0	0	0	0	12
Golf	0	0	0	0	0	0	0	0	0
Coaching Positions Total	8	8	8	8	0	0	0	0	16

Assistant Coaches, Women's Teams

	Male Assistant Coaches				Female Assistant Coaches				
	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned To Team On Full-Time Basis	Assigned To Team On Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Total Assistant Coaches
Basketball	0	0	0	0	1	1	1	1	2
Softball	0	0	0	0	1	0	1	0	1
Stunt	0	0	0	0	1	0	1	0	1
Volleyball	0	0	0	0	1	0	1	0	1
Coaching Positions Total	0	0	0	0	4	1	4	1	5

Assistant Coaches' Salaries, Men and Women's Teams

The following information is based on salary paid as compensation for coaching only; benefits are not included

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	$26,027	$18,356
Number of Assistant Coaches used to calculate the average	10	5
Number of Volunteer Assistant Coaches	6	0
Average Annual Institutional Salary	$28,919	$20,396
Sum of Full-Time Equivalent Positions used to calculate the average	9	4.5

Athletically Related Student Aid, Men's and Women's Teams

Athletically related aid is defined as "any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the participant to participate in a program of intercollegiate athletics at the institution."

	Men's Teams	Women's Teams	Total
Amount of Aid	$247,552	$150,201	$397,753
Ratio	62%	38%	100%

Recruiting Expenses, Men's and Women's Teams

Recruiting expenses is defined as "all expense an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting."

	Men's Teams	Women's Teams	Total
Total	$32,952	$10,242	$43,194

Operating (Game-Day) Expenses, Men's and Women's Teams by Team

Operating expenses is defined as "all expenses an institution incurs attributable to home, away and neutral-site intercollegiate athletic contests for (A) lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to, team managers and trainers) and others; and (B) Officials."

Varsity Teams	Men's Teams			Women's Teams			Total Operating Expenses
	Number of Participants	Operating Expenses per Participant	By Team	Number of Participants	Operating Expenses per Participant	By Team	
Basketball	16	$1,593	$25,484	14	$2,347	$32,856	$58,340
Football	118	$602	$71,093	--	--	--	$71,093
Baseball	41	$928	$38,068	--	--	--	$38,068
Golf	4	$1,057	$4,228	--	--	--	$4,228
Softball	--	--	--	18	$542	$9,757	$9,757
Stunt	--	--	--	18	$145	$2,613	$2,613
Volleyball	--	--	--	16	$604	$9,656	$9,656
Total	179		$138,873	66		$54,882	$193,755

TOTAL REVENUES AND TOTAL EXPENSES:

Total Revenues, Men's and Women's Teams

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	$159,033	$183,979	$343,012
Football	$642,077	--	$642,077
Baseball	$179,662	--	$179,662
Golf	$13,646	--	$13,646
Softball	--	$132,893	$132,893
Stunt	--	$95,689	$95,689
Volleyball	--	$108,761	$108,761
Total Revenues of All Sports, except Football and Basketball, combined	$193,308	$337,343	$530,651
Total	$994,418	$521,322	$1,515,740
Not Attributed to Gender/Sport (Revenues not attributable to a particular sport or sports)	--	--	$576,143
Grand Total Revenues	--	--	$2,091,883

Total Expenses, Men's and Women's Teams

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	$159,033	$183,979	$343,012
Football	$642,077	--	$642,077
Baseball	$179,662	--	$179,662
Golf	$13,646	--	$13,646
Softball	--	$132,511	$132,511
Stunt	--	$108,761	$108,761
Volleyball	--	$93,505	$93,505
Total Expenses of All Sports, except Football and Basketball, combined	$193,308	$334,777	$528,085
Total	$994,418	$518,756	$1,513,174
Not Attributed to Gender/Sport (Expenses not attributable to a particular sport or sports)	--	--	$571,125
Grand Total Expenses	--	--	$2,084,299

Appendix 124

Equity in Athletics Comparisons

School	Enrollment	Head Coach	Assistant Coach
Independence	516	M-$50,825-3/3-$38,190-F	M-$23,994-12/4-$18,295-F
	GAP 68/32 M-58%-298/218-42%-F	M-57%-$152,475/$114,570-43%-F	M-78%-$222,240/$64,032-22%-F
Fort Sott	810	M-$47,458-4/4-$30,749-F	M-$30,974-10/4-$30,969-F
	GAP 64/36 M-54%-439/371-46%-F	M-60%-$166.104/$107,620-40%-F	M-80%-$179,650/$43,976-20%-F
Highland	1130	M-$55,807-4/$53,445-4-F	M-$26,979-9/3-$20,457-F
	GAP 60/40 M-50%-561/569-50%-F	M-51%-$195,324/$187,056-49%-F	M-78%-$215,829/$61,371-22%-F
Coffeyville	905	M-$64,084-7/7-$40,853-F	M-$40,706-7/2-$28,118-F
	GAP 69/31 M-59%-535/370-41%-F	M-62%-$305,683/$187,516-38%-F	M-86%-$262,556/$38,240-13%-F
Hutchinson	2254	M-$59,944-6/6-$45,681	M-$36,903-17/11-$28,389-F
	GAP 59/41 M-49%-1099/1155-51%-F	M-52%-$243,972/$222,924-48%-F	M-69%-$442,833/$198,726-31%-F
Butler	3767	M-$65,685-4/5-$55,968-F	M-$40,142-15/5-$39,550-F
	GAP 56/44 M-46%-1735/2032-54% - F	M-47%-$229,986/$251,855-53%-F	M-80%-$389,775/$95,315-20%-F
Garden City	1102	M-$65,438-7/6-$54,925-F	M-$39,724-11/4-$25,701-F
	GAP 63/37 Men-53%-579/523-47%-F	M-55%-$301,014/$247,164-45%-F	M-75%-$365,464/$124,952-25%-F
Dodge City	831	M-$60,460-6/6-$49,013-F	M-$33,390-11/5-$33,815-F
	GAP 67/33 M-57%-473/358-43%-F	M-53%-$272,070/$220,560-47%-F	M-75%-$300,509/$101,445-25%-F
Ellsworth	597	M-$53,390-4/3-$58,800-F	M-$16,274-10/2-$15,794-F
	GAP 65/35 M-55%-326/271-45%-F	M-53%-$213,560/$176,456-47%-F	M-83%-$162,740/$31,588-27%-F
Iowa Central	2732	M-$51,168-13/12-$46,066-F	M-$25,864-36/18-$17,849-F
	GAP 66/34 M-56%-1531/1201-44%-F	M-55%-$665,184/$552,792-45%-F	M-74%-$931,104/$321,282-26%-F
Iowa Western	2826	M-$57,056-7/6-$40,339-F	M-$22,422-25/7-$31,143-F
	GAP 59/41 M-49%-1386/1440-51%-F	M-63%-$342,335/$201,696-37%-F	M-68%-$367,275/$175,336-32%-F
NEO	1569	M-$56,593-5/4-$41,005-F	M-$21,177-13/5-$14,533-F
	GAP 58/42 M-48%-756/813-52%-F	M-51%-$131,295/$75,040-49%-F	M-80%-$108,849/$26,595-20%-F
East Mississippi	2513	M-$74,343-5/3-$55,414-F	M-$55,865-11/4-$38,354
	GAP 58/42 M-48%-1200/1313-52%-F	M-69%-$312,240/$138,534-31%-F	M-88%-$497,200/$67,120-12%-F

2016	Enrollment	Head Coach	Assistant Coach

Independence	516	M-$50,825-3/3-$38,190-F	M-$23,994-12/4-$18,295-F
	GAP 68/32 M-58%-298/218-42%-F	M-57%-$152,475/$114,570-43%-F	M-78%-$222,240/$64,032-22%-F

2015	Enrollment	Head Coach	Assistant Coach
Independence	564	M-$53,503-3/3-$36,633-F	M-$28,634-12/4-$28,151-F
	GAP 67/33 M-57%-321/243-43%-F	M-59%-$160,509/$109,899-41%-F	M-75%-$214,758/$70,377-25%-F

2014	Enrollment	Head Coach	Assistant Coach
Independence	521	M-$45,578-3/3-$37,751-F	M-$28,067-12/4-$28,247-F
	GAP 68/32 M-58%-300/221-42%-F	M-55%-$136,734/$113,253-45%-F	M-75%-$336,804/$112,988-25%-F

2013	Enrollment	Head Coach	Assistant Coach
Independence	559	M-$34,277-5/4-$32,675-F	M-$29,877-6/5-$16,167-F
	GAP 62/38 M-52%-288/271-48%-F	M-56%-$171,385/$130,700-44%-F	M-69%-$179,262/$80,835-31%-F

Student Aid	Recruting	Total Expenses	Football Expenses	Rank	
$361,768	$28,787	$1,395,005	$609,453	6	
M-72%-$260,472/$101,296-28%-F	M-63%-$18,253/$10,534-37%-F	M-70%-$979,951/415,054-30%-F	92-5/$167,795		
$459,499	$34,208	$1,510,093	$471,592	9	
M-71%-$326,460/$133,039-29%-F	M-69%-$23,588/$10,620-31%-F	M-70%-$1,045,836/$464,257-30%-F	127-6/$233,302		
$512,493	$36,764	$1,687,257	$528,463	8	
M-60%-$307,496/$204,997-40%-F	M-72%-$26,340/$10,424-28%-F	M-60%-$997,952/$689,305-40%-F	92-7/$244,660		
$377,027	$40,889	$1,674,090	$575,102	7	$ 589,102.00
M-64%-$242,522/$134,505-36%-F	M-79%-$32,150/$8,739-21%-F	M-69%-1,270,849/$561,521-31%-F	85-4/$226,908		7=14,000
$683,524	$150,420	$2,788,649	$888,824	1	$ 942,824.00
M-66%-$449,080/$234,444-34%-F	M-76%-$114,754/$35,666-24%-F	M-63%-$1,766,889/$1,021,760-37%-F	65-8/$355,168		27=54,000
$637,529	$40,815	$2,436,295	$868,340	2	
M-61%-$386,216/$251,313-39%-F	M-63%-$25,734/$15,081-37%-F	M-62%-$1,503,224/$$933,071-38%-F	115-10/$467,105		
$585,786	$55,524	$2,373,081	$710,771	3	$ 790,000.00
M-63%-$366,616/$219,170-37%-F	M-71%-$39,589/$15,935-29%-F	M-65%-$1,550,115/$822,966-35%-F	52-8/$383,230		40=80,000
$400,260	$67,878	$2,065,813	$603,304	5	$ 667,304.00
M-61%-$243,599/$139,271-35%-F	M-56%-$38,333/$29,058-44%-F	M-61%-$1,263,807/$724,759-39%-F	60-7/$294,190		32=64,000
$288,561	$20,997	$921,360	$374,625	11	$ 400,625.00
M-87%-$249,836/$38,728-13%-F	M-87%-$18,285/$2,712-13%-F	M-78%-$716,457/$204,903-22%-F	79-6/$151,034		13=26,000
$973,890	$58,741	$2,496,144	$407,171	10	
M-63%-$615,095/$358,795-37%-F	M-65%-$38,270/$20,471-35%-F	M-63%-$1,564,550/$931,591-37%-F	145-14/$413,264		
1,828,288	$48,495	$3,669,335	$692,179	4	
M-57%-$1,035,904/$792,384-43%-F	M-71%-$34,362/$14,133-29%-F	M-62%-$2,257,955/$1,411,380-38%-F	133-14/$370,964		
1,376,913		$2,401,501	$856,013	4	
M-63%-$872,348/$331,808-24%-F		M-63%-$1,507,870/$607,790-37%-F	105-5		
$492,710	$9,288	$2,446,259	$1,194,529	1	
M-77%-$379,301/$113,409-23%-F	M-86%-$8,227/$1,061-14%-F	M-82%-$2,007,298/$438,961-18%-F	55-6		

Student Aid	Recruting	Total Expenses	Football Expenses		

$361,768	$28,787	$1,395,005	$609,453	9	
M-72%-$260,472/$101,296-28%-F	M-63%-$18,253/$10,534-37%-F	M-70%-$979,951/415,054-30%-F	92-5/$167,795	2	
Student Aid	**Recruting**	**Total Expenses**	**Football Expenses**		
$297,253	$23,338	$1,201,836	$477,919	5	
M-63%-$188,322/$108,931-37%-F	M-81%-$18,88/$4,450-18%-F	M-68%-$813,192/388,644-32%-F	85-4/$168,039	4	
Student Aid	**Recruting**	**Total Expenses**	**Football Expenses**		
$312,868	$17,744	$1,237,350	$514,407	0	
M-72%-$225,854/$87,014-28%-F	M-65%-$11,447/$6,297-35%-F	M-70%-$868,917/368,433-30%-F	67-3/$130,319	10	
Student Aid	**Recruting**	**Total Expenses**	**Football Expenses**		
$352,935	$22,169	$1,276,880	$427,166	1	
M-69%-$243,933/$109,002-31%-F	M-51%-$11,356/$10,813-49%-F	M-67%-$851,585/425,295-33%-F	58-3/$123,908	9	

Appendix 125

Athletic Compliance Comparisons

SCHOOL	ENROLLMENT	M. POP/ATHLETIC	GAP	# OF MALE SPORTS	F. POP/ATHLETIC	GAP	# OF FEMALE SPORTS
BUTLER	3767	1735 - 46%/194 - 64%	18	4 - BA,BB,T,FB	2032 - 54%/107 - 36%	18	5 - BB,T,S,SB,VB
COFFEYVILLE	955	565 - 59%/218 - 64%	5	7	390 - 41%/122 - 36%	5	7
HUTCHINSON	2113	1030 - 49%/195 - 62%	13	5 -BA,BB,T,FB,G	1083 - 51%/119 - 36%	13	5 -BB,T,S,SB,VB
HIGHLAND	1134	560 - 49%/224 - 65%	16	4 - BB,BA,T,FB	574 - 51%/120 - 35%	16	4 -BB,T,SB,VB
FORT SCOTT	786	432 - 55%/204 - 76%	21	4 - BA,BB,FB,R	354 - 45%/63 - 24%	21	4 - BB,R,SB,VB
GARDEN CITY	1107	591 - 53%/211 - 65%	12	7	516 - 47%/116 - 35%	12	6
DODGE CITY	841	475 - 56%/173 - 60%	4	6	366 - 44%/115 - 40%	4	6
INDY	516	298 - 58%/154 - 75%	17	4 - FB, MBB, BB, G	218 - 42%/52 - 25%	17	3 - VB, WBB, SB
NEOSHO	777	289 - 37%/157 - 54%	17	4- BA,BB,T,S	488 - 63%/135 - 46%	17	5 - BB,T,S,SB,VB
ALLEN	982	421 - 43%/154 - 60%	17	5 - BA,BB,T,G,S	561 -57%/104 - 40%	17	5 - BB,T,S,SB,VB
COWLEY	1396	618 - 44%/123 - 52%	12	5 - BA,BB,T,S,TE,	778 - 56%/115 - 38%	12	6 - BB,T,S,SB,TE,VB
KCK	1749	769 - 44%/92 -55%	11	4 - BA,BB,G,S	980 - 56%/74 - 45%	12	4 - BB,S,SB,VB
JOHNSON	5051	2493 - 49%/111 -50%	1	4 - BA,BB,T,S	2558 - 51%/110 - 50%	1	5 - BB,T,S,SB,VB
BARTON	1353	574 - 42%/244 - 63%	21	7	779 - 58%/142 - 37%	21	7
SEWARD	827	421 - 51%/67 - 57%	6	3 - BA,BB,TE	406 - 49%/57 - 43%	6	4 - BB,SB,TE,VB
COLBY	532	183 - 34%/103 - 46%	12	5 - BA,BB,T,R,W	349 - 66%/121 - 54%	12	6 - BB,T,E,R,SB,VB
LABETTE	630	228 - 36%/70 - 61%	25	3 - BA,BB,W	402 - 64%/44 - 39%	25	3 - BB,SB,VB
CLOUD	781	375 - 48%/133 - 61%	13	4 - BA,BB,T,S	406 - 52%/84 - 39%	13	4 - BB, T, SB, VB
NW TECH	338	260 - 77%/128 - 76%	1	5 - BB,S,TR,CC,W	78 -23%/40 - 24%	1	4 - BB,S,TR,CC
NEO	1569	756 - 48%/276 - 68%	20	7-BA,BB,FB,S,WR,R,E	813 - 52%/129 - 32%	20	6-BB,S,SB,VB,R,E
TRINITY	1979	821 - 41%/100 - 67%	26	2-FB,BB	1158 - 59%/49 - 33%	26	3-BB,SB,VB
E MISSISSIPPI	2908	1340 - 46%/118 - 75%	29	5-FB,BA,BB,G,R	1568 - 54%/39 - 25%	29	3 - BB,G,SB
IOWA WSTRN	3107	1525 - 49%/311 - 73%	24	7	1582 - 51%/113 - 27%	24	6
ELLSWORTH	597	326 - 55%/164 - 82%	27	4-BA,BB,FB,W	271 - 45%/36 - 18%	27	3-BB,SB,VB
IOWA CENTRAL	2732	1531 - 56%/490 - 76%	20	13	1201 - 44%/155 - 24%	20	12
ARIZONA WSTR	2163	1062 - 49%/145 - 70%	21	4-BA,BB,FB,S	1101 - 51%/65 - 30%	21	4-BB,S,SB,VB

Out of 27 CC'c only 6 are within the compliance GAP

Out of the 15 CC's that hav Football only 2 are within compliance GAP

Appendix 126

Sustainability Response Samples

From:	Daniel Barwick
To:	Beverly Harris
Subject:	Appendix: Sustainability Response Samples
Date:	Tuesday, February 26, 2019 8:11:06 PM

From: Anita Chappuie
Sent: Monday, February 04, 2019 1:25 PM
To: Kara Wheeler <kwheeler@indycc.edu>; Brett Gilcrist <bGilcrist@indycc.edu>; Brian Southworth <bsouthworth@indycc.edu>; Brittany Thornton <bthornton@indycc.edu>; Chelsea Bailey <cbailey@indycc.edu>; Erick Wolfe <ewolfe@indycc.edu>; Sarah Owen <sowen@indycc.edu>; Taylor Crawshaw <tcrawshaw@indycc.edu>; Tonda Lawrence <tlawrence@indycc.edu>
Subject: RE: Question requiring a Response

As the data person, I think the current plan is sustainable. The first year it felt like a lot, but now that I've done year 2 I can see how letting it build year-to-year helps it come together relatively quickly. The first year was like doing a year and a half worth of data all at once (because prior year data wasn't already available for comprehensives) but now all prior year data is already there.

Anita Chappuie, J.D.
Director of Institutional Research
Independence Community College
*Self-expression and self-identification are important to my professional and personal values. One way to practice these values is to share preferred gender pronouns. My name is Anita and I use she/her pronouns. What pronouns do you use?

From: Sarah Owen
Sent: Monday, February 04, 2019 1:27 PM
To: Kara Wheeler <kwheeler@indycc.edu>; Anita Chappuie <achappuie@indycc.edu>; Brett Gilcrist <bGilcrist@indycc.edu>; Brian Southworth <bsouthworth@indycc.edu>; Brittany Thornton <bthornton@indycc.edu>; Chelsea Bailey <cbailey@indycc.edu>; Erick Wolfe <ewolfe@indycc.edu>; Taylor Crawshaw <tcrawshaw@indycc.edu>; Tonda Lawrence <tlawrence@indycc.edu>
Subject: RE: Question requiring a Response

Our program review process is sustainable because we have established a consistent overview committee to assist program leaders with the review process. We have established a workable timeline with IR to streamline the process in requesting and receiving data needed to adequately review the process. Our handbook involves faculty leaders, PRC, and the board in the process regardless of what individuals occupy those positions and provides the

structure needed to move forward in the event of changes. We have conisitent form with questions that are board enough for faculty to lay out results found and plan for the future.

There are two things I think we need to address: 1) how is the board and/or administration using the recommendations to prioritize budget spending and long term planning. Can we show that Items were purchased or put into a strategic plan because they were mentioned in the plans. Are we purchasing too many items that have not been identified as needs in a yearly review. 2) Brett mentioned it, do we have or we need to develop guidelines that tell us when to remove a program for lack of interest or when the content is no longer relevant to our mission. We are also likely going to face the question as to what we plan to do with co-curricular strategic plans/program reviews so we may need to think of how to incorporate those into the process.

From: Taylor Crawshaw
Sent: Monday, February 04, 2019 2:17 PM
To: Kara Wheeler <kwheeler@indycc.edu>
Subject: RE: Question requiring a Response

I believe the process is sustainable. Establishing the program review committee as a standing committee, creating a manual with policies to follow and an annual timeline makes the process sustainable.

From: Brett Gilcrist
Sent: Monday, February 04, 2019 1:18 PM
To: Kara Wheeler <kwheeler@indycc.edu>; Anita Chappuie <achappuie@indycc.edu>; Brian Southworth <bsouthworth@indycc.edu>; Brittany Thornton <bthornton@indycc.edu>; Chelsea Bailey <cbailey@indycc.edu>; Erick Wolfe <ewolfe@indycc.edu>; Sarah Owen <sowen@indycc.edu>; Taylor Crawshaw <tcrawshaw@indycc.edu>; Tonda Lawrence <tlawrence@indycc.edu>
Subject: Re: Question requiring a Response

Yes it is sustainable because involves interaction with the program at various levels of the campus, asks program faculty consider both course assessment data and changing trends outside the classroom, and it better closes the loop on campus-wide assessment.

The biggest concern I have is the continued question of what constitutes a program; at some point I think HLC has to realize that we really only have 2-5 programs on the non-tech side of the house (AA liberal studies, AS liberal studies, ABA, AFA, and AAS).

Brett Gilcrist, M.S., M.S.O.M.
Professor of Psychology
Division Chair - Humanities and Social Sciences

Independence Community College

ICC 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.

ICC 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.

From: Kara Wheeler
Sent: Monday, February 4, 2019 1:05:33 PM
To: Anita Chappuie; Brett Gilcrist; Brian Southworth; Brittany Thornton; Chelsea Bailey; Erick Wolfe; Sarah Owen; Taylor Crawshaw; Tonda Lawrence
Subject: Question requiring a Response

Good Afternoon Everyone!

As a part of our HLC Document we are writing, we need to address a specific point the accreditors made of us. Please respond to the following question by email:

Do you feel our current program review process (the one we have worked through the past two years with the manual, timeline, etc.) is sustainable? Why or why not?

Kara Wheeler, M.S.
Vice President of Academic Affairs
Independence Community College
1057 W. College Ave.
Independence, KS 67301
Office: 620-332-5635

From:	Daniel Barwick
To:	Beverly Harris
Subject:	Appendix: Sustainability Response Samples
Date:	Tuesday, February 26, 2019 8:11:56 PM

From: Anita Chappuie
Sent: Monday, February 04, 2019 1:25 PM
To: Kara Wheeler <kwheeler@indycc.edu>; Brett Gilcrist <bGilcrist@indycc.edu>; Brian Southworth <bsouthworth@indycc.edu>; Brittany Thornton <bthornton@indycc.edu>; Chelsea Bailey <cbailey@indycc.edu>; Erick Wolfe <ewolfe@indycc.edu>; Sarah Owen <sowen@indycc.edu>; Taylor Crawshaw <tcrawshaw@indycc.edu>; Tonda Lawrence <tlawrence@indycc.edu>
Subject: RE: Question requiring a Response

As the data person, I think the current plan is sustainable. The first year it felt like a lot, but now that I've done year 2 I can see how letting it build year-to-year helps it come together relatively quickly. The first year was like doing a year and a half worth of data all at once (because prior year data wasn't already available for comprehensives) but now all prior year data is already there.

Anita Chappuie, J.D.
Director of Institutional Research
Independence Community College
*Self-expression and self-identification are important to my professional and personal values. One way to practice these values is to share preferred gender pronouns. My name is Anita and I use she/her pronouns. What pronouns do you use?

From: Sarah Owen
Sent: Monday, February 04, 2019 1:27 PM
To: Kara Wheeler <kwheeler@indycc.edu>; Anita Chappuie <achappuie@indycc.edu>; Brett Gilcrist <bGilcrist@indycc.edu>; Brian Southworth <bsouthworth@indycc.edu>; Brittany Thornton <bthornton@indycc.edu>; Chelsea Bailey <cbailey@indycc.edu>; Erick Wolfe <ewolfe@indycc.edu>; Taylor Crawshaw <tcrawshaw@indycc.edu>; Tonda Lawrence <tlawrence@indycc.edu>
Subject: RE: Question requiring a Response

Our program review process is sustainable because we have established a consistent overview committee to assist program leaders with the review process. We have established a workable timeline with IR to streamline the process in requesting and receiving data needed to adequately review the process. Our handbook involves faculty leaders, PRC, and the board in the process regardless of what individuals occupy those positions and provides the

structure needed to move forward in the event of changes. We have conisitent form with questions that are board enough for faculty to lay out results found and plan for the future.

There are two things I think we need to address: 1) how is the board and/or administration using the recommendations to prioritize budget spending and long term planning. Can we show that Items were purchased or put into a strategic plan because they were mentioned in the plans. Are we purchasing too many items that have not been identified as needs in a yearly review. 2) Brett mentioned it, do we have or we need to develop guidelines that tell us when to remove a program for lack of interest or when the content is no longer relevant to our mission. We are also likely going to face the question as to what we plan to do with co-curricular strategic plans/program reviews so we may need to think of how to incorporate those into the process.

From: Taylor Crawshaw
Sent: Monday, February 04, 2019 2:17 PM
To: Kara Wheeler <kwheeler@indycc.edu>
Subject: RE: Question requiring a Response

I believe the process is sustainable. Establishing the program review committee as a standing committee, creating a manual with policies to follow and an annual timeline makes the process sustainable.

From: Brett Gilcrist
Sent: Monday, February 04, 2019 1:18 PM
To: Kara Wheeler <kwheeler@indycc.edu>; Anita Chappuie <achappuie@indycc.edu>; Brian Southworth <bsouthworth@indycc.edu>; Brittany Thornton <bthornton@indycc.edu>; Chelsea Bailey <cbailey@indycc.edu>; Erick Wolfe <ewolfe@indycc.edu>; Sarah Owen <sowen@indycc.edu>; Taylor Crawshaw <tcrawshaw@indycc.edu>; Tonda Lawrence <tlawrence@indycc.edu>
Subject: Re: Question requiring a Response

Yes it is sustainable because involves interaction with the program at various levels of the campus, asks program faculty consider both course assessment data and changing trends outside the classroom, and it better closes the loop on campus-wide assessment.

The biggest concern I have is the continued question of what constitutes a program; at some point I think HLC has to realize that we really only have 2-5 programs on the non-tech side of the house (AA liberal studies, AS liberal studies, ABA, AFA, and AAS).

Brett Gilcrist, M.S., M.S.O.M.
Professor of Psychology
Division Chair - Humanities and Social Sciences

Independence Community College

ICC 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.

ICC 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.

From: Kara Wheeler
Sent: Monday, February 4, 2019 1:05:33 PM
To: Anita Chappuie; Brett Gilcrist; Brian Southworth; Brittany Thornton; Chelsea Bailey; Erick Wolfe; Sarah Owen; Taylor Crawshaw; Tonda Lawrence
Subject: Question requiring a Response

Good Afternoon Everyone!

As a part of our HLC Document we are writing, we need to address a specific point the accreditors made of us. Please respond to the following question by email:

Do you feel our current program review process (the one we have worked through the past two years with the manual, timeline, etc.) is sustainable? Why or why not?

Kara Wheeler, M.S.
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