

Independence Community College











Systems Portfolio 2015

AQIP Systems Portfolio

June 2015

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Independence Community College

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Table of Contents

	Page
Institutional Overview	4
Category One, Helping Students Learn	6
Category Two, Meeting Student and Other Stakeholder Needs	45
Category Three, Valuing Employees	70
Category Four, Planning and Leading	86
Category Five, Knowledge Management and Resource Stewardship	106
Category Six, Quality Overview	123

Institutional Overview

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

Fall AY 2014 Student Body

Undergraduate: Unduplicated Headcount: 945

Degree seeking: 66%

Full time: 57% Residential: 30% Women: 51%

By Race/Ethnicity, non-white: 24%

Full time, first time, degree seeking freshmen: 23%

Fall AY 2014 Employee Base

Full time employees: 110

Staff: 70% or 77

Faculty/Instructional Staff: 30% or 33 Permanent Part time Employees: 3

Adjunct Faculty: 59

2014-2015 Academic Offerings

Associate of Science, Associate of Art: Accounting; Architectural Engineering Technology; Art; Athletic Training; Biology; Business Administration; Communication; Computer Information Systems; Computer Science; Construction Engineering Technology; Criminal Justice; Drafting/CADD Technology; Education, Elementary; Education, Secondary; Engineering Technology; English; Entrepreneurship/Small Business Management; Foreign Language; Health, Physical Education and Recreation; History; Liberal Studies; Manufacturing Engineering Technology; Mathematics; Mechanical Engineering Technology; Music; Physical Science; Pre-Nursing; Social Science; Theatre Arts. Associate of Applied Science: Computer Information Technology; Computer Programming; Cosmetology; Early Childhood Education; Entrepreneurship/Small Business Management; Veterinary Technology; Web Design and Development. Certificate Programs: Computer Information Technology; Computer Programming; Cosmetology; Emergency Medical Technician; Entrepreneurship/Small Business Management; Long Term Care; Manufacturing Skills Training; Nail Tech; Web Design and Development; Woodworking.

Campuses

Main Campus: 1057 W. College Avenue, Independence, KS 67301

Additional Location: ICC West, 2615 W. Main Street, Independence, KS 67301

Distance Delivery Programs

Substantive Change for Distance Education Approval Filed: April 2015

Other Key Campus Programs and Resources

ICC Fab Lab Student Support Services (TRiO) Upward Bound (TriO) William Inge Center for the Arts

Our Quality Journey

Independence Community College began its quality journey in 2003 as a pilot institution for the new AQIP Pathway. Our first steps were unsure, but with the launch of the 2011 action project, *Assessment for Quality Improvement in Non-academic Processes*, continuous quality improvement activities began to spread across our campus. A pivotal moment occurred during the 2012 Strategy Forum, when our new President identified an "unwillingness to have hard conversations" as a factor in many of our stops and starts along the way. The *Culture and Infrastructure Improvement Campaign* began when the Strategy Forum team identified weak infrastructure, low institutional participation in continuous quality improvement activities, low employee morale, and a distrust of leadership.

The *Culture and Infrastructure Improvement Campaign* saw us take a closer look at infrastructure and campus culture. New Standing Committees were created while existing were revised in membership and focus. Our new Director of Human Resources reviewed training and development practices and updated new employee orientation with the *Improving Processes for Effective Employee Training* action project. At the same time, the College began a new annual employee evaluation process during which employees solicit feedback from peers and take responsibility for their development by setting short- and long-term goals. We took a hard look at employee engagement and satisfaction information from our *Campus Culture Survey* and began to implement new development initiatives like the *Pirates' CREW* and New Managers' Training; morale, employee engagement, and satisfaction are now slowly beginning to raise. It's been a challenging endeavor and much of it not easy, but we have a better understanding of our institution and what we need to become to meet the challenges ahead.

The College was without an active strategic plan when the 2011 Systems Portfolio was submitted. The recently hired President led the *Development of a Strategic Planning Process* action project, giving us a framework to construct a five year plan that focused on Academic Excellence, Campus Community and Civic Outreach, Enrollment and Retention, Facilities, Institutional Effectiveness, and Resource Development. Strategic planning is still not one of our strengths; the ICC Board of Trustees determined the 2012 plan was mainly operational and the 2015 revision sees us focusing on excellence: Academic Excellence, Service Excellence, and Support Excellence.

Other action projects and initiatives since the 2011 Systems Portfolio include:

Departmental Review: This annual process sprang from the 2011 assessment action project. Writing goals and outcomes, creating assessment measures, and setting targets are all activities staff now systematically engage in.

Character First: This character trait program was selected at the conclusion of our Enhancing the Workplace action project. The program's principles now help guide our recruiting and hiring practices and our employee recognition and evaluation processes.

Finally, ICC reevaluated general education outcomes assessment in 2012 with *the Improving College-Level Written Communication across the Curriculum* action project. In 2014, this project expanded from one assessment to many as the Outcomes Assessment Committee identified the Arts and Humanities, Civic Responsibility, Communication, Computer Literacy, Ethical Reasoning, Information Literacy, Quantitative and Scientific Reasoning, and the Social Behavioral Sciences as the focus of our general education outcomes assessment.

Category One Introduction

Independence Community College's processes for Helping Students Learn exhibit a range of maturity levels. Processes related to learning outcomes assessment are systematic, becoming more aligned with the adoption of the 2014-2016 Assessment Plan. The College adopted institutional outcomes during AY 2013 with a review of General Education outcomes assessment during the fall of AY 2014. The College's newly established Outcomes Assessment Committee, charged with identifying and communicating assessment information, established processes for annual evaluation of all outcomes assessment activities using Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment Outcomes assessment is explicitly aligned with the College's mission, vision, and Core Values. Program learning outcomes and course-level learning outcomes are aligned with any requirements for specialized programmatic accreditation. The College's processes for the assessment of student learning at the co-curricular level is still reactive, but a pilot group of co-curricular organizations and clubs have identified General Education outcomes statements for assessment and will work with the Director of Institutional Research to identify direct measures of student learning during AY 2015. The College's processes for data analysis and feedback will become more robust with the annual IR Data Reports for academic departments and disciplines; evidence that the College's response to data collections is becoming more systematic will be available by the submission date for the CQR and Year Eight site visit. The College identified additional normed indirect measures of student learning for annual assessment: membership in the National Community College Benchmarking Project and participation in Community College Survey of Student Engagement (CCSSE), the Community College Survey of Faculty Engagement (CCSSFE) ensures comparison information not available previously. Finally, the College's purchase of Tk20, a learning outcomes assessment management system, will assist the institution in ensuring systematic and *aligned* processes for data collection, analysis, and improvement efforts

The College's processes for assessing program quality are still *reactive* but adoption of a more rigorous program review format will help the institution become more *systematic* in its approach to program assessment. A bright area is the improvements made with distance education course quality: the Director of Online Education, hired during AY 2013, assembled an Online Taskforce and created multiple assessments for measuring course and course component quality. Distance education quality processes are *aligned*, using industry standards to ensure high quality.

Continued investment in Academic Support Services with the hiring of additional staff and expansion of its Tutoring Center have assisted the College in its efforts to improve its completion, persistence and transfer out rates. Interdepartmental communication is improved; new collaborations have been established since the 2011 Systems Portfolio with Academic Support Services to students *systematic* with evidence of complete alignment a goal for the 2019 Systems Portfolio. Staff participate in an annual Departmental Review process making data analysis for process improvement more *systematic*. The College still remains *reactive* in its efforts to improve student success rates; continued analysis of student success data along with improved inter-departmental communication will assist the College in its efforts to better meet its goals.

Priorities for improving include a new action project focused on the implementation of student learning outcomes assessment in the co-curricular. Refinements to all of the newly established processes for learning outcomes assessment will remain critical as faculty collect, analyze, and make important improvements to curriculum, pedagogy, and student learning. Improved services to distance education students and a focus on the highest quality in the online education environment will remain a priority as the College strives to receive approval at the program level for distance education.

Chart 1P1.1: Common Learning Outcomes Alignment (3.B.1)

Independence Community College Mission, Vision, and Core Values

Mission (M): Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Vision (V): 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 (CV):

effectively. (CV-I, CV-E)

Integrity (I): ICC holds its employees and students accountable to be honest, ethical, and transparent. Excellence (E): ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.

Responsiveness (R): *ICC looks to the future by responding to the emerging needs of its stakeholders.* Diversity/Enrichment (DE): *ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.*

Commitment: (C) ICC commits to making decisions that best serve its students and community.

Institutional Learning Outcomes (3.**B4**)

Thinking: Stakeholders will demonstrate the ability to think critically, to evaluate information analytically, and to use ideas in creative and innovative ways. (M, V, CV-E, CV-DE) Communication: Stakeholders will demonstrate the ability to express ideas and information

Literacy: Stakeholders will demonstrate the ability to master concepts and terminology. (M, V, CV-E, CV-R)

Responsibility: *Stakeholders will demonstrate the ability to reason ethically as responsible citizens.* (V, CV-I, CV-C)

General Education Learning Outcomes (3.B.1, 3.B4)

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.*

1P1. Common Learning Outcomes

Aligning Common Outcomes

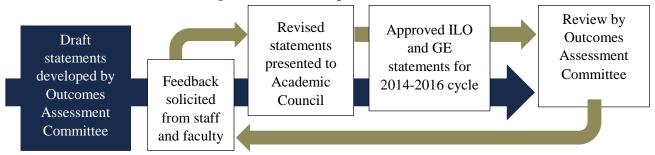
Institutional learning outcomes align with the College's mission, vision, and Core Value statements as evidenced in *Chart 1P1.1: Common Learning Outcomes Alignment*. General Education outcomes reflect both the College's general education curriculum and the institution's commitment to relevancy in learning that meets student needs in the workplace and society. (*For more information, see Chart 1P1.1: Common Learning Outcomes Alignment*)

(3.B.1)

Determining Common Learning Outcomes

The College developed common learning outcomes, part of the <u>ICC 2014-2016 Assessment Plan</u>. The chart below illustrates the initial process used for outcome statement development (*navy*); outcomes assessment at all levels are written and reviewed as part of a three year cycle. (3.B.2, 4.B.4)

Chart 1P1.2 Institutional Learning Outcomes Development Process



The Outcomes Assessment (OA) Committee utilizes the New Leadership Alliance for Student Learning and Accountability's Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment to ensure that common learning outcomes and the College's institutional learning outcomes assessment plan follow best practices for design and implementation. (3.B.2, 4.B.4)

Common outcomes in the form of ILOs influence all internal stakeholders at ICC. Student Affairs, Academic Support, and Institutional Support staff align student and stakeholder learning outcomes to the ILOs as part of the College's annual Departmental Review, the end product of the 2011 action project, Assessment for Quality Improvement in Non-academic Processes. (3.B.2, 4.B.4)

Articulating the Purpose and Content of Assessment

The College articulates the following purposes for assessment through the 2014-2016 Independence Community College Assessment Plan. (3.B.2)

Assessment for Value: Assessment must be an exercise rooted in learning experiences that bring value to both the student and the teacher.

Assessment for Change: Assessment must drive change in order to be effective. Assessing without closing the loop negates the value assessment brings to our campus; assessment must always spark that end conversation that brings about purposeful change.

Assessment for Relevancy: Assessment must be ongoing for our institution to remain relevant in rapidly changing times. Data collection without thoughtful analysis communicates a lack of concern to stakeholders who rely on us to help them meet workplace and societal needs.

Assessment for Communication: Assessment must spur us to have authentic conversations that underscore our commitment to quality. (3.B.2)

The College articulates the content for outcomes assessment using the following methods:

- 2014-2016 Independence Community College Assessment Plan: Print and electronic
- Institutional Learning Outcomes, General Education Outcomes: 2014-2016 College Catalog; Posters displayed in campus buildings (3.B.2)

Faculty and instructional staff articulate the content, set goals, and conduct analysis to determine the level of achievement for program level, course level, and general education outcomes within the classroom setting.

(3.B.3, 4.B.1, 4.B.4)

Co-curricular sponsors articulate the content, set goals, and conduct analysis to determine the level of achievement for general education outcomes within the co-curricular setting. (3.E.1, 4.B.1)

Articulating the Level of Achievement

Faculty and instructional staff articulate corresponding levels of achievement for common learning outcomes in the classroom with co-curricular sponsors communicate expectations for each activity. (3.E.2, 4.B.3, 4.B.4)

Table 1P1.1: Articulating Institutional Levels of Student Achievement

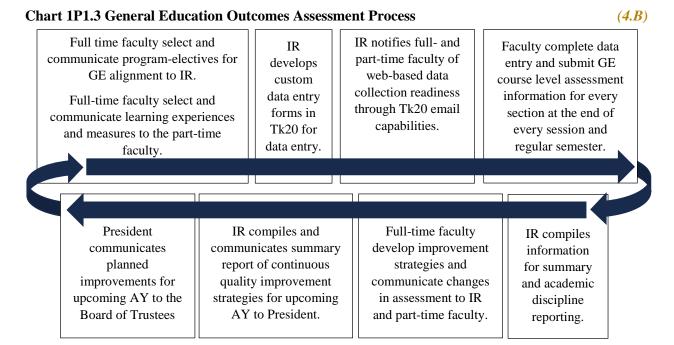
From	То	Communication Method	Location	Occurrence
President, IR	Board of Trustees, External Stakeholders	Assessment Plan Summary Report	Website	Annual
Outcomes Assessment Committee,	Employees, Students, External Stakeholders	Assessment Quality Report	SharePoint, email, website	Annual
	Division Chairs	Academic Division Report	SharePoint	Annual
	Faculty	Academic Program Report	SharePoint	Annual
Institutional Research	Department Leaders	Department Review Summary Report	SharePoint	Annual
Research	External Stakeholders	Student Right to Know Student Achievement Reports	Website	Annual

Incorporating Opportunities into the Curriculum

The College conducts General Education Outcomes assessment (GE) in a three year cycle aligned with Program Learning Outcomes (PLO) assessment, and Course Level Outcomes assessment.

- Year 1: Communication (Written), Information Literacy, Quantitative/Scientific Reasoning
- Year 2: Ethical Reasoning, Arts/Humanities, Computer Literacy
- Year 3: Civic Responsibility, Social/Behavioral Science, Communication (Oral) (3.B.3, 3.B.5)

Faculty and instructional staff select formative and summative assessments that measure student learning within the GE curriculum and map program-elective course assessments to the GE Outcomes, ensuring that students have multiple opportunities to employ GE knowledge to programmatic learning. (See the ICC Assessment Plan for a listing of the College's GE curriculum and a complete listing of program electives as mapped to the GE) Instructors use direct measures of GE learning, including rubrics, pre- and post-assessments, and course embedded questions and assignments to improve student learning. (4.B.1, 4.B.2, 4.B.3)



Ensuring Relevancy

The College recognizes its responsibility to current and future students; outcomes assessment must promote learning expectations that enable students to move successfully into the future as transfer students and job seekers. Assessment at ICC recognizes the human and cultural diversity of the world through learning experiences both in- and outside the classroom for the Civic Engagement, Ethical Responsibility, and Social and Behavioral Science General Education outcomes.

The OA Committee's annual assessment of the institutional assessment plan reflects the College's desire to apply continuous quality improvement principles that will ensure that student learning remains relevant and valuable for current and future students. Assessment tools include:

- Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment (New Leadership Alliance for Student Learning and Accountability)
- General Education Assessment Rubric¹ (WASC Accrediting Commission)
- Educational Effectiveness Framework² (WASC Accrediting Commission) (3.B.4)

For more information about the College's use of Assuring Quality, see Beginning Our Assessment **Journey**

Ensuring Alignment with Student, Workplace, and Societal Needs

ICC aligns assessment with Foresight 2020, a ten-year strategic agenda for Kansas' public higher education system, reflects the College's desire to meet the learning, workplace, and societal needs of its stakeholders. Measures in the institutional assessment plan include:

Increase Higher Education

Measures: First to second year retention rates at universities, community colleges, and technical colleges; Three year graduation rate for community and technical colleges; Number of certificates and degrees produced

¹ http://www.stmarys-ca.edu/sites/default/files/attachments/files/WASCGE.pdf

² http://www.accreditation.uci.edu/Documents/Educational_Effectiveness_Framework.pdf

Improve Economic Alignment

Measures: Performance of students on institutional assessments in three areas: Mathematics/quantitative/analytical reasoning, written and oral communication, and critical thinking/problem solving (3.B.4)

Co-Curricular Activities to Support Learning

The College's processes for co-curricular assessment is not systematic in its current format. ICC identified a pilot group of co-curricular participants for AY 2015; IR will lead activities in target setting and development of rubrics unique for each activity.

(3.E.1, 4.B.2)

Table 1P1.2: Co-Curricular Activity and Common Learning Outcomes

Co-Curricular Activity	ILO	GE
Ambassadors	Communication	Civic Responsibility
Innovation Club	Thinking	Civic Responsibility; Computer Literacy;
Innovation Ciub	Tillikilig	Social and Behavioral Science
Lit Guild	Communication	Arts and Humanities
Phi Theta Kappa	Communication	Civic Responsibility; Information
_		Literacy
Recycling Club	Responsibility	Civic Responsibility; Ethical Reasoning
Speech and Debate Club	Communication	Information Literacy

Selecting Tools, Methods, and Instruments

Instruments for Direct Measures of Student Learning

Faculty, instructional staff, and co-curricular sponsors select the assessment instrument appropriate for the student learning experience. Instruments include:

- Embedded assessments including rubrics, test questions, embedded assignments pre- and post-tests/activities/assignments
- AAC&U VALUE Rubrics
- Curriculum and Outcome Mapping <u>Alignment of Departmental Review</u>

(4.B.1-4)

Instruments for Indirect Measures of Student Learning

The IR Office recommends instruments appropriate for the College's data need. Instruments include:

- Community College Survey of Student Learning (CCSSE)
- IPEDS
- National Community College Benchmarking Project (NCCBP)
- Noel Levitz Student Satisfaction Inventory (N L SSI)

(4.B.1-4)

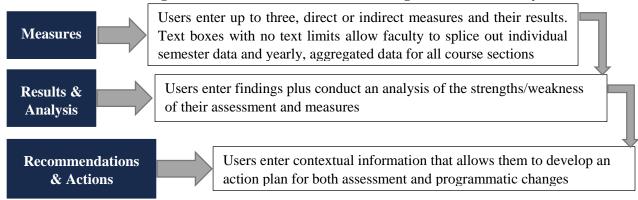
Tk20: The College's Assessment Management Tool for Learning Outcomes Assessment

The College purchased Tk20's <u>CampusWide</u>TM, a learning outcomes assessment management software system, for its user friendliness and the modular units designed for multiple levels of outcomes assessment in September 2013. CampusWideTM houses evidence of student achievement at all levels of the ICC Assessment Plan. The system's reporting function allows the IR Office to quickly produce analysis reports for a variety of audiences. (4.B.1, 4.B.3)

CampusWideTM's Outcomes/Goals, Assessment Planning, Outcome Views, and Curriculum Maps modules allow the user to articulate outcomes at all assessment levels; map outcomes from one organization to another in the institutional hierarchy; map the curriculum to program, GE, and ILOs; assess the level of student achievement.

(3.B.2, 4.B.1)

Chart 1P1.4: Articulating Levels of Student Achievement through the "Three Tab System"



Assessing Common Learning Outcomes

ICC clearly states common learning outcomes at the institutional, general education, program and course levels in the 2014-2016 Assessment Plan. (4.B.1)

ICC's effective processes for assessment include the collection and analysis of direct and indirect measures, the use of formative and summative measures, oversight and guidance from a committee composed of faculty and staff, and efficient technological infrastructure.

(4.B.1)

ICC assesses achievement for curricular, co-curricular and department learning outcomes as evidenced in the information house in $CampusWide^{TM}$. (4.B.2)

ICC's processes and methodologies reflect good practice through research and the leadership of faculty, staff, co-curricular sponsors, and two institutional bodies (OA Committee, Academic Council). (4.B.4)

Chart 1P1.5: The Assessment Cycle (4.B.3, 4.B.4)

June	July	August	May
Academic Data	Dissemination of	Dissemination of	Completed
Collection begins	<i>information</i> from	information by IR	Departmental
with analysis at end of	previous fiscal year by IR	to Faculty	Review analysis
second summer	to Campus Departments	"Lessons	by Staff
session, fall and	for decision-making	Learned"	Completed
spring semester	Departmental Review	Academic Division	annual analysis
Compilation of	Data Collection begins	and Discipline	by Co-Curricular
indirect measures by	for new fiscal year	meetings	Sponsors
IR for annual reports	·		

1R1.3 Results for Common Learning Outcomes

Table1R1.1 GE Assessment: General Education (GE), Program Elective (PE) Course Alignment*

Year One	Communica Writter		Informa Litera		Quantitative & Scientific Reasoning			
	GE	PE	GE	PE	GE	PE		
Business & Technology	-	3	2	5	1	1		
Fine Arts	1	1	2	9	1			
Health, Physical Education, Recreation		2		2		1		
Humanities and Social Sciences	17	5	12	7	1			
Math and Science	1	1	2		14	4		
Year Two	Arts & Humanities		Computer Literacy				Ethi Reaso	
	GE	PE	GE	PE	GE	PE		
Business & Technology			2	17	1	4		
Fine Arts	4			2				
Health, Physical Education, Recreation						2		
Humanities and Social Sciences	3	3	1		7	3		
Math and Science				1	-	1		
Year Three	Civic Responsibility			Communication Oral		al & vioral nce		
	GE	PE	GE	PE	GE	PE		
Business & Technology			1	4	5			
Fine Arts			2	9				
Health, Physical Education, Recreation		1						
Humanities and Social Sciences	11	4	9	3	8	4		
Math and Science		1						

^{*}Course alignment incomplete; additional Allied Health and other Career and Technical Education TBD AY 2015

Table 1R1.4 Results for Assuring Quality: An Institutional Self-Assessment Tool

Criterion for Section 1: Demonstrate Commitment to Assessment and Accountability	Mean
Scale of 5 where 1=Does not meet and 5=Meets	Score
1. An ongoing and integrated commitment to achieving student learning outcomes is visible in the actions of the campus community	3
Criterion for Section 2: Articulate Institution-wide Student Learning Outcomes	
2. The institution has institution-wide student learning outcome statements that clearly articulate what students should be able to do, achieve, demonstrate, or know upon graduation.	5
3. Institution-wide student learning outcome statements are easily understood by internal and external stakeholders.	1.5
4. Institution-wide student learning outcome statements are accessible to internal and external stakeholders	3
5. Appropriate stakeholders were fully involved in establishing institution-wide student learning outcomes.	3
6. Institution-wide student learning outcomes are externally informed or benchmarked, reflect generally accepted higher education goals, are of appropriate college-level rigor, and are appropriate given the mission of the institution.	5
Insights and Analysis	

For complete analysis of the components of each Criterion, see *Beginning Our Outcomes Assessment Journey: AY 2014 Summary Report*

Table 1R1.5 Summary Results for ICC General Education Assessment Rubric for AY 2014

Criteria/Dimension Scale of 3 where 1=Initial and 3=Developed	Score
General Education Outcomes	3
Targets	2
Curriculum Alignment	2
Assessment Planning	2
Evidence	1
Use of Results	1

Insights and Analysis

ICC's processes for general education outcomes assessment is becoming more mature, but a lack of evidence for processes that ensure that assessment impacts student learning that spans multiple academic years is still problematic. The College's faculty developed general education outcomes, originally named the *Core Competencies* and the *Core Abilities* statements, but data collection was limited to one in-house survey of students completing A.A.S. and certificate programs. The 2014 Assessment Plan provides a framework for consistent processes and language that clearly shows alignment between statement creation, data collection and analysis, and data-driven improvement processes. General education outcomes assessment will continue to *align* and become more *systematic* as the College completes additional three-year assessment cycles.

Table 1R1.6 Summary Results for ICC Educational Effectiveness Framework Rubric for AY 2014

Criteria/Dimension	Saara
Scale of 4 where 1=Initial and 4=Highly Developed	Score
Learning: Student Learning Outcomes	2
Learning: Expectations	3
Learning: Assessment Plans	4
Learning: Level of Achievement	2
Criteria/Dimension	Score
Scale of 4 where 1=Initial and 4=Highly Developed	Score
Teaching/Learning Environment: Curriculum and Pedagogy	3
Teaching/Learning Environment: Curricular and Co-curricular Processes	3
Teaching/Learning Environment: Professional Development and Rewards	3
Organizational Learning: Indicators of Education Effectiveness	3
Organizational Learning: Program Review	2
Organizational Learning: Performance Data	2
Organizational Learning: Culture of Inquiry	3
Organizational Learning: Communication and Transparency	2
Overall Maturity	2.5

Insights and Analysis

ICC's processes for institution outcomes assessment is becoming more mature, but a lack of evidence for processes that ensure that assessment impacts student learning that spans multiple academic years is still problematic. Activities such as Program Review have not been explicitly identified as part of the educational effectiveness framework. The 2014 Assessment Plan provides a beginning framework for consistent processes that will help the College grow in overall effectiveness. Institutional practices for

outcomes assessment, teaching, and learning will continue to *align* and become more *systematic* as the College completes additional three-year assessment cycles.

Summary Results for Outcomes and Measures Tracked Results for General Education Outcomes

For a report containing information about the College's Year 1 General Education outcomes assessment collection for Written Communication, Information Literacy, and Quantitative and Scientific Reasoning, see the *ICC Assessment* webpage.

Table 1R1.7 Results for Institutional Learning Outcomes

Communication						
					2013	
CCSSE (AY 2014 Data Collection Information Unavailable)	ole until	July 31, 1	2015)	ICC	Peer	Natl
How much has your experience contributed to your	knowled	lge, skill	s, and	2.64	2.71	2.78
personal development in writing o	clearly	and effec	ctively	2.04	2.71	2.78
How much has your experience contributed to your h				2.55	2.68	2.70
personal development in speaking o	clearly	and effe	ctively	2.33	2.00	2.70
Literacy						
CCSSE				TOO	2013	
	, ,	1 1.11	7	ICC	Peer	Natl
How much has your experience contributed to your knowledge, skills, and personal development in acquiring a broad general education					2.87	2.99
1 1 1		erai eau	canon			
Responsibility, St	iaents				2012	
CCSSE				ICC	2013 Peer	Natl
How often have you come to class without completing	reading	os/assion	ments	1.91	1.78	1.82
	How often have you discussed grades or assignments with an instructor				2.54	2.60
How many hours do you spend in a typical 7-day wee				2.76 1.81	1.78	2.02
How often do you use the Academic advising s				1.82	1.80	1.80
How often do you use the tutoring s				1.38	1.53	1.50
How often do you use the writing and math sk				1.59	1.77	1.75
How often do you use the financial aid advising s	ervices	at this c	ollege	1.99	1.78	1.89
Responsibility, Inst	titution	1				
CCSSE					2013	
				ICC	Peer	Natl
Received prompt feedback from instructors				2.66	2.63	2.71
Emphasize encouraging you to spend significant amount				2.80	2.83	3.04
Emphasize providing the support you need to help you s				2.90	2.99	3.01
Emphasize encouraging contact among students from a				2.36	2.50	2.57
Emphasize helping you cope with your non-aca				1.75	2.04	1.99
Emphasize providing the support you need to thrive socially			2.01	2.26	2.21	
Emphasize providing the financial support you need to				2.60	2.55	2.58
How would you evaluate your entire educational expe				2.89	3.10	3.14
Noel Levitz)11)12	20	
	ICC	Gap	ICC	Gap	ICC	Gap
The college shows concern for students as individuals.	5.08	-0.06	5.05	-0.07	4.88	-0.27
This school does whatever it can to help me reach my educational goals.	5.14	-0.11	4.96	-0.29	4.93	-0.37

Thinking							
CCSSE							
CCSSE	ICC	Peer	Natl				
How often have you worked on a paper or project that required integrating ideas or information from various sources	2.69	2.60	2.80				
How much has your coursework emphasized synthesizing and organizing ideas, information, or experiences in new ways	2.53	2.67	2.78				
How much has your experience contributed to your knowledge, skills, and personal development in thinking critically and analytically	2.64	2.88	2.95				

Thinking						
Noel Levitz		11	20)12	20)14
Noei Levitz	ICC	Gap	ICC	Gap	ICC	Gap
I am able to experience intellectual growth here.	5.40	-0.33	5.21	-0.53	5.03	-0.76

Insights and Analysis

The Independence Community College faculty and instructional staff will complete assessment activities in order to set priorities and plan interventions during the AY 2015 fall in service. The College's *CQR* will reflect the decisions made by instructors.

Table 1R1.8 Results for General Education Learning Outcomes

Civic Responsib	ility						
CCCCC	-				2013		
CCSSE				ICC	Peer	Natl	
How much has your experience contributed to your personal development in working	_			2.63	2.79	2.79	
How much has your experience contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds				2.31	2.53	2.45	
Communication	n						
CCCCE					2013		
CCSSE				ICC	Peer	Natl	
How often have you mad	de a cla	iss prese	ntation	2.07	2.11	2.13	
How often have you prepared two or more drafts of		r or assi re turnii	_	2.38	2.44	2.52	
	20)12	20	13	13 20		
NCCBP	Fall	2010	Fall 2011 Fal		Fall	all 2012	
	ICC	Peer	ICC	Peer	ICC	Peer	
Developmental Writing Course Completer Success Rate	61%	81%	60%	79%	58%	77%	
	ICC	50 th	ICC	50 th	ICC	50 th	
Core Academic Skills: English Composition I Success Rate	84%	80%	80%	80%	86%	81%	
Core Academic Skills: Speech Success Rate	84%	89%	76%	87%	82%	925	
	20)12	20	13	20	14	
NCCBP	Fall	2009	Fall	2010	Fall	2011	
NCCDI		hort	Col	hort	Col	nort	
					-~~	-	
	ICC	Peer	ICC	Peer	ICC	Peer	

Computer Litera	acy						
•					2013		
CCSSE				ICC	Peer	Natl	
How often have you used the Internet to v	vork on	an assi	gnment	3.00	2.86	3.03	
How much has your experience at this college contribut				2.62	274	2.01	
skills, and personal development in using computing and in			_	2.63	2.74	2.81	
Ethical Reasoni	ng						
CCSSE					2013		
CCSSE				ICC	Peer	Natl	
How much has your coursework emphasized making judg	gments	about th	e value	2.44	2.52	2.61	
or soundness of information, a	argume	nts, or n	nethods	2.44	2.52	2.01	
Ethical Reasoning	cont.						
CCSSE					2013		
CCSSE		ICC	Peer	Natl			
How much has your experience contributed to your personal development in developing a personal code		_		2.35	2.52	2.45	
How much has your experience contributed to your	How much has your experience contributed to your knowledge, skills, and personal development in contributing to the welfare of your community				2.16	2.08	
Quantitative and Scientifi							
		·			2013		
CCSSE				ICC	Peer	Natl	
How much has your experience contributed to your	knowle	dge, ski	lls, and				
personal development in solvin		0 -		2.39	2.58	2.68	
•		012	20	13 20)14	
NCCBP	Fall	2010	Fall	2011	Fall 2012		
	ICC	Peer	ICC	Peer	ICC	Peer	
Developmental Math Course Completer Success Rate	56%	71%	32%	69%	63%	72%	
Core Academic Skills: College Algebra Success Rate	67%	84%	72%	83%	70%	83%	
	20	012	20	13	20	14	
NCCDD	Fall	2009	Fall	2010	Fall	2011	
NCCBP	Co	hort	Col	ort	Col	ort	
	ICC	Peer	ICC	Peer	ICC	Peer	
First College-level following DEV Math Success Rate	76%	80%	70%	88%	89%	79%	
Social and Behavioral	l Scienc	ce					
CCSSE					2013		
CCSSE				ICC	Peer	Natl	
How much has your coursework emphasized analyzing th	ie basic		v	2.70	2.77	2.91	
	, experi	idea, experience, or theo How much has your coursework emphasized applying theories or concepts practical problems or in new situatio					

The Independence Community College faculty and instructional staff will complete assessment activities in order to set priorities and plan interventions during the AY 2015 fall in service. The College's *CQR* will reflect the decisions made by instructors.

111. Improvements

The following improvements to common learning outcomes assessment are planned to begin with AY 2015: **Artifact Collection**: Qualitative feedback collected from full time faculty indicates a need for additional guidance when instructors conduct assessment outside their expertise. ICC's full time English instructors will begin to compile examples of high and low quality writing; this collection will be housed in Tk20 and on the College's SharePoint for all faculty, both full- and part-time to use.

Increased feedback from students: The College did not solicit feedback from students for the 2014-2016 Assessment Plan. The Director of IR will develop a plan for soliciting regular feedback from students.

Increased participation in the co-curricular: The co-curricular activities identified in the portfolio represent a small, pilot group for AY 2015; additional groups will join during AY 2016 and 2017.

1P2. Program Learning Outcomes

Program Outcomes Alignment

See Chart 1P1.1 for the relationship between program learning outcomes and the College's mission, vision, core values, institutional learning outcomes, general education outcomes, and course level outcomes. Program outcomes assessment is conducted in a three year cycle with common learning outcomes assessment.

(3.B.3, 3.E.2)

Determining Program Learning Outcomes

The College's full time faculty and instructional staff adhere to the principles contained Bloom's Taxonomy when expressing program learning outcomes that reflect the levels contained in the cognitive and affective domains.

(3.B.3, 3.B.5, 4.B4)

Chart 1P2.1 Process for Supporting Program Learning through Course Level Outcomes

- **Step 1**: Instructors write outcomes that facilitate data collection showing student growth from beginning to end of the program's coursework.
- **Step 2**: Instructors create curriculum maps using the nomenclature, *Introduce* and *Reinforce*, aligning the program's courses with its learning outcomes while illustrating student growth as she progresses through the program's curriculum. Faculty collaborate across disciplines during curriculum map creation, i.e. the Professor of Art contributes information for the CADD/Drafting Program due to the inclusion of Art Appreciation in the program's curriculum.
- **Step 3**: Instructors select at least one outcome per course for the three year assessment cycle, identifying one or more measures per outcome for data collection.
- **Step 4**: Instructors collect information using direct measures of student learning.
- **Step 5**: Instructors evaluate assessment results at the end of each session and/or semester; identify improvements to the curriculum and/or learning environment; review outcome statement(s) and measures for validity, reliability, and relevancy; and implement changes for improvement.

Articulating the Purpose, Content, and Level of Achievement

The College articulates the purposes for program learning outcomes through the 2014-2016 Assessment Plan. The Academic Council articulates the College's expected level of achievement for degree

completers. The full time faculty articulate the expected level of achievement at and use the collected evidence to improve student learning. (3.B.5, 4.B.1, 4.B.3, 4.B.4)

Ensuring Alignment with Student, Workplace, and Societal Needs

Program level outcomes assessment, like common learning outcomes assessment, aligns with the *Foresight* 2020 and incorporates the following components:

Improve Economic Alignment

Measures: Performance of students on institutional assessments in three areas: Mathematics/quantitative/analytical reasoning, written and oral communication, and critical thinking/problem solving; Percent of credentials awarded in STEM fields (3.B.3, 3.B.4)

Ensuring Relevancy

ICC recognizes its responsibility to students who aspire to degree completion; annual assessment of program and course learning outcomes by the College's faculty ensures relevancy for students. Assessment tools include: the <u>Rubric for Assessing the Quality of Course-level Student Learning Outcomes and Assessment Plans.</u> Course level outcomes align with the Kansas Board of Regents (KBOR) Core Outcomes Project; ICC's faculty participate in annual meetings with faculty from two- and four-year institutions. (See 1P4 for additional information) (3.B.3, 3.B.4, 4.B.4)

Designing Co-curricular Activities to Support Learning

Staff and faculty wishing to design new co-curricular activities complete *The Student Clubs and Organization Application*, answering the following questions: What will students learn as a member of your club or organization?; Select the General Education outcome statement(s) you believe are closely aligned with your proposed club or organization; and How will you measure student learning for the selected General Education outcome statements?

(3.E.1, 4.B.2)

Selecting Tools, Methods, and Instruments

Methods for assessment include direct measures of student learning in the classroom; co-curricular activities, delivered as credit-bearing courses, are assessed using direct measures. Faculty are encouraged to use the AAC&U VALUE Rubrics whenever appropriate for course level outcomes assessment.

(3.B.3, 3.B.5, 4.B.1-4)

Course level assessment methodology ensures that the expectation for quality in student learning and collection of the evidence is consistent regardless of course modality and/or instructor type. Full-time faculty communicate their choice of assessment and measure to the College's adjunct faculty while providing guidance to those who request assistance with the actual classroom learning experience.

(3.B.3, 3.B.5, 4.B.1-4)

Full time faculty utilize curriculum mapping to ensure alignment between programmatic coursework and outcomes. (3.B.3, 3.B.5, 4.B.1-4)

The College's faculty utilize Tk20's *CampusWide*TM to organize program and course level outcomes assessment. (*See 1P1 for more information*) (4.B.1-4)

Assessing Program Learning Outcomes

Faculty collect evidence for Associate degree transfer programs through course level outcomes assessment. Faculty utilize formative and summative assessment tools in order to determine student attainment. Direct forms of assessment include embedded assessments, rubrics, and diagnostic (pre/post) activities. (See Chart 1P2.1)

Allied Health programs culminating in a Certificate of Performance and/or an Associate of Applied Science degree utilize summative assessments including state tests and/or boards. The College is currently investigating summative assessment measures for its transfer degree programs. (4.B.1, 4.B.2, 4.B.4)

1R2 Results for Program Learning Outcomes

Results for *Student Ratings of Instruction* **for Spring AY 2014**: Question means analysis is available at <u>Student Ratings of Instruction AY 2014</u>. ICC's full time faculty will utilize this survey information for course improvement strategies during AY 2015.

Results for Course Level Outcomes Assessment: A worksheet containing all course outcomes with the student learning outcomes information collected is available at <u>Results for Course Level Outcomes</u> <u>Assessment Spring AY 2014</u>.

	Program Completers	Attempting Licensure	Successful Licensure	Three Year Licensure Rate
CMA	111	101	87	86%
CNA	291	288	271	94%
Cosmetology	47	41	35	85%
EMT	72	64	60	94%
Home Health Aide	68	62	60	97%
Veterinary Technician	21	13	6	46%

Insights and Analysis

The College's Veterinary Technology licensure rates continue to improve with each new student cohort. Student members of the first cohort (AY 2010) were unprepared for the program's heavy emphasis in science-based courses despite participating in required admissions interviews and rigorous preenrollment academic advising sessions. The Program Director, Academic Affairs, and Academic Advising staff evaluated the program's structure and adjusted the course sequence so the first year is now devoted almost exclusively to general education and programmatic science electives, allowing the student time to determine if this career in healthcare is a good fit for them. The College increased the credit hour value for courses with licensure exam content in order to improve student learning opportunities through increased seat time. The Director added weekly study group time to the program's academic support services. Licensure pass rates from AY 2013 reflect the quality of the students and the positive changes made to the program. Finally, uncontrolled variables such as student test taking abilities may be an important influence; all graduates of the College's Veterinary Technology Program must complete the AVMA's Essential Skills Checklist with 100% accuracy for degree award completion. Additional pertinent information regarding this program's specialized accreditation through the AVMA may be found at 2014-2016 Veterinary Technology Essentials Skills

1I2. Improvements

The following improvements to program outcomes assessment are planned to begin with AY 2015:

Continued research for a summative measure or measures for program outcomes assessment. ICC's current process is currently limited to data collected at the course level for its transfer programs; the College will work to address this deficiency during AY 2015.

Continued refinement of program curriculum maps: Tk20 allows additional detail in its curriculum mapping modules; the full time faculty will work to identify the emphasis and measures associated with each of their program's courses.

Student satisfaction: The College recognizes that its in-house survey does not provide comparison information nor is it a proved valid, reliable instrument. ICC's AY 2014 pilot of The IDEA Center's *Student Ratings of Instruction* survey will provide experience with a nationally normed instrument with comparison data for the full time faculty. The College will either select this instrument or will pilot a product from *SmartEvals* during the fall semester of AY 2015.

1P3 Academic Program Design

Identifying Student Stakeholders and Their Needs

(1.C.1, 1.C.2)

The College continues to use the same state-mandated process for identifying students and their needs when developing new program offerings. See 1P3 and 1P4 in the 2011 Systems Portfolio for additional information.

Academic Advising: Staff participate in Kansas Board of Regent Working Groups, collaborating with other Kansas institutions to meet system-wide student academic needs.

Academic Affairs: Academic Affairs staff visit every concurrent site at least once a semester to determine site needs in order to ensure student progression through programmatic coursework.

Career and Technical Education (CTE): Every CTE program receiving Carl Perkins funding utilizes feedback from an advisory committee composed of area employers. These committees meet at least once annually. Advisory Committee members help program leaders answer the following questions: Are students being prepared for the future job market?; What should the training include?; Is curriculum adequately addressing industry needs?; Do course and program competencies and performance levels meet industry standards?; and What validated credentials are available within the cluster/pathway?

Faculty Course Development: Full time faculty identify new courses to meet student needs. ICC uses the same course approval process outlined in 1P3 (2011 Systems Portfolio

Marketing and Enrollment: ICC's newly formed Marketing and Enrollment Department identify students through activities such as:

- Annual Career Fair: Staff organize a career fair for area students during each fall semester at the College's ICC West facility. ICC faculty and instructional staff develop hands on activities that highlight the College's transfer and terminal programs.
- High School Visits: Recruiters visit service area high schools each semester, distributing program specific materials and engaging in conversations with students, administrators, and high school counselors to determine student needs.
- *Future Pirate*: The College's faculty and instructional staff participate in this program which brings middle school-aged students into the classroom for hands on learning.
- *Pirate Preview Day*: ICC's staff, faculty, and co-curricular sponsors participate in an annual showcase of activities and services, held in the ICC Library for prospective students.

Workforce Development: The Workforce Development Coordinator identifies prospective students through close relationships with area business and industries. The Coordinator and the Workforce Development Advisory Board conduct research into area business and manufacturing needs. The Coordinator identifies funding, develops course content with Advisory Board feedback, and locates instructors with qualifying experiential credential.

Identifying Other Stakeholders and Their Needs

(1.C.1, 1.C.2)

The College's staff and faculty participate in area civic and service organizations in order to identify other stakeholders and their needs. Examples of ICC's attempts to meet the diverse needs of other stakeholders include:

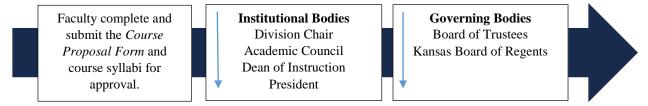
Community LINKS: The Workforce Coordinator develops personal interest, zero credit hour based on feedback from past participants. The Coordinator also researches course offerings at community colleges throughout the state to identify trends in personal interest classes.

Zero Credit Hour Courses: Qualitative feedback from community members indicated a need to create additional zero credit hour course sections for external stakeholders wishing to participate in activity courses without accumulating course credit hour value. Additional enrollment information indicated lower numbers of the types of personal enrichment courses favored by external stakeholders.

Developing/Improving Programming to Meet Stakeholders' Needs

The College continues to utilize the processes identified in its 2011 Systems Portfolio: 1P3: Designing New Programs and Courses; 1P4: Designing Responsive Academic Programming. (1.C.1, 1.C.2)

Chart 1P3.1: Approval Process for New Courses



The full time faculty conduct research during the Program Review three year cycle to determine stakeholder needs. (See *Reviewing Course and Program Viability* below for more information) (1.C.1, 1.C.2)

Tools, Methods and Instruments Used

ICC currently uses the following tools, methods, and instruments for improving program design: Course Level Outcomes Assessment; *Community LINKS Survey; Program Review;* and *Student Reaction to Instruction:* Course level data collection students enrolled in all modalities and at all sites, including concurrent high schools.

Reviewing Course and Program Viability for Possible Change

The College reviews its programs on a three year cycle.

(4.A.1)

Full time faculty compile and present program-specific information to the Program Review

The Chief Academic Officer presents the Review Committee's recommendations to the President and Cabinet.

Program Review Committee members review submitted information and make recommendations for change to the Chief Academic Officer

The President and Cabinet reviews the report, makes recommendations, with presentation of final report to the Board of Trustees at a regularly scheduled public meeting.

The Board of Trustees reviews and votes to approve to continue or discontinue the program.

1R2 Results for Academic Program Design

The College reviewed the following programs since the 2011 Systems Portfolio: Accounting (AS, AAS), Biology, (AS), Communication (AA), Early Childhood (AAS), Emergency Medical Technician (CP), English (AA), Foreign Language (AA), History (AA), Political Science (AS), Mathematics (AS), Music (AA), Nail Technician (CP), and Veterinary Technology (AAS). The Board of Trustees voted to continue all of the reviewed programs at the same level.



Chart 1R2.1 Meeting the Needs of Students and Other Stakeholders

The chart above illustrates ICC's efforts to meet the needs of non-degree seeking community members and degree-seeking students desiring to participate in personal enrichment and activity courses without incurring credit hour value and tuition costs. The College created new activity courses at the request of both the full time faculty and students; new activities such as Pep Band, Chorale, Concert Band, Musical Rehearsal and Performance, and Theatre Company Ensemble give all stakeholders increased opportunities to participate in activities that reflect attention to human diversity and advance the College's mission: Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Table1R2.3 Student Satisfaction with Community LINKS

Survey Item Scale of 5	Mean
The instructor is well organized, on time and prepared for class.	4.77
The instructor demonstrates respect for students as individuals.	4.95
The instructor communicates effectively.	4.86
The instructor asks questions, and encourages student participation.	4.83
The instructor increased my interest in learning more about the subject area.	4.76
I would recommend this instructor to other students.	4.90
I would recommend this course for someone who wants to learn about the subject we studied.	4.88
I learned from this class and feel that I benefitted from taking it.	4.86

Insights and Analysis

Students appear to be satisfied with the course content and the instructor quality of ICC's *Community LINKS* personal enrichment classes. The student survey asks participants to recommend new instructors and course topics; the Coordinator of Workforce Development and Academic Relations uses this feedback to design future course offerings.

1I3 Improvements

Improved Program Review Process: ICC reviewed its program review process at the request of the Board of Trustees in the fall of AY 2014. Trustees lacked the confidence to make good programmatic change decisions based on the information contained in the current Program Review Form. The following additions to the <u>ICC Program Review Template</u> include needs assessment, awarding transfer credit, assessment

information, program graduate follow-up, enrollment analysis with recruiting recommendations, and peer comparison.

1P4 Academic Program Quality

Determining and Communicating Preparation for Learning

The College utilizes the same processes for determining and communicating the preparation required of all students, both undergraduates and those enrolled at concurrent sites, for its specific curricula programs, courses, and learning as described in its 2011 Systems Portfolio; see responses to 1P5, 1P6, 1P8. The only change to its program specific requirements is the replacement of the CASAS Reading Test for Allied Health courses with the COMPASS Reading Test.

(4.A.4)

Evaluating and Ensuring Program Rigor for all Modalities and Locations

The College ensures program rigor for all modalities and locations through:

Aligned syllabi processes: The Academic Affairs Office requires all instructors, both full- and part-time, to complete and submit the Master Syllabi Template. (3.A.1, 3.A.3, 4.A.4)

Aligned outcomes assessment processes:

- Student learning outcomes for courses are consistent regardless of modality or location.
- Full time faculty select the course outcomes for the current three year assessment cycle, communicating their selection to the part time faculty.
- Full time faculty communicate the measures and targets to the part time instructors each year within the three year cycle.
- Data collection is organized by the full time faculty; aggregated data is entered into Tk20 for the College's annual data reports.
- Student learning outcomes for general education courses are also aligned with the Kansas Core
 Outcomes Project; the Project's purpose is to strengthen the transferability of general education
 courses for its students to other Regent universities and colleges. Full time faculty from ICC
 participate in the annual meeting of the Kansas Core Outcome Groups in order to ensure the relevancy
 of the College's General Education curriculum.

Advisory Committee Participation: CTE programs receiving funding through The Carl D. Perkins Career and Technical Education Act seek advice from Advisory Committees comprised of persons outside the education profession who are recognized in their own fields of work and as employers of individuals in occupations directly related to the program's specific CTE field of study.

(3.A.1)

Credit Hour Compliance: The College piloted use of a worksheet to document instructional seat time and student effort outside the classroom with its full time faculty during the spring semester, AY 2014. ICC's Academic Affairs Office will require both full and part time faculty to submit worksheets beginning the first summer session of AY 2015.

(3.A.1, 3.A.3, 4.A.4)

Distance Education Quality Standards: The Director of Online and the Online Taskforce, a group comprised of full time faculty, developed quality standards during AY 2013. The following documents and training must be completed as part of the course design process: New Course Proposal form, Online Course Design Training, Instructional Design and Interaction Checklist, and Learning Management System Scoring Sheet. The Director uses the following assessment methods to ensure distance education course quality: Rubric for Intro and Reflective Discussion Board Entries, Rubrics for Online Instruction. (For more information, see Independence Community College Substantive Change Request for Distance Education) (3.A.3)

Faculty Degree Qualifications: The Dean of Instruction evaluated all full and part time faculty qualifications during AY 2014. Instructors without the required eighteen (18) graduate credit hours in the

field will be offered the opportunity to develop a plan to address the deficiency; the College will be in full compliance with the degree qualifications requirement on January 1, 2016. (4.A.4)

Awarding Prior Learning and Transfer Credits

The College's Registrar evaluates and awards prior learning and transfer credits. The following policies and processes are communicated to stakeholders in the *Registrar's Manual:*

Independence Community College provides for the evaluation and transfer of prior post-secondary education credit to ICC. Courses completed at other regionally accredited colleges and universities are transferable to ICC through the Registrar's Office. An official transcript from each institution attended must be submitted for evaluation. Official transcripts are documents mailed or electronically submitted to ICC directly from the sending institution. Transcripts sent to students and opened are not official. Faxed transcripts are not official.

Vocational or Technical courses from regionally accredited institutions can be used toward completion of certificate programs and Associate of Applied Science degrees only at ICC.

Transcripts from non-regionally accredited institutions will not be considered for transfer credit except in the case of cosmetology students seeking to complete cosmetology training at ICC. The Cosmetology Director, in conjunction with the State Board of Cosmetology, will determine validity and acceptance of prior training from the non-regionally accredited institution. The Registrar's Office will note any accepted training time on the student's transcript to facilitate completion of training and certification. (4.A.2, 4.A.3)

Additional information regarding specific policies and procedures for accepting Advanced Placement (AP), American Council on Education (ACE) Credit, Credit for Prior Learning/Challenge Exam (CPL), College Level Examination Program (CLEP), Military Credit, and Reverse Transfer and be found in the *Registrar's Manual* (4.A.2, 4.A.3)

Selecting, Implementing, and Maintaining Specialized Accreditation

The College seeks to meet the criteria for specialized accreditation when appropriate for a degree program. For more information see <u>Specialized Accreditation for Veterinary Technology</u> (4.A.5)

Assessing Outcomes Attainment by Graduates

Transfer Degree Programs

The College currently uses course level outcomes assessment to determine program outcomes attainment by graduates for its transfer degree programs. The College is currently examining options for summative assessments for its transfer programs.

Terminal Degree Programs

Students completing terminal programs, Associate of Applied Science and certificates, may elect to complete state or national board testing. Programs with licensure testing include: A.A.S. in Veterinary Technology, Certified Nurse Aide, Certified Medication, Cosmetology, and Emergency Medical Technician.

(3.A.2, 4.A.6)

Selecting Tools, Methods, and Instruments to Assess Program Rigor

ICC currently uses the following tools, methods, and instruments for collecting information for improving programming from its stakeholders: Course Level Outcomes Assessment; Rubric for Course Level Outcomes Assessment, and Program Review.

1R4. Results for Academic Program Quality

Table 1R4.1: Indirect Measures, Student Satisfaction with Program Learning

Graduate Exit Survey Your evaluation of ICC's Instruction: Likert scale of 5 where 1=Very poor and 5=Very good	2011 N=160	2012 N=152	2013 N=110	2014
Quality of instruction	4.29	4.04	4.25	4.13
Instructors' knowledge of subjects	4.39	4.28	4.51	4.26
Course objectives and requirements were made clear	4.29	4.11	4.40	4.13
Content of courses	4.22	4.10	4.33	4.03
Methods of instruction	4.08	4.01	4.15	4.05
Timely responses of online instruction	4.04	3.94	3.93	3.82
A.A.S. and Certificate Completers' Survey Your evaluation of ICC's Instruction: Scale of 5		2012 N=26	2013 <i>N</i> =17	2014 N<10
Quality of	of instruction	4.65	4.20	
Instructors' knowleds	ge of subjects	4.73	4.53	
Course objectives and requirements wer	Course objectives and requirements were made clear		4.47	
Conte	Content of courses		4.33	
Methods o	Methods of instruction		4.13	
Timely responses of onlin	ne instruction	4.26	4.14	
Please indicate how well you were prepared in the jareas: Scale of 5	following	2012 N=26	2013 <i>N</i> =17	2014 N<10
Usefulness of your program in relation to job	performance	4.50	4.50	
Technical knowledge of occupation		4.43	4.29	
Application of technical knowledge to occupation		4.48	4.29	
Ability to wor		4.64	4.80	
Please indicate the ways your two year colle helped you in your present or most recently held jo		2012 N=11	2013 N=17	2014 N<10
Helped	to obtain job	55%	47%	
Helped performance on m		27%	18%	
Helped advan		18%	18%	
How do you see courses completed at your two ye terms of your		2012 N=25	2013 N=16	2014 N<10
	direct benefit	8 or 32%	7 or 44%	
ĕ	direct benefit	15 or 60%	6 or 38%	
Ind	direct benefit	2 or 8%	2 or 13%	
	No benefit	0%	1 or 5%	

114. Improvements

The following improvements to academic program quality are planned to begin with AY 2015:

• Incorporation of the Fab Lab into the curriculum: ICC has an opportunity to capitalize on the unique opportunity afforded by the new Fab Lab. The College will encourage faculty, both full- and part-time, to incorporate this unique, hands-on experience into their courses.

Accreditation with National Alliance of Concurrent Enrollment Partnerships (NACEP): ICC
recognizes the importance of consistent academic program quality across locations and will begin the
process to meet the accreditation requirements of NACEP. The various standards within the NACEP
guidelines will assist ICC when measuring program quality. For more information, see NACEP
Accreditation Guide

1P5. Academic Student Support

Identifying and Meeting the Needs of Underprepared and At-Risk Students

The College maintains the same process for mandatory testing and required enrollment in remedial English and math courses as it reported for the 2011 Systems Portfolio. (See 1P5, 1P6, 1P7 and 1P8) *Student Support Services*, ICC's TRiO program, continues to utilize the *Learning and Study Strategies Inventory*, (LASSI) to determine needs and deploy services. ICC's *Freshman Success Seminar*, now called *College Success*, formerly required of residential students only is now a required enrollment for all new freshmen. (3.D.1, 3.D.2)

Chart 1P5.1 Underprepared and At-Risk Students (3.D.1, 3.D.2)

Admitted student offered voluntary information form at time of enrollment self-identifies status as:

- First time student: Enrolled in *College Success*; receives contact from *Student Support Services* for completion of participant application
- First generation: Contact from Student Support Services for completion of participant application
- Pell eligible: Contact from Student Support Services for completion of participant application

Deploying Academic Services for Successful Course and Program Completion

ICC maintains rigorous processes for ensuring that students begin coursework for which they are adequately prepared. Professional Academic Advisors and Faculty Advisors guide students as they enroll in courses that will enable them to progress through their chosen major's four semester plan. Students with an undecided major follow the *Liberal Studies* degree plan; approximately 60% of this degree plan is general education coursework and 40% program electives, allowing the student multiple opportunities to explore coursework from a variety of programs.

(3.C.5, 3.D.1, 3.D.2)

ICC communicates expectations for good academic standing in its College Catalog; all students falling below the required 2.0 GPA are placed on academic probation. Academic Advisors communicate with probational students, recommending course enrollment and soft skills improvement such as time management and test taking strategies.

Availability of Faculty for Student Inquiry

Full time faculty are available for student inquiry; office hours and contact information are posted and published in syllabi and through the *Canvas* learning management system. Part time faculty are available for student inquiry through electronic mail, through contact information published in each course syllabi, and the *Canvas* learning management system; the College provides office space to adjunct faculty in order to facilitate increased communication with students.

(3.C.5)

Determining and Addressing Learning Support Needs of Students and Faculty

The Tutoring Center: Staff use student level of achievement at the 5, 8 and 12 week milestones to determine information content for study groups. (3.D.1, 3.D.4)

Academic Affairs: Academic Affairs serves students and faculty through the following services: Creation of the two year semester schedule; Maintenance of the student grievance log; maintenance of the academic dishonesty log; maintenance of physical and electronic files to support federal credit hour compliance and

faculty degree qualifications; development of professional development services for faculty through regular College in-services; maintenance of fiscal resources for assessment. (3.D.1, 3.D.4)

Academic Advising: Advising processes remain the same as reported in the 2011 Systems Portfolio. Academic Advising uses COMPASS, ACT, and SAT scores in addition to the 5, 8, and 12 week progress grade indicators to assess student needs. (3.D.3)

College Success: The College's first year experience course provides the learning support needs as it did in its first year (2009). Instructional activities support general education outcomes assessment. A significant change is the required enrollment for all students with first time enrollments at ICC. (3.D.4)

Clinical Practice Sites: The College partners with local nursing homes and hospitals to provide clinical practice sites for its Allied Health programs; local and state veterinarians provide clinical sites for the Veterinary Technology program's internship course. Veterinary Technology students receive training for wild and exotic animals at the Ralph Mitchell Zoo, located in Independence. (3.D.4)

Concurrent, "Dual Credit": The College provides concurrent and dual credit courses to high school students in service-area schools. (3.D.4)

Fab Lab: The College expanded its laboratory space during AY 2014 through the creation of the *Fab Lab*, the first such Fab Lab within a Kansas community college. (3.D.4)

Library: The Director addresses learning support needs through both the physical space and electronic means. All library resources are available to students, faculty (full- and part-time), and the general public; access to databases is limited to individuals with an ICC username and password. The ICC Library maintains a *Research Help* page assisting stakeholders with topics such as citation, evaluating resources, and plagiarism. (3.D.4, 3.D.5)

Online Education: The Director provides students with electronic resources on the <u>Online Education</u>, <u>Prospective Online Student</u>, and <u>Enrolling in Online Courses</u> webpages. The <u>Online Education Resources</u> webpage provides electronic access to services such as academic advising, tutoring, and the ICC Library. (See 1P4, *Distance Education Quality Standards*; ICC Substantive Change Request for more information)

(3.D.4)

Performance Spaces: ICC increased the performance space available to both students and faculty through the construction of a black box theatre adding a new, more intimate setting for smaller performances and recitals.

(3.D.4)

Registration: The Registrar serves all students through transcript services, student records, transfer credit evaluation, veteran verification services, residency, and graduation. The Registrar develops FERPA training used during the hiring process for all full and permanent, part-time employees. (3.D.4)

Student Support Services (SSS): SSS uses the LASSI, O*NET Career Profiler, and CashCourse to determine and address grant participant needs. The staff use 5, 8 and 12-week grades as indicators of student progress and academic standing and to determine study skill workshop content. (3.D.4)

Workforce Development and Academic Relations: The Coordinator develops programming, prescreen participants and determines needs through KANSASWORKS Work Keys testing. (3.D.4)

Qualified and Supported Academic Support Staff

The College's hiring practices ensure that all academic support staff demonstrate evidence of proper qualifications prior to hiring. Budgets in all academic support areas contain professional development resources for staff to use for webinars, conference attendance, and other resource purchases. (3.C.6)

Communicating Academic Support Services

ICC communicates the availability of academic support services in a variety of ways including but not limited to electronic mail through the daily Student Announcements digest list, bulletin boards, flyers, newsletters, and brochures. Other departmental communication processes include:

- The Tutoring Center issues a monthly newsletter in print form to the entire campus.
- The College utilizes social media to communicate information about academic support through outlets such as Facebook.
- The College allocates website space to every academic support service.
- Academic Advisors advertise events through campus signage, email, and sign up boards placed in a student centered area. Advising information is also available in the College Catalog.
- Marketing communicates information about CTE and community interest programming through recruiting materials, campus tours, flyers and brochures, newspaper and radio ads.
- The Tutoring Center uses social media and signage to communicate services to students. The Tutoring Center also communicates its hours for service on the College's website.
- Academic Affairs communicates the support available for concurrent students through the Site Coordinator and the *Concurrent Student Handbook*.
- College Success: Staff from Academic Advising, Tutoring, Student Support Services, Financial Affairs
 and the Library participate in this first year experience course in order to communicate the availability
 and types of services available to students,
- Student Support Services communicate available services to students through Facebook, electronic communication with Athletic staff and faculty, classroom presentations, its monthly newsletter, and departmental webpage.

Determining Goals for Retention, Persistence and Completion

(4.C.1, 4.C.4)

The College identified the following measures for retention, persistence and completion through the 2014-2016 Assessment Plan with feedback from the Student Success Committee:

- Fall to fall retention rates for first time, full time, degree seeking students (IPEDS)
- Number of sub baccalaureate degrees and certificates awarded, by level (IPEDS)
- Percentage of full time, first time students completing or transferring within three years (150%) (NCCBP)
- Student goal attainment (NCCBP)
- Credit course-level retention and completer success rate (NCCBP)
- Licensure rates for terminal program completers

The College identified the following goals for retention, persistence and completion.

Table 1P5.1 Three Year Retention, Persistence, and Completion Goals

Measure	Current	Year 1	Year 2	Year 3
Fall to fall retention rates for first time, full time, degree	44%	46%	48%	50%
seeking students	44 /0	40%	46%	3070
Student goal attainment	91%	93%	94%	95%
Credit course-level retention success rate	95%	95%	95%	95%
Credit course-level completer success rate	84%	86%	88%	90%
(National Cohort median= 84%; KS Peer Mean=89%)	04%	00%	00%	90%
Program Licensure Rates	Goals to b	e set by ins	tructional st	aff during
Program Licensure Raies	AY 2015			

Selecting Tools, Methods, and Instruments to Evaluate Support Services Effectiveness

ICC currently uses the following tools, methods, and instruments for collecting institutional information for improving academic support services: A.A.S/Certificate Completers' Survey; CCSSE; Departmental Review; Graduate Exit Survey; National Community College Benchmark Project; Noel Levitz SSI; and the Transfer Survey.

(4.C.4)

1R5 Results for Academic Student Support

Table 1R5.1 Retention, Persistence and Program Completion (4.C.1, 4.C.4)

Table 183.1 Recention, I ersistence and I rogram		12)13	2014		
IPEDS	Fall 2011		Fall 2012		Fall 2013		
	ICC	Peer	ICC	Peer	ICC	Peer	
Fall to fall retention rates for first time, full time, degree seeking students	42%	60%	44%	57%	44%	59%	
	Associate			(Certificate	;	
	AY	AY	AY	AY	AY	AY	
	2011	2012	2013	2011	2012	2013	
Number of sub baccalaureate degrees and certificates awarded, by level	125	122	113	244	198	151	
	20	12	2013 Fall 2009		2014 Fall 2010		
NCCBP	Fall	2008					
	ICC	Peer	ICC	Peer	ICC	Peer	
Percentage of full time, first time students completing or transferring within three years (150%)	63%	56%	52%	50%	41%	55%	
	20	12	2013		201	4	
	ICC	Rank	ICC	Rank	ICC	Rank	
Student goal attainment, graduates and completers	100%		99%	99.9%	99%		
Student goal attainment, leavers and non- completers	100%		83%	97%	100%		

Table 1R5.2 Results for Academic Advising

Tuble Titel Tesules for Treaterine II		
Interventions Since 2011 Systems Portfolio	In Response To	Intended Results
Support to students enrolled in College Success including degree plan completion and transfer information Creation of transfer information flyers for students and faculty advisors	Noel Levitz	Increase student satisfaction with transfer survey items (My academic advisor is knowledgeable about the transfer requirements)
Facilitated <i>Transfer Information</i> seminar for members of Student Support Services	Noel Levitz	Increase student satisfaction with transfer survey items (My academic advisor is knowledgeable about the transfer requirements(
Creation of 10 week intervention for	% of students on	Lower number of students on AP; faster
students on academic probation	AP	return to satisfactory academic progress

Table 1R5.2 Results for Academic Advising cont.

Distributed 5, 8, and 12 week grade reports to faculty advisors		of early ale rocess	rt	Decrease number of students on academic probation						
Revised Academic Advising Handbook	Dep	artmental deview	Increase campus knowledge of transfer requirements							
Established Academic Advising Facebook page				Increase student use of advising services (How often do you use academic advising services at this college)						
Participation in revision of English and math developmental course progress		Student course success rates Increase stu				ident success rates				
Facilitation of Campus SAVE Act compliance	requ	Federal compliance requirement concerned about the Noel Levitz								
Developed COMPASS placement test training	method admi	meconsistent ods on the part of test ministrators; ible effect on main campus and consistent description of test main c				delivery of the test on concurrent high school sites aship with concurrent cordinators				
Interventions Since 2011 Systems P	ortfolio	In F	Respor	nse To		Intende				
Addition of one, full time academic a		Need	for ad	aseline data Improved data collection additional g services Increased student support						
CCSSE	**						2013			
(AY 2014 Data Collection Information How often have you					advisor	ICC 2.28	Peer 2.12	Natl 2.10		
How much has this contributed				earer care		2.62	2.69	2.73		
How much has this contributed to y				eer oppor	tunities	2.44	2.59	2.59		
How often do you use						1.82	1.80	1.80		
		rtant is ac			-	2.42	2.46	2.57		
Hov	w sansfied	d are you i		caaemic a 2011	avising 20:	2.26	2.29	2.24		
Noel Levitz			ICC		ICC	Gap	ICC	Gap		
My academic advisor	r is appro	achable.	5.91	0.50	5.51	0.11	5.44	0.00		
My academic advisor is concerned about my success as an individual.				0.25	5.08	0.03	5.03	0.08		
-			5.32							
	as an in edgeable d ram requi	dividual. about my irements.	5.59	0.22	5.29	-0.07	5.18	0.25		
progr My academic advisor is knowle tran	as an in edgeable o ram requi edgeable o asfer requ	dividual. about my irements. about the irements	5.59 5.36	0.24	5.06	-0.07	4.92	0.27		
progr My academic advisor is knowle tran The personnel involved in regist	as an in edgeable o ram requi edgeable o asfer requ	dividual. about my irements. about the irements	5.59	0.24	5.06 5.39	-0.07 -0.07 0.05	4.92	0.27 0.14		
progr My academic advisor is knowle tran	as an in edgeable o ram requi dgeable o asfer requ ration are	dividual. about my irements. about the irements e helpful.	5.59 5.36 5.71	0.24	5.06	-0.07 -0.07 0.05 2 2 20 52 N=	4.92 5.50 013	0.27		

Table 1R5.2 Results for Academic Advising cont.

A.A.S. and Certificate Completers' Survey (Scale of 5)					2013 N=17	2014 N<10
Your evaluation of ICC's Services: Academic Advising					4.38	NA
	2012 2013				2014	
NCCBP	ICC	C Peer ICC		Peer Range	ICC	Peer Range
Ratio of Advisors to Students	1:902	1:511- 1:935	1:963	1:255- 1:842	1:532	1:387- 1:910

Departmental Review: Student Learning Outcomes

Students on academic probation will be able to identify positive behaviors that lead to satisfactory academic standing.

2014: Academic Probation students will complete an Academic Probation Questionnaire

Target: 70% of participating students will score at least 70% on the Academic Probation Questionnaire during AY 2014

2014: Not Met

Students will be able identify areas that have affected their academic performance.

2014: Academic Probation students will complete the Academic Performance Self-Assessment

Target: 70% of participating students will participate during AY 2014 **2014: Not Met**

Departmental Review: Student Learning Outcomes

Students will be able to demonstrate good time management skills.

2014: Academic probation students will complete a time management chart.

Target: 70% of participating Academic Probation students will complete the activity during AY 2014 **2014: Not Met**

Students will be able to develop an educational plan for successfully achieving their goals,

2014: Academic probation students will complete a four semester degree plan

Target: 70% of participating Academic Probation students will complete the activity during AY 2014 **2014: Not Met**

Departmental Review: Process Improvement Goals

Academic Advising increases student participation in advising services to support student retention and progression.

2015: Daily posts on social media (Facebook); phone calls to students earning D or F at 5, 8, and 12 week milestones; *Meet Your Advisor* day during fall semester; Adoption of and increased training utilizing appreciative advising model; Advisors will contact students testing into two or more DEV classes by the 5 week milestone.

Target: Increase CCSSE item, *How often do you use academic advising services at this college* (TBD when AY 2014 data available on 7/31/2015)

Target: Increase CCSSE item How important is academic advising to you

Academic Advising increases stakeholder knowledge about the transfer requirements of other schools.

2015: Collaborate with *College Success* course to distribute transfer materials to new freshmen; increase training for advisors, including faculty advisors, regarding transfer schools using *Canvas*

Target: Increase NL item, My academic advisor is knowledgeable about the transfer requirements, to 5.40 for the AY 2017 survey administration.

Academic Advising increase stakeholder knowledge about career planning.

2015: Collaborate with Tutoring Center to create career planning activities; Collaborate with Workforce Development Coordinator and Welcome Week Committee to created job fair at beginning of AY; Feature career/career planning tips on Facebook weekly; Increase advisor training in career planning using *Canvas*

Target: Increase CCSSE item, How much has this contributed to your knowledge of clearer career goal development.

Target: Increase CCSSE item, How much has this contributed to your knowledge of information about career opportunities.

Insights and Analysis

CCSSE: ICC's students are satisfied with academic advising, but do not place as much importance on the service as their peers. Staff will work to educate students regarding the relationship between this service and their success. Students indicate they discuss career plans but there appears to be a disconnect between this item and career goal development.

NL SSI: Academic advisors will continue to reach out to students through social media to decrease these gaps. AY 2015 Department Review goals will support this effort.

NCCBP Ratio of Advisors to Students: ICC's ratio is comparable to its peers.

Department Review: Academic Advising focused its efforts on retaining and supporting students on academic probation. ICC recognizes that retaining students *after* their GPA has slipped below a 2.0 is difficult, therefore Academic Advising will write new outcomes/goals focusing on early warning alerts beginning fall AY 2015.

Table 1R5.3 Results for Academic Affairs

Table 185.5 Results for Academic Affairs									
Interventions Since 2011 Systems Portfolio	In Response To Intended Results								
Student course survey	Noel Levitz		D	ecrease	survey	item g	ap		
Transfer of Registrar's Office from	Part of institution	al	Strea	ımline r	egistrat	tion ser	vices		
Student Affairs to Academic Affairs	reorganization		W	ith Aca	demic	Advisir	ng		
Noel Levitz		20	11	2012		2 2014			
		ICC	Gap	ICC	Gap	ICC	Gap		
Classes are scheduled at times that are convenient for me.		5.72	0.27	5.40	0.08	5.34	0.18		
I am able to register for classes I need with few conflicts.		5.61	0.20	5.38	0.02	5.29	0.13		
Policies and procedures regarding registration and course selection are clear and well-publicized.		5.34	-0.09	5.06	0.38	5.08	0.39		
There are a good variety of cou	urses provided on this campus.	5.33	-0.28	5.05	- 0.57	5.06	- 0.61		

Departmental Review: Process Improvement Goals

Academic Affairs provides quality enrollment services to students.

2014: Academic Affairs will update the current process for data collection related to the semester course schedule including creation of surveys for students and faculty.

2014: Target Met

2014: Academic Affairs will create a two year semester calendar. 2014: Target Partially Met

Insights and Analysis

Academic Affairs is working to improve scheduling services to students; the Departmental Review target was partially met due to contract negotiations with the faculty.

Table 1R5.4 Results for College Success (Source: Student Reaction to Instruction, AY 2014)

Survey Items: Focus on Instructor Scale of 5	Mean				
The instructor demonstrates respect for students as individuals.	4.78				
The instructor asks questions and encourages student participation.	4.73				
The instructor is fair in judging my work.	4.73				
The instructor provides a reasonable amount of time to complete assignments	4.67				
The course objectives, requirements, and expectations are clear.	4.66				
The instructor is available for additional help via office hours, email and telephone.	4.65 4.58				
The instructor communicates effectively.					
I would recommend this instructor to other students.					
The instructor is well organized and prepared for class.					
The instructor graded and returned assignments and tests in a timely manner.	4.43				
Survey Items: Focus on Course Scale of 5	Mean				
I would recommend this course.	4.02				
I learned from this class and feel I benefited from taking it.	3.80				
Survey Items: Focus on Student Effort	Mean				
How many days were you absent? Scale of 4 where 1=11 to 20 and 4= None	3.16				
How much of the assigned material did you read for this class? Scale of 4 where 0=None and 3=100%	1.91				
Do you take notes during class? Scale of 3 where 1=No, rarely and 3=Yes	1.77				
Survey Items: Focus on Student Effort	Mean				
How much study or homework did you do for this class per week? Scale of 4 where 0=None and 3=Over four hours	0.95				
Do you ask questions in class and/or seek help outside of class? Scale of 2 where Yes=1 and No=0	0.55				
Rate your level of effort in this course Scale of 3 where 1=Very little, 2=Moderate, and 3=Considerable	1.99				

Insights and Analysis

Improved survey collection method: The course's coordinator, Academic Advisor/Tutoring Center Coordinator, will work with IR to create a unique survey for this course that will capture focused information for decision-making.

The 1.91 score for the item collecting information about the amount of assigned reading completed by students is supported when looking at the results for course quizzes. Course quiz questions were directly related to assigned reading; student performance on quizzes was low. Continued expectations for adherence with the "flipped classroom" model where students complete readings prior to learning experiences within the classroom setting will continue as research continues to point to the benefits associated with this model.

The course's Coordinator will create propose improved institutional expectations for student engagement in response to data showing a low level of effort on the part of students. Research compiled by the Center for CCSSE makes a clear case for the relationship between clearly stated institutional expectations and student performance.

Table 1R5.5 Results for Library

Employee Development										
Interventions Since 2011 Systems Portfolio	In Response To	Intended Results								
Creation of staff handbook created with process to update quarterly	Consistency with technology changes	Increase quality of service to patrons								
Creation of staff and student "visual guides"	Reduce training workload	Students and faculty better equipped to complete tasks using library equipment								
Library Appeal										
Interventions Since 2011 Systems Portfolio	In Response To	Intended Results								
New carpeting and furniture	Lack of visual appeal; ADA compliance	Increase ADA compliance; increase popularity of library								
Removal of large shelving unit	Need for additional seating	Creation of multiple types of seating areas within library for study and socializing								
Library Appeal										
Interventions Since 2011 Systems Portfolio	In Response To	Intended Results								
Addition of games for in-house use	Institutional need for additional social activities for students; Noel Levitz data	Encourage non-digital student socializing								
New DVD collection for check- out	Free entertainment to meet students' social needs	Meet student needs; increase library foot traffic								
New headphones for patron use	Save students money; need to reduce computer noise	Reduced noise in computer area; better quality for students as opposed to ear buds								
Additional items at Book 'n Brew Coffee Bar	Requests from students	Increase foot traffic, increase student satisfaction and comfort								
Creation of "quiet room"	Requests from students	Provide quiet space for students studying								
Expansion of fiction collection to include Urban Fiction, graphic novels, etc.	Requests from students	Increase foot traffic, book circulation, meet student needs								
New activities: Author Readings, Magic Show	Institutional need for additional social activities for students; Noel Levitz data	Increase foot traffic, improve NL items pertaining to campus being enjoyable place to be								
New leadership for Open Mic Nights	Director assumed leadership role after faculty sponsor left institution	Continue activity popular with students, staff, and community								
Grant application; funding for new sound system	Need for higher quality sound system for events like Open Mic Night	External funding for sound system								
New site for <i>Pirate Preview</i> days	Request from Admissions	Provide larger, more attractive space for marketing event;								

Table 1R5.5 Results for Library cont.

Resource Use										
Interventions Since 2011 Systems Portfolio	In Response To			Intended Results						
Weeding of book collections	Out of date	resources	S	Newer collection age; make browsing easier for patrons						
New Young Adult (YA) fiction collection	Requests from	Increase foot traffic, book circulation, support reading comprehension and writing skills								
Creation of comic-style guide	Need for an instructional marketing tool			Unique resource, branded specially for ICC Library; increased student usage of guide						
Grant application; funding for eReaders	Efficient use of budget monies; e-books less costly than print books; appealing to students			External funding for 4 Nook tablet eReaders for check-out						
Resource Use										
Interventions Since 2011 Systems Portfolio	In Response To			Intended Results						
Joined SEK Library System union catalog SEKnFind	Need to update library catalog; need to run more sophisticated reports; more efficient use of budget (opposed to new, independent catalog system)			Increased use of interlibrary- loan services; improved assistance from state library staff with catalog-related issues and reports						
New subscription to <i>LibGuides</i>	Need for subject-specific research guides for a variety of ICC classes and departments as well as for research skills and citation			Greater control over library website content; unlimited content creation						
Integration of reference books into circulating non-fiction collection	Low patron use			Increase usage of reference books						
New database subscription to Opposing Viewpoints in Context (GALE)	Academic support service for Public Speaking course, Speech and Debate Club, and argument papers in Comp. classes			Increase number of current articles for student and employee use						
Inge Digital agreement made with KU ScholarWorks; conference papers uploaded to D-Space	Need for digital, open access to Inge Festival conference papers			Increased access to William Inge Festival conference papers						
New digitization project of Inge manuscripts	Need to preserve one-of-a-kind and irreplaceable writings; digital preservation in case of disaster			Inge manuscripts preservation; increased promotion and usage of the Inge Collection						
Noel Levitz		201 ICC		2012 201 ICC Gap ICC						
Library resources and services are adequate. Library staff are helpful and approachable.		5.81 5.75	Gap 0.21 0.21	5.59 5.26	-0.05 -0.31	5.75 5.67	0.05 0.05			

Table 1R5.5 Results for Library cont.

Graduate Exit Survey (Scale of 5)	2011 N=160	2012 N=152	2013 N=110	2014 N=112
Please rate the following services: Library	4.38	4.34	4.51	4.34
A.A.S. and Certificate Completers' Survey	4.50	2012	2013	2014
(Scale of 5)		N=26	N=17	N=<10
Your evaluation of ICC's Services:	Library	4.47	4.75	
	_,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
Circulation Statistics		2007	2009	2014
Materials loaned to IC	CC patrons	1,898	2,026	4,795
Other materials loaned to IC	CC patrons	105	185	538
Material loaned to othe	er libraries	209	233	2,346
Patron Usage		2007	2009	2014
I	Door coun	t 31,737	60,363	63,802
Dai	ily average	170	254	332
Circulation by Collection Type	2012	2013	2014	
Total	circulation	3,802	4,347	5,076
	circulatior VD/Bluray		4,347 2,178	5,076 2,966
D		1,860	-	· ·
D	VD/Bluray collection	1,860 227	2,178	2,966
D Fiction	VD/Bluray collection collection	1,860 227 146	2,178 348	2,966 339
D Fiction Young Adult	VD/Bluray collection collection collection	1,860 227 146 135	2,178 348 223	2,966 339 274
D Fiction Young Adult Graphic novel	VD/Bluray collection collection collection	1,860 227 146 135	2,178 348 223 133	2,966 339 274 95
Tiction Fiction Young Adult Graphic novel Non-fiction Circulation by Patron Type	VD/Bluray collection collection collection	1,860 227 146 135 729 2012	2,178 348 223 133 841	2,966 339 274 95 940
Fiction Fiction Young Adult Graphic novel Non-fiction Circulation by Patron Type	VD/Bluray collection collection collection	1,860 227 146 135 729 2012 2,406	2,178 348 223 133 841 2013	2,966 339 274 95 940 2014
Fiction Fiction Young Adult Graphic novel Non-fiction Circulation by Patron Type IC Facult	VD/Bluray collection collection collection collection	1,860 227 146 135 729 2012 2,406 6 562 6 680	2,178 348 223 133 841 2013 2,962	2,966 339 274 95 940 2014 3,651
Fiction Fiction Young Adult Graphic novel Non-fiction Circulation by Patron Type IC Facult	VD/Bluray collection collection collection collection C students ty and staff ity patrons	1,860 227 146 135 729 2012 2,406 6 562 6 680	2,178 348 223 133 841 2013 2,962 596	2,966 339 274 95 940 2014 3,651 633
Fiction Fiction Young Adult Graphic novel Non-fiction Circulation by Patron Type IC Facult Commun	VD/Bluray collection collection collection collection C students ty and staff ity patrons	1,860 227 146 135 729 2012 2,406 6 562 6 680	2,178 348 223 133 841 2013 2,962 596 652	2,966 339 274 95 940 2014 3,651 633 661

Departmental Review: Process Improvement Goal

The ICC Library provides high quality instruction and materials to increase the Information Literacy of its users and students both on- and off-campus.

2013: The Library will create online videos related to information literacy and make them available on their website.

2013: Target Not Met

2014: The Library will create and publish a Library Comic to aid with library instruction and promotion of services.

2014: Target Met

Insights and Analysis

Circulation statistics and patron usage counts indicate that the ICC Library is providing excellent service to students, employees, and community members. The 12% increase in circulation for the non-fiction collection and increased database entries viewed indicate that students are increasing usage of the Library as a research and academic support service. Activities like Author Readings and Open Mic Nights, new book collections, and increased facility appeal assisted the Director in her effort to decrease the Noel Levitz item gaps for the 2014 administration. For more information about the ICC Library, see the <u>ICC Library Annual Reports</u> (Additional Note: The Library Director was a 2014 recipient of The AQIP Extraordinary Leadership Award)

Table 1R5.6 Results for Online Education

Table 1R5.0 Results for Online Education		2012			13			2014
NCCBP	Fall 2010			Fall 201				ll 2012
TOOD!	ICC		eer	ICC	Pec		ICC	Peer
Distance Learning Completes Success Date			lean		Me: 839			Mean
Distance Learning Completer Success Rate	72%		3% 2011	71%			61%	85% 2014
Graduate Exit Survey (Scale of 5)			2011 V=160	N=1		2013 N=110		N=112
Timely responses of online in	nstructio		4.04	3.9			.93	3.82
Availability of services for online			4.01	3.8			.00	3.80
A.A.S. and Certificate Completers' Survey				201			013	2014
(Scale of 5)				N=	26	N	=17	<i>N</i> =<10
Timely responses	s of onlir	ie inst	ruction	4.2	26	4	1.13	
Availability of servic	es for or	iline s	tudents	4.2	2.5	3	3.83	
Student Reaction to Online Instruction						201		2014
(Scale of 5)						N=1		N=106
The course is well of			•			4.4		4.45
The instructor communicates effectively through of						4.3		4.44
The instructor provides a reasonable amount of						4.4		4.26
The instructor provides fe						4.3		4.36
The instructor graded and returned assignment						4.3	3	4.32
The instructor asks questions, and encourage	co	urse d	liscussio	n board	s.	4.2	28	4.36
The instructor's contact information is availab	ole for a		nal help and/or t			4.5	66	4.60
I feel that I	was pre					4.3	31	4.28
The course objectives, requireme						4.4	6	4.53
Survey Items: Focus on Student Effort						2013	3	2014
Rate you Scale of 3 where 1=Very little, 2=M						2.53	3	2.69
How much study or homework did you Scale of 4 where 0=None, 1=1-2						2.01	L	2.46
How much of the assigned material did you read for this class? Scale of 4 where 0=None, 1<50%, 3>50%, and 3=100%						2.36	5	2.43
Do you ask questions in class and/or seek help outside of class? Scale of 2 where Yes=1 and No=0						0.63	3	0.82
Did you take notes when engaged in course readings, videos, and other activities? Scale of 3 where 1=No/Rarely, 2=Sometimes, and 3=Yes/Often						1.98	3	2.34
I didn't know ICC Library res # responses: I didn't know library res	ources v	ere a	vailable	online.	20	or 1	2%	15 or 14%

Insights and Analysis

The Director of Online's efforts for establishing quality in learning are paying off: every item focusing on student effort for AY 2014 increased. ICC's students appear to be engaging more in the habits that bring success and are acknowledging that they might not be as ready to take an online course as they supposed. NCCBP success rates for students completing online courses declined for AY 2014; continued data collection combined with continued high expectations will yield valuable information about why students are not succeeding. For more information, visit ICC Online Education

Table 1R5.7 Results for Registrar

CCSSE		2013			
CCSSE		ICC	Peer	Natl	
How often do you use transfer credit assist	tance	1.62	1.64	1.53	
How satisfied are you with transfer credit assist	tance	2.14	2.14	2.08	
How important is this service to you: Transfer credit assist	tance	2.29	2.22	2.25	

Departmental Review: Student Learning Outcomes

Student employees will be able to identify good data privacy practices aligned with FERPA.

2013 Intervention: The Registrar will create a training and data collection tool for student employees; 100% of student workers will score 100% on FERPA training quiz. **2013: Target Met**

Departmental Review: Process Improvement Goals

The Registrar's Office educates the campus community on FERPA/privacy issues.

2013 Intervention: The Registrar will collaborate with IR to create a FERPA video training and quiz.

2013: Target Met

2013 Intervention: Annual notification letter will be created and sent to all enrolled students on a semester basis.

2013: Target Met; 2014: Target Met

2014 Intervention: The Registrar will create a FERPA brochure for internal and external stakeholders **2014: Target Met**

The Registrar's Office educates students about policies and procedures which have a profound impact on their progress toward graduation and/or transfer.

2014 Intervention: The Registrar will create a process for notifying students who are w/in 24 credit hours of 64 hours; first mailing by the end of the AY 2014 fall semester.

2014: Target Met

Insights and Analysis

Transfer Credit Services: ICC's students use transfer credit services more than their peers and appear to be more satisfied with this service (CCSE). The Registrar's Office will capitalize on this success with continued communication with students regarding traditional transfer credit services and reverse transfer services.

FERPA: The Registrar implemented a more systematic process for ensuring that both students and employees are well informed about this privacy law. FERPA information was also placed on the College's website.

Policies/Procedures and Progression: The Registrar successfully met a new goal focusing on student education about policies and procedures which impact their progress but the task turned out to be very labor-intensive due to the College's internal process for data mining from the AS400; ICC will begin a transition to *PowerCampus* during AY 2015, making this activity less manual. Sixty-three (63) students identified during this process did complete their degree program during AY 2014 but it is not apparent that this was in response to the mailing. The Registrar will work with IR to create a data collection tool to determine the effectiveness of this new mailing in AY 2015.

Reverse Transfer: The Registrar added information about reverse transfer to the mailing referenced above to make students more aware of this new opportunity for degree completion, facilitated by KBOR.

1R5.8 Results for Student Support Services (SSS)

2220 210 210 20 20 20 20 20 20 20 20 20 20 20 20 20		
Students Served	ICC	SSS
First generation	41%	76%
% of ICC students enrolled in DEV coursework	18%	
% of students enrolled in DEV coursework eligible for SSS		15%
Retention of first time, full time, SSS eligible freshman (Fall 2013-Fall 2014)		31%
Degree/certificate completers, SSS eligible students		23%

1R5.8 Results for Student Support Services cont.

Career GPA, SSS eligible students		2.48
	2013	2014
In good academic standing, SSS eligible students	68%	71%
Transfer Rates to Four Year Colleges, 2013-2014, SSS eligible students	26%	NA

Program Goals for Grant Cycle Beginning AY 2015

61% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year, or earn an associate's degree or certificate at the grantee institution, and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. 73% of all enrolled participants served will meet the performance level required to stay in good academic standing at the grantee institution.

Program Goals for Grant Cycle Beginning AY 2015

- 32 % of new participants served each year will graduate from the grantee institution with an associate's degree or certificate within four (4) years
- 31 % of new participants served each year will transfer with an associate's degree or certificate from the grantee institution and transfer to a four-year institution within four (4) years

Insights and Analysis

The above information, from the program's grant proposal for the upcoming cycle, demonstrates ICC's need for this important service. SSS currently serves ~215 members of ICC's student body; members must meet one of the following grant requirements: first generation, Pell eligible, and/or documented disability. Member success rates not available due to turn-over in program staffing; the new Director has set ambitious goals and the program will begin participation in ICC's Departmental Review in AY 2015. Program information will be available for the College's upcoming CQR document.

Table 1R5.9 Results for The Tutoring Center

Interventions Since the 2011 Systems Portfolio	In Response To	Intended Results
Weekly reports detailing number of sign-ins per week	Lack of baseline data to determine trends in student service usage	Collect data for target setting
Weekly reports detailing number of tutor hours spent per subject per week	Lack of baseline data to determine student need	Better process for needs assessment and subsequent skill session creation
Revamping of student usage form to include course instructor and assignment for which assistance is being procured	Insufficient information for student needs assessment	Increased data
Monthly seminars and learning support activities	Noel Levitz CCSSE	Increased student participation in services
New membership with the College Reading and Learning Association (CRLA)	Standards for Center improvement	Higher quality in services to students Consistent services with Student Support Services
Implemented CRLA training and certification requirement for peer tutors		

Table 1R5.9 Results for The Tutoring Center cont.

Initiated collection of data for number of sign-ins per day

Lack of baseline data to determine student participation; need for data to determine which services students use the most Collect data to determine student participation trends

Ensure the Center employs peer tutors at the times students use the Center

Needs assessment for anticipated usage during AY 2015

Neel Levite		.1	2012		2014	
Noel Levitz	ICC	Gap	ICC	Gap	ICC	Gap
Tutoring services are readily available.	5.67	0.23	5.23	-0.24	5.46	0.09

CCSSE		2013		
CCSSE	ICC	Peer	Natl	
How important is this service to you: Peer or other tutoring	2.00	2.15	2.16	
How often do you use peer or other tutoring	1.38	1.53	1.50	
How satisfied are you with peer or other tutoring	2.12	2.19	2.20	
How important is this service to you: Skill labs (writing, math, etc.)	1.97	2.13	2.24	
How often do you use skill labs writing, math, etc.)	1.59	1.77	1.75	
How satisfied are you with skill labs (writing, math, etc.)	2.02	2.20	2.29	

Departmental Review: Process Improvement Goals

Tutoring Services supports student learning in the classroom through student participation in program services.

2014: Increase score for CCSSE Item 13.1d, How often do you use the following services at this college: Peer or other tutoring, from 1.38 to 1.50.

NA; Data available 7/31/2015

2014: Increase score for CCSSE item, *How often do you use the following services at this college: Skill labs (writing, math, etc),* from 1.59 to 1.68. **NA; Data available 7/31/2015**

2014: 50% of the student body will receive program information by the 5 week grade report

2014: Target Met

Tutoring Services increases program quality through effective tutor training.

2013: 100% of peer tutors will complete CRLA Level 1 certification.

2013: Target Met; 2014:

Target Met

2014: Tutors will score a minimum of 60/80 on the supervisor evaluation

2014: Target Met

Interpretation of Results

Interventions: The Director created new methods of data collection in order to serve students better, but methods were very manual due to a lack of an electronic sign in system. The Director will recommend purchase of *Tutor Track* for service improvement. More than 16% of the student usage forms were for students requesting assistance with math; the Director will collect additional data during AY 2015 and increase efforts to coordinate study skills sessions with math faculty.

NL: Despite the integration of tutoring services with SSS grant services, ICC's student body do not appear to realize that The Tutoring Center is open for all students. The Director will work to improve communication methods with students in order to correct this errot..

CCSSE: 2012 survey data indicates that students at ICC do not see tutoring as an important service when compared with their peers; satisfaction and usage data is lower than peer and national cohorts. The Director will propose new policies requiring engagement in tutoring services for students receiving grades of D, F at the progress grade milestones.

I5 Improvements

Improvements since the 2011 Systems Portfolio

The Tutoring Center

Prior to AY 2013, the College met the academic support needs through two separate tutoring services: the first, a formally-organized TRiO services lab housed in a former classroom in the Academic Building, employing five (5) full time employees, one (1) part-time employee, and part-time peer tutors with services available to qualifying students only; the second, an informally organized service maintained by the Office of Institutional Research housed in the ICC Library, employing one (1) part-time employee and part-time peer tutors, with services available to all students. The College identified under-utilized space in the Academic Building as the new location for the combined services. Benefits of the combined services include: more than double the facility space available to the formerly separate services; return of classroom space; and combined services that allow all students to benefit from the professional services housed in the TRiO program while maintaining compliance with the grant guidelines. (3.D.1, 3.D.4)

Academic Advising

The College increased the academic advising staff by 1 FTE during AY 2013 as part of the 2012 Strategic Plan.

(3.C)

Planned Improvements

Purchase of <u>PowerCampus</u>: The College identified components of its current IT infrastructure as detrimental to the institution's ability to support its student body. Purchasing <u>PowerCampus</u> will enable the College to streamline current processes and to incorporate early alerts and improve the way academic advising and other supports are delivered to students.

Increased focus on early intervention: After several years of data collection for state reporting, the College acknowledges that waiting to intervene until a student is on academic probation is ineffective. Collected data clearly shows a drop-out pattern for students placed on academic probation; the College is committed to its persistence and retention goals, therefore, improved early alert processes will be implemented in AY 2015.

Participation in General Education outcomes assessment by *College Success*. While this course already participates in course level outcomes assessment, its unique format gives ICC the opportunity to collect additional evidence of student learning associated with its Civic Engagement, Ethical Reasoning, and Information Literacy general education learning outcomes.

1P6 Academic Integrity

Ensuring Academic Freedom

The College communicates the following policy to its full- and part-time faculty in the Faculty Handbook:

When teaching for ICC, you will enjoy academic freedom to teach in the manner that suits you as long as you are within ICC policy. You are required to meet the core outcomes of a given course with appropriate course objectives as stated by full-time faculty and beyond this, you are free to conduct the class in the way you feel most appropriate for learning while providing quality academic experience. Do not teach by means of distasteful, lewd, verbally or physically offensive, intimidating, threatening or hostile language. You have the academic freedom to achieve the outcomes of the course as you see fit within these guidelines. Concurrent classes taught at the High School during the day must follow the guidelines as set by the K.B.O.E.

Ensuring Ethical Teaching and Research Practices

ICC ensures through the negotiated agreement with its full time faculty, signed contracts with adjunct faculty, and through the instructor observation process. The CAO observes every adjunct instructor one

42 Category One

(1) time annually, non-tenured faculty two (2) times annually, and tenured faculty once every three to five years.

The College ensures integrity of research practices among its staff through the Office of Institutional Research's Institutional Review Board (IRB). The ICC IRB's membership and unique duties are:

- Chief Academic Officer: Responsible for integrity of assessment practices in the classroom
- Registrar: Responsible for implementation of FERPA in all research practices
- Institutional Research: Responsible for implementation of high quality research practices including data collection, analysis, and reporting methods.

Faculty and staff desiring to conduct research at the *Exempt* review level must complete and submit the *ICC IRB Consent and Authorization Cover Letter*. Current examples of Exempt level research at ICC include anonymous student surveys, educational tests, and course-level outcomes assessment activities. (For more information regarding the ICC IRB, see the *ICC Institutional Research* webpage.) (2.E.1)

Ensuring Ethical Learning and Research Practices: Students

ICC communicates academic integrity policies and guidelines to students the Master Syllabi, the College Catalog, and the Student Handbook. (2.E.3)

Chart 1P6.1 Academic Dishonesty Process

Instructor assigns grade of F or XF, notifying student suspected of academic dishonesty in writing.

The faculty member refers the incident to the Vice President for Student Affairs (VPSA).

The VPSA refers the case to the Judicial Committee.

The Judicial Committee will not reconsider or evaluate the sanction(s) imposed by the faculty; the Committee will consider and recommend whether additional institutional penalty is warranted.

The VPSA will notify the student of any additional sanctions.

Students facing suspension or expulsion may appeal in writing to the VPSA within 4 days.

The VPSA will review the appeal and respond to the student within 3 days.

The ICC Library provides guidance on ethical research practices to all new students through the course, *College Success* and publishes guidance through the following Library WebGuides: *APA Citations* and *MLA Citations*. The College publishes guidance in the ethical use of information resources on its website at *ICC Student Right to Know*. (2.E.2, 2.E.3)

Selecting Tools, Methods, and Instruments to Support Academic Integrity

The College activated an account with *TurnItIn* in December of 2012 based on recommendations from the English faculty. *TurnItIn* alerts the instructor to possible academic dishonesty while it provides guidance on originality to the student. The English faculty require all students to submit their compositions to *TurnItIn* as part of the assignment; the instructor then submits the final work to determine originality.

1R6 Results for Determining the Quality of Academic Integrity Table 1R6.1 XF Grade Designations for AY 2011, 2012, 2013

Course Code	Course Title	Student Classification	#	AY
02 ENC 1002	English Composition I	Freshman	1	2011
03-ENG-1003	English Composition I	Freshman	1	2012
03-ENG-1013	English Composition II	Freshman	1	2011
06-DEV-0143	Composition Preparation	Freshman	2	2011
01-CIT-1003	Computer Concepts and Applications	Freshman	1	2011

ICC faculty awarded six (6) grade designations of XF for courses completed from AY 2011-2013; in each case, the student was a freshman. The College has not seen a significant increase in cases of academic dishonesty since the implementation of *TurnItIn* by the faculty; however, because each instance involved a first year student, the English faculty may recommend additional learning experiences focusing on good practices in research to the *College Success* instructors.

116 Improvements

Creation of a Judicial Committee: ICC created the Judicial Committee as part of the *Culture and Infrastructure Improvement* action project; the Committee provides increased consistency in decisions made in cases of alleged academic dishonesty.

Purchase of *TurnItIn*: The low number of academic dishonesty cases may be linked to the limited use of *TurnItIn* by less than 50% of the College's full time faculty and less than 30% of the part-time faculty; future discussion by the faculty may lead to institutional use of the technology for every course that assigns written compositions.

Creation of an IRB: Prior to AY 2013, no member of ICC's faculty had requested permission to conduct research using human subjects. The IR Director conducted research, creating the IRB to meet this new faculty need.

Category Two Introduction

Independence Community College's processes for *Meeting Student and Other Key Stakeholder Needs* exhibit a range of maturity levels. Processes for identifying key student groups and meeting their changing needs is becoming more *systematic* through institutional implementation of an annual *Departmental Review* process. Staff use this new review process for needs assessment, to identify deficiencies through analysis of institutional surveying and data collections, and to more efficiently deploy services to internal and external stakeholders.

The College invested a significant amount of resources in the creation of a Marketing and Enrollment Department in order to *align* and make more *systematic* the processes used to identify new student and stakeholder groups. Another newly reorganized department with a focus on the community and students with career and technical education needs is Workforce Development and Academic Relations. The Coordinator and a new Advisory Board work together to make the processes for selecting CTE programming less *reactive*.

ICC's processes for addressing retention and completion information is still *reactive*, but improved processes for ensuring that collected data is reviewed, analyzed, and followed through on is an integral characteristic of the 2014-2016 Assessment Plan. ICC's new Tutoring Center and increased staff in Academic Advising will assist the College become more *systematic* and *aligned* in the processes that lead to student success, retention, and completion.

Great strides were made for *aligning* the processes that meet the financial service needs of students through the blending of the Financial Aid and Business Office. This new combination in one location with one Cabinet-level supervisor made all processes more *systematic*; those that formerly ran out of sync are now run smoothly by one team.

ICC's ability to meet the needs of the community became less *reactive* through the opening of *ICC Fab Lab*. The Fab Lab's charter requires service to the community; local business owners and individual community members use the new facility's 3d printers to create prototypes and other machinery to meet needs not possible before. More information about the College's recent *Hand Up* project and the construction of Jorge Zuniga's *Cyborg Beast* for a local member of the community can be found at *Independence Community College 3D Printing Technology Helps Kansas Girl*

Current renovations to the campus' Student Union along with a new partnership with *Bluffstone*, a private residential housing company, will help the College to become less *reactive* in its attempts to meet the needs of residential students.

The College has many partnerships and builds many collaborations to benefit its stakeholders; processes for determining which partnerships and collaborations are of high quality are still not robust.

The highest priority for the College at this time is improving its methods for collecting, analyzing and acting on retention, persistence, and completion information. This vital task is important to both our students as they strive to meet their goals for degree completion and transfer and for us as a small institution. Additional priorities for the College as we move forward to meet the ever changing needs of students and stakeholders are improved processes for building and evaluating the effectiveness of partnerships and collaborations and identifying new student and stakeholder groups.

2P1 Current and Prospective Student Need

Identifying Key Student Groups

The College identifies the following key student groups: Prospective, Current, and Former (Alumni). For more information about the identification process, see Table 2P1.4.

Determining New Student Groups

The College does not currently have a robust institutional process for identifying new student groups.

Meeting Changing Student Needs

Table 2P1.2 Institution and Department-level Processes to Meet Student Needs

ICC meets changing student needs through nationally normed and in-house surveys and studies: Academic Advising, Admissions

Staff use the COMPASS to determine student learning and enrollment needs (math, English placement)

Academic Affairs

Staff solicit information from service area high school counselors and administrators during monthly site visits to determine future coursework for meeting the needs of concurrent students. The Instructional Coordinator surveys students and faculty to determine course schedule needs.

Faculty

Faculty survey students through the *Student Reaction to Instruction* course survey to determine student satisfaction levels.

Financial Aid

Staff collect student cost and award information for the IPEDS Financial Aid Survey (annual), Satisfactory Academic Progress (SAP) reviews (ongoing), and Financial aid applications, complete and incomplete submissions (ongoing) to determine student level of eligibility for federal and institutional financial aid. Staff use the application information to begin communication with the student; staff initiate conversations to assist the student in completion of required FA information for awards

ICC Foundation

The Director and the Foundation's Board engage in annual and ongoing fundraising efforts to meet the scholarship needs of current and future students. The Director collaborates with faculty to award endowed scholarship monies with subject specific criteria to students who meet the specific scholarship criteria. The Director collaborates with Financial Aid to determine students qualified for scholarship monies with no specific criteria.

Library

The Director collects circulation information to determine student information needs.

The Director solicits feedback from faculty to determine information literacy and research needs.

Registrar's Office

The Registrar engages in professional development to ensure institutional policies and practices meet the following types of changing regulations: FERPA: Student privacy needs; Veteran Affairs; American Association of Collegiate Registrars and Admissions Officers: New trends in transcript delivery and other services for alumni

Student Support Services

The Director uses formative evaluation methods including grant required reporting activities such as monthly service reports and regular review of student grades and progress to determine participant needs. Staff administer the Learning and Study Strategies Inventory (LASSI) to determine student needs.

Workforce Development and Academic Relations

The Coordinator works with the department's advisory board, a leadership group representing local employers, to determine how students should be prepared for employment in southeast Kansas.

The Coordinator uses the Community LINKS Survey to obtain recommendations for future course offerings from non-credit, personal interest class enrollees.

Identifying and Supporting Student Subgroups

Table 2P1.3 Identifying and Supporting Prospective Students and Subgroups

(3.D1)

All Prospective Students					
Identification Process	Department/Body	Institutional Support			
Students self-identify through the <i>Future Students</i> webpage	Admissions	Campus tours and information resources			
Recruiting Packet	Admissions	Initial enrollment			
Recruiting Packet	Financial Aid	Financial literacy information sheets			
Scholarship applications	Financial Aid	FA award processing			
Recruiting Packet	Housing	Initial Residence Hall application			
	Subgroup: Athl	letes			
Identification Process	Department/Body	Institutional Support			
Referrals	Athletics	Academic and Student Affairs support assistance			
ScoutForce	Athletics	Support services including regular communication and face to face visits			
Referral from Athletic Staff	Financial Aid	Individual appointments with the student and family			
	Subgroup: Onl	line			
Identification Process	Department/Body	Institutional Support			
Students self-identify using the		Basic information including but not limited			
<u>Prospective Student</u> link on the	Online Education	to textbooks, costs, IT support, and just in			
ICC Online Education webpage.		time videos.			
		Specific Academic Majors			
Identification Process	Department/Body	Institutional Support			
Contact Card	Recruiting	Support through information sharing with appropriate faculty and co-curricular sponsors			
Subgroup: Studen	nts with Interest in Spe	ecific Academic Majors <i>cont</i> .			
Identification Process	Department/Body	Institutional Support			
Email from Recruiting	Faculty	Personal communication with invitation to visit campus			
Email from Faculty and Co- curricular Sponsors	Financial Aid	FA award processing			
	Former Concurrent or	Dual Credit Students			
Identification Process	Department/Body	Institutional Support			
Annual High School Senior Award Nights	Financial Aid	Concurrent High School Student Scholarship			

Table 2P1.3 Identifying and Supporting Prospective Students and Subgroups

Subgroup: Community Members with Workforce Development Needs				
Identification Process	Department/Body	Institutional Support		
Personal contact with Workforce Advisory Board and Area Business Leaders	Workforce Development and Academic Relations	Information packets with CTE course information Recruiting of qualified instructors and course materials to meet CTE needs		

College fairs, job fairs, workforce development events	Marketing and Enrollment	Support through information sharing with Workforce Development and Academic Relations
Su	bgroup: Concurrent o	r Dual Credit
Identification Process	Department/Body	Institutional Support
Referrals from high school counselors, coordinators, and administrators	Academic Affairs	Service Area High School enrollment nights <u>Concurrent Student Handbook</u>
Recruiting Department visits to Service area high schools	Academic Affairs	Personal contact with high school coordinator Concurrent Student Handbook
Service Area High School Enrollment Nights	Business Office	Scholarship application assistance Payment plan services

Table 2P1.4 Identifying and Supporting Current Students and Subgroups

(3.D1)

Table 2F 1.4 Identifying and 3	0 1	
	All Current Stu	dents
Identification Process	Department/Body	Institutional Support
		Fiscal Resources for clubs, organizations,
		and student activities
Enrollment		Membership at ICC Fab Lab
		Free admission to athletic and fine arts
		events
	Subgroup: Ath	letes
Identification Process	Department/Body	Institutional Support
Letter of Intent (LOI)	Athletics	Institutional scholarships
	Subgroup: First Ge	eneration
Identification Process	Department/Body	Institutional Support
Admissions Application	Student Support Services	Invitation to membership in TRiO program Academic advising, individual and group tutoring sessions, study skills workshops, career guidance, financial literacy, career development, the process of choosing a four year school, the process of transferring, campus visits to four year schools, retention counseling, supplemental instruction and peer support.
	bgroup: Concurrent or Du	
Identification Process	Department/Body	Institutional Support
Enrollment Form	Academic Affairs	Monthly meetings with high school coordinators
		Concurrent Student Handbook

Table 2P1.4 Identifying and Supporting Current Students and Subgroups cont.

Subgroup: Concurrent or Dual Credit Students					
Identification Process	Department/Body	Institutional Support			
Enrollment Form	Financial Aid	High School Scholarship			

Table 2P1.4 Identifying and Supporting Current Students and Subgroups cont.

Table 2P1.4 Identifying and Suj	Subgroup: Honors	
Identification Process	Department/Body	Institutional Support
GPA Information from IR Office	Phi Theta Kappa	Personal growth through civic engagement and academic projects such as the <i>Honors in Research</i> project.
Student Transcript	Financial Aid	President's and Vice President's scholarship
Student Transcript	Registrar	Recognition through the Dean's List Richard M. Taylor Award
Subgi	coup: Residents of the IC	
Identification Process	Department/Body	Institutional Support
Presentation of Tax Document	Business Office	Montgomery County Taxpayers' Scholarship
	Subgroup: Interna	ational
Identification Process	Department/Body	Institutional Support
Receipt of I-20	Admissions	Admissions and enrollment services
Enrollment	Multi-Cultural Student Organization Sponsor	Cultural activities
Youth for Understanding	VELL Coordinator	Placement with local host families
(YFU) application	YFU Coordinator	Cultural activities
	Subgroup: Onl	line
Identification Process	Department/Body	Institutional Support
Online enrollment	Online Education	Resources such as Just-in-Time trainings and other services; available on the <u>ICC</u> <u>Online Education</u> webpage. Grievance process
	Subgroup: Com	nuter
Identification Process	Department/Body	Institutional Support
Student contact information	Student Affairs	Informational mailings about campus opportunities
	Subgroup: Resid	ential
Identification Process	Department/Body	Institutional Support
Posidential Hell Application	Student Affeirs	Social activities, educational programming
Residential Hall Application	Student Affairs	Student Life Handbook
	Subgroup: Senior (Citizens
Identification Process	Department/Body	Institutional Support
Admissions Application	Financial Aid	Adult Learner Scholarship
	Subgroup: Vete	rans
Identification Process	Department/Body	Institutional Support
Self-identification	Registrar	Credit for prior learning services
Sub	group: Students Struggl	ing Academically
Identification Process	Department/Body	Institutional Support
5, 8, 12 Week Progress Grades	Financial Aid	Notification of potential loss of aid
5, 8, 12 Week Progress Grades	Institutional Research (IR)	Identification of students receiving grades of D and F

Table 2P1.4 Identifying and Supporting Current Students and Subgroups cont.

Sub	group: Students Struggl				
Notification from IR	Academic Advising, SSS, and Athletic Department	Individual counseling, tutoring, and study halls.			
S	ubgroup: Students Strug	ggling Socially			
Identification Process	Department/Body	Institutional Support			
<u>We CARE</u> web form	All Internal Stakeholders	Personal intervention from Student Affairs and counseling staff			
Personal contact	Student Activity Director, Resident Assistants	Referral to ICC CARE Team			
	Subgroup: Students wit	h Disabilities			
Identification Process	Department/Body	Institutional Support			
W-L	Academic Advising,	ADA information			
Voluntary Information Form	Admissions	Referral to Student Support Services			
	Student Support	Technologies such as <i>Dragon</i> (speech-			
Membership Application	Services	recognition software) and facilities such a quiet rooms			
St	ibgroup: Students with 1				
Identification Process	Department/Body	Institutional Support			
Voluntary Information Form	Academic Advising, Admissions	Scholarship and aid application information			
		Annual allocation of fiscal resources for			
FAFSA, ICC Scholarship		institutional scholarships and student			
Application	Financial Aid	employee funds (on-campus employment			
		for students who do not qualify for federal work study)			
ICC Foundation Scholarship	ICC Foundation	Scholarship awards			
1001 ownwarm seriour sup	Subgroup: Transfer				
Identification Process	Department/Body	Institutional Support			
File upload to StudentTracker	Institutional Research	Collection of student satisfaction information through the <i>Transfer Survey</i>			
Transfer transcript	Registrar	Transfer credit services			

Deploying Non-Academic Support Services for Student Success

ICC still maintains the same mandatory placement testing policies and processes communicated in 1P5, 1P6, and 1P8 in the 2011 Systems Portfolio.

(3.D.2

ICC's *College Success* course, formerly *Freshman Success Seminar*, deploys non-academic support service information to all first time students. Other department-specific processes include:

The Tutoring Center communicates the availability of support topic seminars on a monthly basis over a broad range of topics through email, *Textcaster*, flyers, bulletin board postings, and signage.

Student Support Services communicates the availability of non-academic support such as life coaching, counseling regarding personal or career-related issues, and peer encouragement through email, flyers, bulletin board postings, and signage.

Student Affairs communicates the availability of non-academic support services through email, bulletin boards, flyers, and signage. (3.D.2)

Ensuring Qualified, Trained and Supported Staff

The College's hiring practices ensure that staff members meet the required qualifications and display attributes that model the College's values. Student affairs and academic support budgets contain monies for professional development and training; department leaders direct funds in alignment with the ICC strategic plan or individual department initiatives.

(3.C.6)

Additional departmental processes include:

The Tutoring Center: Peer tutors complete training certified by the *College Reading and Learning Association*. Every peer tutor completes a self-evaluation, and receives an evaluation with feedback from a supervisor and a tutee at both the mid-semester and semester's end.

Student Support Services: Job descriptions meet strict federal criteria for in order to qualify for grant funding; SSS staff and its Director participate in the College's annual performance evaluation process; all staff receive professional development as part of the grant requirements.

Financial Affairs: Staff attend at least one financial aid conference per year (2014 Department of Ed, 2015 KASFAA), have access to online resources such as National Association of Student Financial Aid Administrators (NASFAA) *Ask Regs*, Department of Education handbooks & videos, and one-on-one training.

(3.C.6)

Communicating the Availability of Non-Academic Support Services

The College and its departments communicate support service information through the following processes: **First-time freshmen** receive an overview of services during enrollment times.

The College uses bulletin boards, student email, social media, and *Textcaster* to communicate with groups of students.

All Non-Academic Support Services departments communicate to students using the Student Announcements daily *Student Announcements* digest email.

Freshmen receive information about support services through departmental presentations at *College Success*, the College's first year experience course.

Financial Affairs communicates with students through the <u>Business Office</u>, <u>Financial Aid</u> and <u>Cost of Attendance</u> webpages, fliers, recruiting packet materials, Facebook, Twitter, the daily Student Announcements digest email, the <u>Staff Announcements</u> digest email, campus signage, individual student and employee email, and through high school counseling staff.

Marketing and Enrollment staff use *Textcaster* to communicate all departmental support service opportunities to the student body.

The ICC Foundation communicates the availability of scholarship monies to the faculty and Marketing and Enrollment; faculty and Recruiting staff identify students meeting the criteria to receive funding. The Foundation Director maintains an electronic version of the ICC Foundation Scholarship on the College's *Scholarships and Financial Aid Information* webpage, enabling students to access all electronic scholarship forms in one convenient location.

(3.D.2)

Selecting Tools, Methods and Instruments to Assess the Degree to Which Student Needs are Met

The College uses the following tools and instruments to assess the meeting of student needs: A.A.S. and Certificate Completers' Survey; Graduate Exit Survey; CCSSE; Noel Levitz Student Satisfaction Inventory; IPEDS; National Community College Benchmarking Project; New Student Orientation Survy; and Community LINKS Survey.

2R1. Results for Meeting Current and Prospective Student Need **2R1.1** Results for Meeting Non-Academic Support Needs

CCSSE				20)13	
How much does this college emphasize			IC	\mathbf{C}	Peer	Natl
Providing the support you need to help you succeed	at this o	college	2.9	00	2.99	3.01
Helping you cope with your non-academic r	esponsi	bilities	1.75		2.04	1.99
Providing the support you need to		ocially	2.0)1	2.26	2.21
P providing the financial support you need to afford your education		ıcation	2.6	60	2.55	2.58
Quality of relationships with administrative person	nel and	offices	5.31		5.39	4.99
Noel Levitz	2011		2012		20	14
Noel Levitz	ICC	Gap	ICC	Gap	ICC	Gap
The college shows concern for students as individuals.	5.08	-0.06	5.05	-0.07	4.88	0.27
It is an enjoyable experience to be on this campus.	4.97	-0.55	4.93	-0.59	4.62	0.93
This school does whatever it can to help me reach my educational goals.	5.14	-0.11	4.96	-0.29	4.93	0.37

Insights and Analysis

The College did not have a robust, institutional plan for improving its efforts at meeting student nonacademic needs. The 2014-2016 Assessment Plan contains a reporting component for departments and bodies to use in order to close the loop; information regarding the College's efforts to improve these measures will be available in July 2015 as part of the institutional assessment cycle.

2R1.2 Results for Meeting Student Financial Need

IPEDS (Data for full time, fir		AY	2011		AY	2012		AY 20	013
degree seeking students)		ICC	Pe	eer	ICC	Peer	· IC	C	Peer
Academic year tuition and requir	ed fees	\$2,224	\$3,9	968	\$2,576	\$4,17	6 \$2,5	76	\$4,436
Average net price of atte	ndance	\$5,074	\$8,	683	\$4,260	\$9,25	59 NA	A	NA
Kansas Board of Regents	\mathbf{A}	Y 2012			AY 2013	3	\mathbf{A}°	Y 20 1	[4
Tuition	ICC	Peer withi 100 mile	n	ICC	. wi	eers thin miles	ICC	V	Peers vithin 0 miles
In district	\$36.00	\$49.5	0	\$36.0	0 \$5	1.50	\$48.50	\$	54.00
In state	\$38.50	\$45.0	00	\$38.5	0 \$4	7.60	\$54.50	\$	49.20
Border state	\$46.00	\$61.0	00	\$46.0	0 \$6	2.00	\$62.00	\$	75.20
Out of state	\$78.50	\$71.0	00	\$78.5	0 \$7	3.60	\$94.50	\$	63.00
	A	Y 2013			AY 2014	1	A	Y 201	15
Required Fees	ICC	Peer withi 100 mile	n	ICC	100	eers thin miles	ICC	v	Peers vithin 0 miles
In district	\$35.00	\$30.6	0	\$35.0	0 \$3	1.20	\$35.00	\$	33.00
In state	\$38.00	\$33.0	00	\$38.0	0 \$3	3.60	\$38.00	\$	33.00
Border state	\$38.00	\$37.0	00	\$38.0	0 \$3	7.66	\$38.00	\$	39.33
Out of state	\$38.00	\$37.4	-0	\$38.0	0 \$3	8.00	\$38.00		39.80
NCCBP	\mathbf{F}	Y 2011			FY 2012	2	F	Y 201	3
	\$104								

Instructional cost per FTE student	\$3,123	\$3,960	\$2,715	\$4,048	\$3,503	\$4,089
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Insights and Analysis

ICC meets the financial needs of its students through competitive tuition and required fees costs. While ICC's tuition for out of state students is significantly higher than its peers, for AY 2014, 41% of the students residing outside the state of Kansas qualified for reduced *Border state* tuition and fees. For additional information regarding aid, see Table R1.6 *Results for Financial Aid*

2R1.3 Results for Business Office

Interventions since 2011 Systems Portfolio	In Response To	Intended Results
Merging of department with	Evaluation of siloed processes by	Increased coordination between
Financial Aid to create	Business Office staff and new	two departments; increased student
Financial Affairs	Director of Financial Aid	satisfaction
Staff participation in the	Request of College Success	Increased student financial literacy
College Success course's	coordinator	knowledge regarding debt
financial literacy lesson	Coordinator	repayment

2R1.4 Results for Business Office cont.

Interventions since 2011 Systems Portfolio	In Response T	0			Inte	nded R	esults		
New hold on student accounts with unpaid balance of \$300.00	Inability of students to enroll in subsequent semesters due to debt				Lower numbers of students unable to enroll in subsequent semester due to debt; lower unpaid debt incurred by the College				
New payment plan requirement for students with unpaid balance of \$300.00 or larger	Inability of students to enroll in subsequent semesters due to debt				Lower numbers of students unable to enroll in subsequent semester due to debt; lower unpaid debt incurred by the College				
New inclusion of tuition and fees information sheet with billing statements	Large number of pho from parents and studer confusion about incurre	nts due t		be		of staff	time; h tisfact		
New inclusion of "Estimated Financial Aid" information in Business Office mailings	Large number of phone calls from parents and students due to confusion about incurred charges				educed number of phone calls; higher student and parent isfaction with billing processes				
Increased collaboration with collection agency to reduce the amount of delinquent accounts	Insufficient area of collection identified by Director	. 1	íncre	eased rev	enue fr		inquent		
Noel Levitz)11			12		2014	
		ICC	Ga	_	ICC	Gap	ICC		
There are convenient ways of Rilling	of paying my school bill. policies are reasonable.	5.45 5.15	-0.0 -0.		5.08 4.92	-0.43 -0.45	5.21	-0.36 -0.43	
The Business Office is open		5.25	-0.		5.19	-0.21	5.33	-0.13	
Graduate Exit Survey					2012		013	2014	
(Likert scale of 5)	.1 .6 .11		0.00		N=152		:110	N=113	
Please rate	the following services: B	usiness	Offic	e	4.19	4.	.34	4.00	

2R1.3 Results for Business Office cont.

A.A.S. and Certificate Completers' Survey (Scale of 5)	2012	2013	2014
	N=26	<i>N</i> =17	N<10
Your evaluation of ICC's Services: Business Office	4.48	4.50	

Departmental Review: Process Improvement Goals

The Business Office increases institutional efficiency through stakeholder education.

2014: Collaborate with the Registrar's Office to give graduates two free transcripts when they depart **2014: Target Met**

2014: Creation of a video instructing students how to place a transcript request through Docufide

2014: Target Not Met*

The Business Office increases institutional efficiency through improved inter-departmental communication.

2013: The Business Office and Financial Aid will coordinate the placement of scholarship monies on student accounts and the first billing to the student.

2013: Target Met

The Business Office increases student knowledge regarding the payment process, related deadlines, and the impact of late payments.

2014: Staff will create a consistent process for discussing with students and parents how their expense is calculated, how the payment plan works.

2014: Target Met

AY 2014: Staff will increase communication with students regarding the Drop deadline so they know when the last day to drop a class is without being charged. **2014: Target Met**

AY 2014: Staff will work with Marketing to place cost sheets on the website so students can calculate cost of attendance; staff will create a F&Q section on the website.

2014: Target Met

Interpretation and Insights

Noel Levitz: Student satisfaction with bill payment options and policies continues to be low when compared with the national cohort, despite the increased payment options for students created by Business Office staff. One reason may be that more than 50% of the students surveyed using the NL report that ICC was not their first choice; NL research indicates that student satisfaction is harder to achieve when the institution is not the first choice and students are more likely to leave without completing a degree. Information collected from program completers through the *A.A.S. Degree and Certificate Completers* and the *Graduate Exit Survey* seems to support this idea; graduates are satisfied with the services available to them through the Business Office. The Controller and Accounts Receivable Clerk will work with IR to develop a method for collecting qualitative information in order to drill down to determine specific reasons for dissatisfaction.

Departmental Review: Business Office staff successfully created new processes and services in order to meet the nonacademic needs of students. The only target not met was due to technical issues with the program purchased by IR for the creation of the just-in-time training video for students.

2R1.4 Results for Financial Aid

Interventions since 2011 Systems Portfolio	In Response To	Intended Results
Implemented forms in Student Information System for student access	Stakeholder feedback	Smoother financial aid process for students; increasing the amount of time to provide students with FA award notifications
Streamlined processes for disbursement	2013 Audit Findings	Increased accuracy associated with disbursement process; compliance with federal regulations

2R1.4 Results for Financial Aid cont.

2R1.4 Results for Financial A	1		1		New process for emailing Increased satisfaction with earlier						
New process for emailing	Noel Levitz				n earlier						
shopping sheets to students		awar	d notificati	on							
New process for bi-weekly	Noel Levitz	Inc	reased satis	sfaction wi	ith earlier						
mailings of scholarship	2012-2015 Strategic Plan			notificatio							
award letters											
T 11.0	Feedback from staff;	Stre	amline pro	cesses for	recruiting						
Increased information	administration request to		nd enrollm		_						
sharing with Admissions	improve strategies for			tudents	T						
	enrollment										
Creation of a more robust FA	Underdeveloped area identifie	d a	1	.1 .							
webpage to meet the Student	by new FA Director	Com	Compliance with federal regulation								
Right to Know requirements	•	_									
Review of FA forms to meet	Underdeveloped area identifie	d Com	Compliance with federal regulation								
Student Right to Know	by new FA Director										
Review of loan packets with			Compliance with federal regulation								
addition of new information	Underdeveloped area identifie	d Com									
in compliance with Student	by new FA Director	Com									
Right to Know											
Interventions since 2011	In Response To		Intend	led Result	·c						
Systems Portfolio	III Response 10		Intend	icu ixesuit							
Implemented use of a											
"Document Checklist" to											
"Document Checklist" to increase student access to	Noel Levitz: Qualitative		eased satis								
"Document Checklist" to	Noel Levitz; Qualitative	av	ward notific	cation; Im	proved						
"Document Checklist" to increase student access to online documents, forms, and general information	Noel Levitz; Qualitative student feedback	av		cation; Im	proved						
"Document Checklist" to increase student access to online documents, forms,		av	ward notific	cation; Im	proved						
"Document Checklist" to increase student access to online documents, forms, and general information		av	ward notific	cation; Im	proved						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress	student feedback	av co	ward notific ommunicat	cation; Imjion with st	proved tudents						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process	student feedback Request of College Success	av co	ward notific ommunicat eased stude	cation; Impion with st	proved tudents						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the	student feedback	av co	ward notific ommunicat eased stude	cation; Imjion with st	proved tudents						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson	Request of <i>College Success</i> coordinator	Incre	ward notificommunicat	ent financia owledge	proved students al literacy students;						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book	Request of <i>College Success</i> coordinator Identification of redundant	Incre	ward notificommunicat	ent financia owledge	proved cudents al literacy						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson	Request of <i>College Success</i> coordinator	Incre	eased stude knouced waiting	ent financia owledge	proved tudents al literacy students;						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book deferment vouchers	Request of <i>College Success</i> coordinator Identification of redundant	Incre	eased stude knouced waiting	ent financia owledge ag time for	al literacy students; udents with						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book	Request of <i>College Success</i> coordinator Identification of redundant	Incre	eased stude knouced waiting	ent financia owledge ag time for ction of stu	al literacy students; udents with						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book deferment vouchers CCSSE	Request of <i>College Success</i> coordinator Identification of redundant	Increase Reduincrease	eased stude kno uced waitin sed satisfac FA I	ent financia owledge ag time for ction of stroprocesses 2013 Peer	al literacy students; udents with						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book deferment vouchers CCSSE How much does this contractions to the contraction of the	Request of College Success coordinator Identification of redundant process by new FA Director	Increase increase inancial	eased stude knowsed satisfactors FA proceedings of the control of	ent financia owledge ag time for ction of stroprocesses 2013	al literacy students; udents with						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book deferment vouchers CCSSE How much does this constants.	Request of College Success coordinator Identification of redundant process by new FA Director	Increasinancial	eased stude kno uced waitin sed satisfac FA I	ent financia owledge ag time for ction of stroprocesses 2013 Peer	al literacy students; udents with						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book deferment vouchers CCSSE How much does this course is the sum of	Request of College Success coordinator Identification of redundant process by new FA Director college emphasize providing the fupport you need to afford your ed	Increa Reduincrea inancial ducation advising	eased stude knowsed satisfact FA position ICC 2.60	ent financia owledge ag time for ction of stu- processes 2013 Peer 2.55	al literacy students; udents with Natl 2.58						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book deferment vouchers CCSSE How much does this course the start of	Request of College Success coordinator Identification of redundant process by new FA Director ollege emphasize providing the fupport you need to afford your edits service to you: Financial aid of	Increase inancial lucation advising	eased stude knowsed satisfactors FA proceed waiting sed satisfacto	ent financia owledge ag time for ction of strorocesses 2013 Peer 2.55	proved students al literacy students; adents with Natl 2.58 2.48						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book deferment vouchers CCSSE How much does this course the start of	Request of College Success coordinator Identification of redundant process by new FA Director ollege emphasize providing the fupport you need to afford your edits service to you: Financial aid of sfied are you with financial aid of sfied are you with financial aid of the service to you with financial aid to the service to you.	Increase inancial lucation advising	eased stude knowsed satisfactor FA proceed waitingsed waitingsed waitingsed waitingsed waitingsed waitingsed waitingsed waitingsed waitingsed	ent financia owledge g time for ction of studiorocesses 2013 Peer 2.55 2.39 1.78	proved students al literacy students; adents with Natl 2.58 2.48 1.89						
"Document Checklist" to increase student access to online documents, forms, and general information regarding their progress within the FA process Staff participation in the College Success course's financial literacy lesson Elimination of Pell book deferment vouchers CCSSE How much does this country in the control	Request of College Success coordinator Identification of redundant process by new FA Director ollege emphasize providing the fupport you need to afford your edis service to you: Financial aid of stied are you with financial aid of stied are you with financial aid of the service to you with financial aid of the service to you with financial aid of the service to you with financial aid to service to you.	Increase inancial lucation advising advising advising	eased stude knows sed satisfactors and sed satisfactors are sed satisfactors.	ent financia owledge ag time for ction of stu- processes 2013 Peer 2.55 2.39 1.78 2.21	reproved students al literacy students; adents with Natl 2.58 2.48 1.89 2.24						

2R1.4 Results for Financial Aid cont.

Noel Levitz		201	1	20	12	,	2014	
Noel Levitz		ICC	Gap	ICC	Gap	ICC	Gap	
Adequate financial aid is available for most s	students.	5.31	0.15	5.25	0.04	5.39	0.05	
Financial aid awards are announced to stu		4.89	-0.02	4.91	-0.02	2 4.80	-0.25	
time to be helpful in college p								
Financial aid counselors are	helpful.	5.37	0.33	5.38	0.32			
A.A.S. and Certificate Completers' Survey				2012 N. 26		13	2014 N 10	
(Scale of 5)				N=26	N=		N<10	
Your evaluation of ICC's Ser			id	4.20	4	38		
)12		2013		2014		
IPEDS		2010-2011		011-201	2	2012-2013		
	ICC	Peer	ICO	C Pe	er	ICC	Peer	
% of full time, first time degree seeking		2201				0.1.07	2701	
students who received grant or scholarship aid from the institutions	71%	23%	77%	6 23	5%	81%	27%	
Average amount of grant or scholarship aid								
received by full time, first time, degree		\$1,440	\$1,52	23 \$1,	296	\$1,889	\$1,519	
seeking students from the institution					-			
% of full time, first time degree seeking students who received any type of loan	23%	57%	20%	62	2%	21%	56%	

Departmental Review: Process Improvement Goals

Financial Aid increases student accessibility to required forms through electronic access.

2013: Financial Aid will electronic versions of financial aid forms to be available on the Student Information System for student use; Increase online, electronic forms to 75%

2013: Target Met

2013: Creation of process for communicating availability of online, electronic form completion to students and other stakeholders

2013: Target Met

Financial Aid supports student retention and completion through timely announcement of awards.

2013: Staff will mail shopping sheets when the FAFSA is received **2013: Target Met**

AY 2013: Staff will mail postcards to notify student the FAFSA has been received **2013: Target Met** 2013: The Director will collaborate with IT to modify the Student Information System to show status

of financial aid based on information entered in the AS400 by FA Specialist 2013: Target Met

Stakeholder Learning Outcome

Financial Aid increases student and staff financial literacy awareness on campus

AY 2014: FA enhanced loan counseling packets to include additional documentation including but not limited to loan default repercussions. **2014: Target**

Met

AY 2014: FA will conduct at least annual training workshop for ICC staff.

Met

2014: Target

Interpretation and Insights

CCSSE: ICC's student's rate financial aid services as more important than their peers, use the service more often, and are more satisfied with the College's FA department than their peers. FA implement many important interventions since the 2011 Portfolio; this effort is paying off.

Noel Levitz: Despite the faster notification time through the award letter, aka "shopping sheet," ICC's students still rate the FA announcement time as not helpful for planning. The Controller (former FA Director) will work with IR to gather qualitative information from the fall AY 2015 students in order to improve this data.

IPEDS: ICC has historically awarded aid to a higher percentage of its full time, first time degree seeking students with a higher amount of grant/scholarship aid thereby keeping the percentage of ft/ft degree seeking students that require loans to finance their education low.

Departmental Review: FA's focus for AY 2013 and AY 2014 was on improved communication, both hard copy and electronic, with students. Letters which lagged for many weeks into the semester now mail out to students as soon as staff receive the finalized FAFSA; especially impressive is the number of forms made available to students electronically during AY 2013. The contribution of these improvements to the level of student satisfaction with FA cannot be overstated. (Additional Note: The Controller, formerly the FA Director, was a 2014 recipient of The AQIP Extraordinary Leadership Award)

Table 2R1.5 Results for Marketing and Enrollment

Interventions since 2011 Systems Portfolio	In Response To	Intended Results
Creation of a Marketing and Enrollment Department with one (1) full time Admissions Counselor, addition of two (2) full time Recruiters, and one (1) full time Webmaster	Need for formal marketing processes Decreased enrollment and revenue	Increase visibility in state and region Meet enrollment needs
New marketing guidelines	Inconsistent quality in marketing materials	Branding; Consistent quality
Updating of the ICC logo	Need to modernize the look of the logo	Branding
Improved website	Need to increase electronic resources for stakeholders	Easier access to services Increased user satisfaction with information
New use of social media (Facebook, Instagram, Twitter)	Stakeholder preference for communication through social media	Increased stakeholder satisfaction; Increased communication with stakeholders
New mascot costume	Lack of professional costume	Increase visibility of mascot at events
Updated print materials: View books, folders, department brochures, internal forms	Inconsistent quality in marketing materials	Branding; Consistent quality
New use of recruiting technology: <i>Scoutforce</i>	Lack of electronic tool	Increased efficiency in electronic communication; increased ease in data collection
Increased attendance at regional events	Decreased enrollment and revenue	Increased visibility leading to increased enrollment and revenue
New electronic donor board	Lack of way to recognize charitable giving by donors	Increased donor satisfaction
New facility signage: electronic signage at <i>ICC West</i> ; parking lot signage; campus map; department signage at <i>ICC West</i> and Main Campus	Stakeholder and visitor dissatisfaction; outdated signage	Improved facility appearance; improved ease of campus navigation for students and visitors

Table 2R1.5 Results for Marketing and Enrollment cont

Interventions since 2011 Systems Portfolio	In Re	esponse	То		Intended Results				
New virtual tour on website	Need for tours for online and prospective students				Increased visibility for campus facilities; improved method for meeting the needs of students				
New Marketing Advisory Committee	Need for i				Improved communication among departments				
New event sponsorship: new logo used by local corn maze	Increased				Increa	ased bra	nd recog	nition	
Staff participation in <i>Leadership Independence</i>	Increased st profession		lopment	d	busi	ness and	hips with civic lea	aders	
Noel Levitz			2011		20			2014	
		ICC	C Ga	p l	CC	Gap	ICC	Gap	
Admissions counselors accuratel campus in their recruiti		4.95	-0.1	8 4	1.90	-0.24	4.71	-0.50	
Admissions staff are kno	owledgeable.	5.50	0.1	1 5	5.16	-0.24	5.27	-0.18	
Admissions counselors respond to students' unique needs of		5.12	-0.0	6 4	1.99	-0.19	4.91	-0.34	
	The personnel involved in registration are helpful.			5 5	5.39	0.05	5.50	0.14	
Student Satisfaction with New Stu Scale of 4 where 1=Not helpful at a			nelpful		201	0,2011 $N=294$		2013 <i>N</i> =118	
	morning info			s were		•	3.64		
Student Satisfaction with New Stu				. ,, ,, ,	20	3.53 10, 2011	. 2012	2013	
Welcome Desk						Baseli		2013	
I was given the option to complet	te the FERPA	Releas	e of Info	rmatioi form		92%		94%	
I was able to complete all require	d paperwork _.	for hou	sing on c	campus		86%		94%	
General Questions						Baseli	ne	2013	
I was ma	de to feel wel	lcome v	hile on c	campus		100%)	100%	
Overall, the activities of th	e New Studen	t Orien		ay wer aluabl		100%	,)	99.99%	
Graduate Exit Survey 2011					201		2013	2014	
(Likert scale of 5) N=160					N=1	52	<i>N</i> =110	<i>N</i> =112	
Please rate the following services: Admissions 4.30					4.1		4.42 2013	4.25	
A.A.S. and Certificate Completers' Survey (Likert scale of 5)					2012 <i>N</i> =26			2014 N<10	
Your evaluation	Your evaluation of ICC's Services: Admissions				4.4	6	4.38		
	20			2013		20			
NCCBP		ICC	Peer Mean	ICC		eer lean	ICC	Peer Mean	
Market Penetration Rate: Credi	t Students 8	3.25%	5.37%	5.949	6 4.	61% 8	.27%	4.74%	
Insights and Analysis									

Marketing and Enrollment is currently under reorganization with the departure of the Vice President for Marketing/Enrollment. Not only did staff work to create new print and electronic resources, but attendance at local and regional events increased significantly during AY 2013 and 2014 including but not limited to attendance at twelve new College Planning Conferences, twenty new visits to high schools outside the ICC service area, and more than two dozen new regional events. NCCBP data for Market Penetration rates provides evidence supporting the quality of staff efforts.

Marketing/Enrollment also created two new outreach programs for local K-12 students: the *Future Pirates* program for local fifth grade students and a CTE Career Fair for high school and middle school students; qualitative feedback from K-12 educators was consistently high in praise. Finally, the resources available to stakeholders on the College's website significantly increased and improved in quality at the same time; Commission feedback regarding electronic support services for distance education students was consistently positive. A more robust participation in Departmental Review will enable staff to develop data collection methods in order to document and receive recognition for their successes.

New Student Orientation: New students are pleased with the programming available on ~six (6) dates during the summer. Admissions, as the event's leader, will administer a survey sample during 2015 to ensure continuing quality.

Table 2R1.6 Results for Student Affairs

Interventions since 2011 Systems Portfolio	In Response	То		Intended Results				
New relationship with <i>Bluffstone</i> , a private residential hall management company	Need for addit residential hou constrained fin resources	ising; ancial		Additional housing for students wit less financial burden on ICC				
Discontinuation of three (3) athletic teams	Constrained fin resources			a	thleti	c tea		
Addition of Disc Golf Course to Main Campus	Collaboration wi		Increase student satisfaction with is an enjoyable experience to be student on this campus survey it				be a	
Relocation of Bookstore to Academic Building	Low student satis		Increase dining hall facility size in order to provide more food options					
Interventions since 2011 Systems Portfolio	In Response	Intended Results						
Relocation of all administrative functions from Student Union; renovation of Student Union	Student surv informatio	is a	Increase student satisfaction with <i>It</i> is an enjoyable experience to be a student on this campus (NL)					
CCSSE							013	
		7		IC			eer	Natl
· ·	u participate in stuc ed are you with stuc						.58	1.38 2.02
How much does this college empl	-	support		d			2.26	2.21
Noel Levitz		ICC)12			14
The student center is a comfortable place for students to spend their leisure time.			-0.29	4.64	-0.0		4.84	- 0.49
The amount of student parking space on campus is adequate.			0.93	5.13	0.7	73	4.93	0.35
New student orientation services h	5.10	-0.15	4.80	-0.4	47	4.84	0.49	

Table 2R1.6 Results for Student Affairs cont.

Graduate Exit Survey (Scale of 5)		2011 N=160	2012 N=152	2013 N=110	2014 N=112
Please rate the following services: Food Services			3.05	3.45	3.16
Housing			3.33	3.77	3.17
Student Activities			3.83	3.90	3.48

Departmental Review

Due to employee turnover in both Student Life and Residential Life positions and the new relationship with *Bluffstone*, Departmental Review processes have not been robust. IR will work with Student Affairs to create goals and outcomes aligned with the SaVE Act and improve the collection of general education outcomes assessment with co-curricular sponsors.

Interpretation of Results

CCSSE: ICC's students' engagement in and satisfaction with student organizations is higher than the national cohort and comparable with its peers in Kansas. Increased goal setting activities as part of Departmental Review will assist Student Affairs as staff work to improve student satisfaction with social supports.

Noel Levitz: ICC's renovation of the Student Union, providing increased facility space for leisure time and orientation activities, should help the College address student satisfaction gaps.

Graduate Exit Survey: The College's current efforts to address food service issues will help address multiple instances of low student satisfaction survey items. ICC will continue to collect both quantitative and qualitative information from students as the Student Union renovation and resulting changes to food service occur.

New Relationship with *Bluffstone*: The ICC Board of Trustees negotiated a contractual agreement with *Bluffstone* that include construction of an ~200 bed residential hall. The agreement provides the College with maintenance and Student Life staff for both the new dormitory and the existing ICC dormitories. This relationship is in its infancy and will continue to grow as College staff and *Bluffstone* staff work together to provide programming and services to ICC's residential students.

Campus Compliance with the SaVE Act

ICC initiated new processes to comply with the *Campus Sexual Violence Elimination (SaVE) Act* in AY 2014 with the creation of the We CARE Team. The team, composed of the Vice President for Student Affairs/Athletics, HR Director, Residence Hall Staff, *College Success* Coordinator/Director of Tutoring Services and Academic Advising, and the Assistant to Upward Bound, meets monthly to develop programming that meets the four tenants of the act:

Table 2R1.7 Processes for SaVE Act Compliance

Transparency					
Federal Guideline	ICC Actions				
Incidents of domestic violence, dating violence, sexual assault, and stalking be disclosed in annual campus crime statistic reports.	Continued compliance with <u>Clery Act (Student Right to Know)</u> reporting				
Students and employees should have a clear description of their institution's disciplinary process and know the range of possible sanctions	Review and updating of all policies and processes in all handbooks: Board of Trustees, Staff/Faculty, Student				
Students and employees should receive contact information about existing counseling, health, mental health, victim advocacy, legal assistance,	Current work on programming and print materials for students and employees				

and other services available both on-campus and						
in the community						
· ·	ntability					
Federal Guideline	ICC Actions					
Minimum standards clarified for institutional disciplinary procedures covering domestic violence, dating violence, sexual assault, and stalking	Compliance with the language contained in the Act's minimum standards					
Proceedings shall provide a prompt, fair, and impartial investigation and resolution and are conducted by officials receiving annual training on domestic violence, sexual assault, and stalking	Creation of a hearing panel composed of professionally trained membership					
Processes to ensure the rights of both parties	Creation of a process to ensure both parties receive notifications of proceedings, have representation during any hearing, and receive written outcomes of all proceedings at the same time					
Edu	cation					
Federal Guideline	ICC Actions					
Provide programming for students and employees addressing the issues of domestic violence, dating violence, sexual assault and stalking.	New institutional relationship with <u>Campus Clarity</u> , a resource that assists "nearly 200 schools comply with the SaVE Act and Title IX through interactive, engaging online training." Use of video trainings to meet the varying needs of ICC's student subgroups (traditional/adult learner, residential/commuter, etc) Ongoing education through monthly themes promoted through speakers, campus posters, "We CARE Wednesdays," etc.					
Primary prevention and awareness programs for all incoming students and new employees	New institutional process requiring students to participate in video training and successfully complete a quiz as part of the initial enrollment process Sexual Assault Training for all new students as part of the <i>College Success</i> curriculum Collaboration with <i>Bluffstone</i> Residential Hall Staff to create programming for residential students					
Collaboration						
Federal Guideline	ICC Actions					
Collaboration between the U.S. Departments of Justice, Education, and Health and Human Services to collect and disseminate best practices for preventing and responding to domestic violence, dating violence, sexual assault, and stalking	Collaboration with local, state, and national resources, i.e., police, in order to abide by local governance and implement consistent best practices.					

2I1. Improvements for Current and Prospective Student Need Improvements since 2011 Systems Portfolio Many Visible One Step Shop

More Visible One Stop Shop

The Marketing and Enrollment, Financial Aid, and the Business Office Departments relocated during spring AY 2014 to a more visible location on the ICC campus. This relocation provides additional parking for visitors with the former office space converted to additional student activity space in the College's Student Union.

Planned Improvements

Identifying New Student Groups

ICC does not currently use a systematic, institutional process for determining new student groups. The Administration and the Board of Trustees acknowledge that adding environmental scanning to strategic planning processes would assist the College in the identification of new student groups. Identification of trends through analysis of Census and Labor Bureau information would lead to improved identification of changing demographics within ethnic groups and societal trends, i.e. current growth of single parent, female-led households living in poverty and a better response when attempting to meet the needs of stakeholders.

Meeting Student Financial Needs

Analysis of Financial Aid processes for awarding academic-based scholarships revealed that staff were not notifying all qualifying students of their eligibility for financial aid based on grade point average (GPA). FA staff will begin a new notification process that will include letters to all students with qualifying GPA (all students with GPA of 3.0 or higher) in order to increase student retention and better meet student need. Staff will begin to collect evidence of effectiveness for reporting in the College's CQR.

2P2 Retention, Persistence, and Completion Collecting Retention, Persistence, and Completion Data

(4.C2, 4.C4)

Prior to the creation of the 2014-2016 Institutional Assessment Plan, the College collected retention, persistence, and completion data but did not have a systematic process for data analysis and goal setting. The IR Office collects information through federal, state, and institutional reporting, disseminating data through annual survey summary reports. Reports are placed on the College's SharePoint and disseminated to all employees through email. The improved process includes new data reports with a mechanism that allows departments and bodies to collaborate and report back with targeted improvement strategies.

Chart 2P2.1 2014-2016 Institutional Assessment Plan Data Collection Process

Institutional Research (IR)	IR disseminates retention, persistence	Academic disciplines,	IR creates summary report	The President submits
collects data for	and completion data	Academic support	of improvement	summary
IPEDS and	results to Academic	services, Student	strategies for	report of
benchmarking.	disciplines,	Affairs, and	the President.	improvement
	Academic/Institutional	President's Cabinet		strategies to
	support departments,	complete and		the Board of
	Student Affairs, and	submit a strategy		Trustees.
	President's Cabinet for	report to		
	strategy creation for	Institutional		
	improvement.	Research.		

Analyzing Information and Determining Targets for Retention, Persistence, and Completion

The College has not had a robust process for determining institutional targets for this type of information. Chart 2P2.1 addresses the College's attempt to improve its processes for information analysis and determining targets.

Meeting Targets for Retention, Persistence, and Completion

The College did not meet the 2012-2015 Strategic Plan's targets for retention and completion. The College's new process for analyzing this type of data, to be conducted annually as part of the 2014-2016 Assessment Plan, is a more robust process that ensures improved opportunities for inter-departmental communication and collaboration. (4.C.1)

Selecting Tools, Methods, and Instruments

The College relies on information from the Integrated Postsecondary Educational Data System (IPEDS) and the National Community College Benchmarking Project (NCCBP) for information on retention, persistence, and completion.

(4.C.4)

2R2 Results for Retention, Persistence, and Completion

Table 2R2.1 Results for Institution

IPEDS					012 2011		2013 Fall 2012		2014 all 2013
				ICC	Peer	ICC	Peer	ICO	C Peer
Fall to fall retention rates for first time, full time, degree seeking students				42%	60%	44%	57%	44%	59%
					Associa	ate		Certific	cate
IPEDS				AY 2011	AY 2012	AY 2013	AY 2011	AY 201	
Number of sub baccalaureate degrees and certificates awarded, by level			125	122	113	244	198	3 151	
NCCBP		2012 Fall 20			2013 Fall 20		2014 Fall 2010		
Full time, first time	ICC	Peer	Natl Median	ICC	Peer	Natl Median	ICC	Peer	Natl Median
% completing within three years (150%)	22%	33%	20%	29%	35%	19%	25%	38%	19%
% completing or transferring within three years (150%)	63%	56%	38%	52%	50%	36%	41%	55%	37%

Insights and Analysis

Retention Rates: ICC's processes for addressing its lagging fall to fall retention rates has not been institution-wide nor systematic; following the 2014 Assessment Plan through its first cycle will give the College an opportunity to address retention issues in a more systematic manner.

Degree Completions: ICC's rate of degree completions has declined as its enrollment has; improved processes in the Registrar's Office and other academic support services will help the College in its efforts to help students stay on track to degree completion.

NCCBP Completion/Transfer: ICC's completion rates for full time, first time students is higher than the national cohort's median, but lagging behind its Kansas peers. ICC's transfer-out rates for this same student population has declined over the past three data collection cycles. Implementing institutional processes that can lead to increased retention rates will support the College in its efforts to increase these rates, too.

Table 2R2.3 Results for Retention and Completion at the Course Level

NCCBP)12 2010	2013 Fall 2011		2014 Fall 2012	
	ICC	Peer	ICC	Peer	ICC	Peer
Credit Grades: % of Withdrawal	3%	8%	3%	8%	5%	8%
Credit Grades: Completer Success	79%	86%	78%	87%	79%	87%
Credit, Core Academic Skills: Retention	97%	90%	98%	89%	96%	88%
Credit, Core Academic Skills: Completer Success	81%	85%	76%	85%	78%	87%
Credit, College-Level: Retention	97%	93%	97%	92%	95%	93%
Credit, College-Level: Completer Success	80%	87%	80%	90%	80%	89%
Credit, Developmental: Retention	93%	86%	96%	84%	95%	86%
Credit, Developmental: Completer Success	59%	76%	46%	74%	61%	74%
Credit, Success First College-Level: Retention	98%	87%	99%	91%	100%	86%
Credit, Success First College-Level: Completer Success	68%	81%	77%	81%	44%	80%
Distance Learning: % of Withdrawal	3%	11%	5%	12%	6%	10%
Distance Learning: Completer Success	72%	83%	71%	83%	61%	85%

Insights and Analysis

ICC recognizes that institutional retention rates and degree completion rates are dependent on course retention and success rates. ICC has low percentages for student withdrawal from courses, but its completer success rates lag behind its peers. Academic Advising's new focus on early alert will help the College focus on student success in the early weeks of the semester, increasing the opportunities to intervene and support student success.

2I2. Improvements

Planned Improvements

Complete Implementation of the 2014-2016 Assessment Plan

The College's processes for aligned, systematic, institution-wide strategies for improving retention, persistence, and completion have not been robust. Implementing the first institutional assessment plan will help the College to focus on that student and institutional data that point to the variables influencing ICC's unique improvement needs.

2P3. Key Stakeholder Needs

Determining Key External Stakeholder Groups

Table 2P3.1 Determining Key External Stakeholder Groups

Stakeholder Group	Department or Body	Process					
		The Director uses institutional enrollment records and					
Alumni	ICC Foundation	most recent contact information to identify alumni.					
7 Mullilli	ree i oundation	The Foundation purchases contact information in order					
		to build its alumni records					
	Workforce	The Coordinator collaborates with the Workforce					
	Development and	Advisory Board, local business owners, and area civic					
Community	Academic Relations	leaders to identify community stakeholders.					
	ICC Fab Lab	The Entrepreneurial Facilitator uses Fab Lab					
	ICC Pau Lau	memberships to identify community stakeholders.					

	Institution	The College uses employee relationships with civic organizations to identify community stakeholders.				
	Workforce	The Coordinator's relationship with the Workforce				
	Development and	Advisory Board provides the College with invaluable				
Employers	Academic Relations	information about local, regional, and state employers.				
	ICC Eab Lab	The Entrepreneurial Facilitator uses the SEK Innovation				
	ICC Fab Lab	Summit to identify local, regional, and state employers.				
		Recruiting uses the <i>Future Pirates</i> program to identify				
K-12 Students	Marketing and	students within the service area's K-12 school systems.				
	Enrollment	Marketing uses the annual Career Fair to identify				
		students within the area's K-12 school systems.				

Determining New Stakeholders to Target for Services or Partnership

The College uses the same processes for determining new stakeholders to target for services or partnerships as in Table 2P3.1. Additional processes include:

- All employees identify new stakeholders through the bid procurement process
- The Board of Trustees identifies new partnerships through participation in the Kansas Association of Community College Trustees (KACCT)
- The William Inge Center Director identifies new stakeholders through local, area, and state theatre organizations
- The President identifies potential new donors through ICC Foundation alumni records.
- The Grant Writer identifies new grant partnerships through the grant application process.
- All employees identify new partnerships through participation in civic organizations and professional development opportunities.

Meeting the Changing Needs of Key Stakeholders

The College meets the changing needs of key stakeholders through new and improved programming and services developed in response to strategic planning, Economic Impact studies, and community surveys.

Selecting Tools, Methods, and Instruments to Assess Key Stakeholder Needs

ICC selects tools, methods, and instruments on a case-by-case basis for assessing the needs of its key stakeholders. Methods include community surveys, Census and Labor Bureau research, Economic Impact studies, and SWOT analyses.

2R3 Results for Key Stakeholder Needs

The 2013 Economic Impact Study reflects the College's impact on an important need of its local key stakeholders: economic support. See Table 4R1.4 Results and/or the Economic Impact Study reports for more specific information.

The following list include but is not limited to all of the new and/or improved programs and services developed in response to key stakeholder needs:

ICC Fab Lab: The Fab Lab was created to meet local community and business needs; the laboratory's charter requires that it serve the community. The new student organization, Innovation Club, was organized by the Fab Lab Manager, Entrepreneurial Facilitator, and the Accounting Professor to meet partner needs.

The William Inge Center and ICC Academics: Prior to AY 2013, the William Inge Center operated as a separate entity located on the Main Campus. Institutional reorganization moved the Inge Center into the role of an academic support service for the College's Fine Arts Department.

Community Bands and Choir: The College's Professor and Associate Professor of Music established a Pep Band, Concert Band, and Chorale to meet the needs of community members; zero credit hour courses allow community members to participate in these activity courses without incurring transcript hours.

Community LINKS: Workforce Development and Academic Relations developed the *LINKS* courses to meet community requests for personal enrichment classes.

Veterinary Technology Program: The College completed a capital campaign in order to establish this new CTE program meeting the needs of local and regional veterinarians for qualified technicians.

Leadership Independence: The President served as a mentor for the Independence High School's inaugural leadership program, serving the needs of high school students.

2I3 Improvements

Improvements since the 2011 Systems Portfolio

Increased Engagement with Stakeholders by Leadership: The President requires members of the Cabinet to engage in civic activities through participation in at least one (1) local organization. The College supports this activity through payment of membership fees.

Planned Improvements

The College's updated strategic plan, focused on Academic Excellence, Service Excellence, and Support Excellence, will drive future planned improvements; more complete information will be available for the upcoming CQR document.

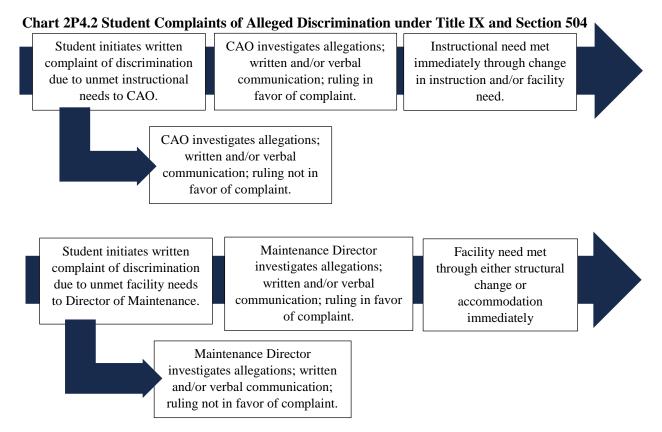
2P4 Complaint Processes

Collecting Complaint Information from Students

The College uses the same processes documented in the 2011 Systems Portfolio, 3P6.

Chart 2P4.1 Student Grade Appeal Process

Level One	L	evel Two	Level Three		
Student initiates appeal with the course instructor.	Student initiates written appeal with the Division Chair within 60 days of grade posting.	Division Chair renders decision in writing to the student with copy to CAO within 15 days of receipt of student appeal.	Student initiates written appeal with CAO.	CAO communicates decision within 15 days of receipt of student appeal.	



ICC Concern Log

grievances. The	e log	is available to	all stakeholder	s on the	· ·	nplaints, concerns, and/or e user may select from a
Chart 2P4.3 C	once	rn Log Process				
Student submits written complaint with required contact information to the Concern Log initiates a concern ticket; ticket immediately notifies IR Director through email.		ket; ticket notifies IR	IR Director responds to the student in writing through the Log within 1 business day.		IR Director assigns priority level and President's Cabinet level leader responsible to address of complaint.	
	of o	Director of IR ompiles report concern tickets or President's	Cabinet lev leader mark concern tick resolved.	ks ket	Cabinet level leader responds to student in writing within 2 business days	Cabinet level leader investigates concern with appropriate employee(s);
		binet once per semester	resorved.		through the complaint ticket.	addresses concern as appropriate.

Other Key Stakeholders

Other key stakeholders may utilize the same above process for filing a complaint through the ICC Concern Log. Key stakeholders may contact the President's Office to schedule an appointment to address an important concern face-to-face with the President and/or the Cabinet.

Learning and Acting Upon Complaint Information

Academic Affairs acts immediately on student grievances, notifying students of decisions regarding grade appeal and charges of academic dishonesty within fifteen (15) days of receipt of the student's written grievance. HR acts immediately on student grievances related to personnel, both faculty and staff. The President's Cabinet acts upon all complaints submitted to the College using the Concern Log. The Cabinet analyze concern tickets, looking for trends and/or common issues from multiple stakeholders.

Communicating Actions to Students and Other Key Stakeholders

The ICC Concern Log allows the College to communicate throughout the complaint process. Campus leaders often make an additional follow up communication through the contact information provided by the student and /or other key stakeholder.

Selecting Tools, Methods, and Instruments to Evaluate Complaint Resolution

The College uses the same program for the Concern Log as the IT and Maintenance Request ticket system. The system's administrator downloads information about tickets for analysis.

2R4 Results for Complaint Information

Table 2R41. Results for Concern Log Tickets

Category	# of Tickets	# Resolved
Campus Appearance	1	1
Personnel	3	3
Residential/Student Life	7	6
Academics	28	28
Safety	1	1
Process Improvement	5	5
Athletics	3	3
Other	12	12

2I4. Improvements

The College is not planning additional improvements to campus grievance processes at this time.

2P5. Building Collaborations and Partnerships

Selecting Partners for Collaboration

The College's processes has not changed significantly since the 2011 Systems Portfolio (9P1-4)

Building and Maintaining Partner Relationships

The College's processes has not changed significantly since the 2011 Systems Portfolio, 9P5.

Selecting Tools, Methods, and Instruments to Assess Partnership Effectiveness

The College's processes for selecting tools, methods, and instruments to assess partnership effectiveness is deficient. The Director of IR will address this deficiency within the 2014 Assessment Plan for the upcoming CQR document.

Evaluating the Degree to Which Partnerships are Effective

The College continues to use qualitative measures to evaluate the degree to which partnerships are effective, but methods are not systematic or aligned.

2R5 Results for Aligning and Building Collaborations and Partnerships

Table 2R5.1 Results for Collaborations and Partnerships

Method	Partner/Collaboration	Benefitting	
Annual Contract	Cornerstone Fitness	Current students and employees	
Annual Contract	Great Western Dining	Current students, employees, and community members	
Articulation agreements	Four year institutions	Transfer students	
Two Plus Two agreements	Four year institutions	Transfer students	
Board membership: Employee	Independence Business Resource Center	Community members, business leaders, small business owners	
Board membership: Employee	Independence Public Library's Friends of the Library	ICC Library and community library; internal and external stakeholders	
Board membership: Employee	MidAIR (regional association of the Association for Institutional Research)	Institution	

Table 2R5.1 Results for Collaborations and Partnerships

Method	Partner/Collaboration	Benefitting	
	Variety of local civic, charitable,		
	and business leader		
Board membership: Employee	organizations including but not	Institution and community	
Board membership: Employee	limited to Rotary, Lion's Club,		
	Boy Scouts, ABATE, Friends of		
	Riverside Park and Zoo, etc.		
Contract	Bluffstone	Residential students	
Federal Grant	Upward Bound	Qualifying, area high school	
r cacrar Grant	Opward Bound	students	
Federal Grant	Student Support Services	Qualifying, current students	
Mambarshin: Trustaa	Kansas Association of	Institution	
Membership: Trustee	Community College Trustees		
Membership: Institution	Chamber of Commerce	Community	

215. Improvements

Planned Improvements

Assessment Tools and Methods

The Director of Institutional Research will conduct research in best practices among peer schools for methods to assess the effectiveness of partnerships. The Director will collaborate with the Entrepreneurial Facilitator, ICC's Small Business Management program leader, and the Controller in order to pursue business models and other business/industry tools for tools and methods.

Category Three Introduction

Independence Community College's processes for *Valuing Employees* exhibit a growing maturity in processes resulting in improved results.

Processes related to recruiting and hiring employees are becoming more *systematic* as past, isolated human resource practices are *aligning* through the efforts of the College's new Director of Human Resources (HR). The Director's leadership of the action project, *Improving Employee Training Processes*, led to improvements in ICC's new employee orientation process, development of a *New Hires Survey*, and the development of a new employee needs assessment in the form of a set of "First Day" questions on the College's annual *Campus Culture Survey*. Invaluable support from the Academic Affairs Office increased the available evidence needed to demonstrate ICC's compliance with the Higher Learning Commission's faculty qualifications policy. Creation of the *Hiring and Recruiting Values Alignment Rubric* means ICC will be able to collect evidence showing its hiring and recruiting practices are directly *aligned* with its values.

The College ventured into unknown territory in 2013 with the creation of an improved annual employee evaluation tool linked directly to a merit bonus program. Peer reviewers correctly identified the relationship between ICC's lack of compensation and recognition systems, lack of processes to determine employee productivity, and employee turn-over. The ICC Board of Trustees and campus leadership acknowledged the risk associated with changing the 1-3% cost of living raise all employees received to a program that rewarded exceptional productivity with bonuses representing on average 10% of the employees yearly, gross wages, but qualitative feedback from employee surveys indicated that many felt raises should align with productivity and accountability and held the belief that management positions were the only with significant financial benefits. The Board of Trustees and the President determined to move forward, designating \$50,000 annually for the new program. These new processes have been *systematic* from the beginning; the annual evaluation process concludes with the development of an employee growth plan, that if achieved, will assist the employee in their pursuit of a merit bonus. As of May 2015, thirty-three (33) employees have received a merit bonus; no employees occupying a position categorized as "Management" by the IPEDS Human Resources Survey has been awarded a bonus.

Benefit systems at ICC are generous, but the College initiated a new benefit program during 2013: a 403(b), matching retirement fund for all employees. Employees are not limited to the amount they may invest monthly with the College matching up to 3% of the employee's monthly wages.

Employee development, while still *reactive*, is becoming more *systematic* and *aligned* through the work accomplished in the action projects, *Improving Employee Training Processes* and *Culture Improvement and Infrastructure Campaign*. The creation and implementation of a new program for prospective future leaders will further *align* employee evaluation, development, and succession processes.

Adoption of *Character First* and its implementation in ICC's recruiting, hiring, evaluating, and recognizing processes drives *alignment* between the major functions of the Human Resources Office.

It's not all been drudgery, though. Development of the *Pirates' CREW*, the sponsoring of "spontaneous events," along with the creation of a new Events Committee, whose members provide invaluable leadership for established recognition events such as the Annual Awards Banquet, the Back to School, and the Holiday Party, mean that the opportunities for promoting employee satisfaction and engagement are not only becoming increasingly *systematic* and *aligned*, but are assisting the College as it addresses morale issues identified in the 2010 administration of the *Campus Culture Survey*.

3P1 Hiring

Values

The College's recruiting and hiring processes for full time employees have not changed substantially since the 2011 Systems Portfolio. The HR Director evaluates recruiting and hiring processes using the <u>Hiring and Recruiting Values Alignment Rubric</u> to ensure alignment with the College's Core Values, <u>Character First</u> program, and Institutional Learning Outcomes as well as compliance with Title IX, Equal Employment Opportunity Commission guidelines, and the College's nepotism policy. (2.A; 3.C.6)

Orienting New Employees

The HR Director evaluated the College's New Employee Orientation processes upon hiring, directing institutional improvement activities for employee training through the action project, *Improving Processes for Effective Employee Training*.

Table 3P1.1 New Employee Orientation

Past State: One session lasting several hours, spent primarily with Payroll and HR

Intervention: Evaluation of orientation activities with printed materials replacing some of the shared information

Current State: Two shorter sessions: one session with HR, one a networking luncheon with other recent hires providing new opportunity to form relationships outside the new employee's area; topics include campus safety, strategic planning, accreditation, Character First with increased members of ICC's leadership

Past State: No information collected to determine effectiveness of orientation

Intervention: Creation of a New Hire Survey and selection of measure, *New members of the organization quickly feel a sense of belonging*, from *Campus Culture Survey*

Current State: New hires complete the New Hire Survey ~30 days after first day; new hires complete new culture survey items to determine level of satisfaction

Past State: All employees provide feedback for survey item, *New members of the organization quickly feel a sense of belonging*, from *Campus Culture Survey*, potentially skewing collected information

Intervention: Only employees self-identifying as "New employees" are directed by survey logic to this survey item and additional new questions

Current State: Information reflects the opinions of new employees and not the perceptions of all employees regarding HR practices

The College understands that skilled employees are necessary for improved delivery of services to students and desires to implement strategies in response to Commission feedback. This action project supports the institution's core value, Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.

Meeting Academic Credentialing Standards for Faculty

The College maintains high standards for academic credentialing for faculty. Faculty teaching in all locations and modalities must provide evidence of a Master's degree with eighteen (18) graduate credit hours in the field during the recruiting process. HR does not include materials from applicants without evidence of appropriate credentials for interviewing committee review. (3.C.1, 3.C.2)

Adjunct Instructors

The Chief Academic Officer (CAO), with recommendations from the full time faculty, hires the College's adjunct faculty. A review of the Human Resources' adjunct faculty files is currently underway in order to

provide evidence of compliance with the Commission's deadline of January 1, 2016. See 3I1 for planned improvements to HR practices for adjunct instructors teaching concurrent/dual credit courses. (3.C.1, 3.C.2)

Ensuring Sufficient Numbers of Faculty and Student Services Staff

The College currently employs 129 full time equivalent employees as reported in the IPEDS 2014 Data Feedback Report. IR provides comparison information from the National Community College Benchmarking Project (NCCBP) and the IPEDS Data Feedback Report to HR through the IR Annual Report to Departments; HR uses the information, along with enrollment information, to determine if the College employs sufficient numbers of faculty to carry out both classroom and non-classroom programs and adequate staff to ensure that to provide institutional and student support services. ICC encourages its full time faculty to submit proposals containing cost and enrollment information justifying the need for additional faculty; the President and Cabinet review the documentation with approved proposals presented to the Board of Trustees for authorization.

(3.C.1)

3R1. Results for Recruitment, Hiring, and Orienting Practices

The College uses the following tools to determine if practices assure effective provision for programs and services: *Campus Culture Survey*; National Community College Benchmarking Project; IPEDS Data Feedback Report, IPEDS DataCenter; *New Hire Survey*.

Table 3R1.1 New Employee Satisfaction with First Day Processes and Institutional Welcome

Campus Culture Survey		2015 <i>N</i> =17	Analysis with Action	
I quickly felt a sense of belonging as a new employee at ICC. Scale of 5	3.29	3.71	Directional improvement.	
Your First Work Day	2014	2015	Analysis with Action	
•	% Yes		ř	
Was your supervisor present on your first day?	71%	82%	Directional improvement.	
Were you given a campus tour on your first day?	64%	41%	Decline	
	% Yes			
Was your office set up properly for your first day?	50%	47%	Decline	
Was a phone with voicemail ready for your first day?	43%	29%	Decline	
Did you receive IT support information prior to or on your first day?	36%	35%	No improvement	
Were you given job expectations prior to or on your first day?	50%	71%	Directional improvement.	
Overall Impression	2014	2015	Analysis with Action	
Please rate your overall impression of ICC as a workplace on a scale of 1 to 10.	6.86	7.00	Directional improvement.	
Owarall Warkning Dating	2014	2015	Analysis with Action	
Overall Workplace Rating	% Yes		Analysis with Action	
Would you recommend ICC to others as a great place to work?	71%	56%	Decline	

The most frequent feedback regarding office set up was the lack of a technology on the first day. HR will follow up with the new Director of IT to correct this deficiency. Of particular concern is the overall workplace rating; HR will sit down with new hires during the first thirty (30) days of employment to gather additional qualitative feedback.

Table 3R1.2 Results for New Hire Survey

Survey Item for Focus during AY 2015		Score
What was your overall impression of your first few days?	(Scale of 10)	7.97
How would you rate employee friendliness in your department	(Scale of 10)	7.89
Would you recommend ICC to a future employee or student?	(% selecting Yes)	100%
Was your phone, voice and email set up upon arrival?	(% selecting No)	79%
If not then when? Open-ended	responses range: 1 day	y to 1 month
Were you given a copy of your job description and did your super		41%
expectations?	(% selecting No)	

Insights and Analysis

HR will work with the new Director of IT to increase the response time for technology set up; AY 2015 goal is for all hardware, software, and access privileges ready for the first day on the job. HR will address the importance of job description and expectations early in the new hire's employment with all supervisors.

Ensuring Sufficient Numbers of Faculty and Staff Comparison: ICC and IPEDS Peer Groups

ICC employs a comparable percentage of faculty while employing more employees in Instructional Support roles than its peers.

(3.C.1)

Table 3R1.3 ICC Employee Base and Peers

IPEDS Category	ICC <i>N</i> =129	KS CCs w/in 50 Miles, N=181	KS CCs, Rural with Headcount <5,000, N=200
Instructional Faculty/Staff	38%	39%	41%
Instructional Support	13%	2%	11%
Management	5%	8%	9%
Business/Financial Operations	2%	3%	3%
Computer/Engineering/Science	4%	2%	2%
Community Service, Legal, Arts, Media	15%	9%	10%
Healthcare	2%	1%	1%
Other	21%	37%	25%

Table 3R1.3 Ensuring Sufficient Numbers of Employees: ICC, National Cohort, and Peer Group

NCCBP	2012 Fall 2010 Median			2013 Fall 2011 Median			2014 Fall 2012 Median		
Faculty	CC	Natl	Peer	CC	Natl	Peer	CC	Natl	Peer
Average Credit Section Size	15	17	NA	15	18	16	14	17	16
Student/Faculty Ratio	12	16	NA	13	15	12	12	14	12
% Credit Hours taught by FT faculty	96%	68%	NA	69%	64%	NA	75%	66%	NA

% Sections taught by FT faculty	64%	65%	NA	60%	59%	NA	68%	58%	NA
NCCBP	2012 Fall 2010 Median			2013 Fall 2011 Median			2014 Fall 2012 Median		
Student Services Staff	ICC n=1164	Natl	Peer	ICC n=1212	Natl	Peer	ICC n=1166	Natl	Peer
Counseling and Advising	1:902	1:899	NA	1:963	1:58	1:798	1:532	1:535	1:789
Recruitment, Admissions, Registration	1:301	1:304	NA	1:321	1:337	1:297	1:354	1:381	1:332
Financial Aid	1:451	1:636	NA	1:482	1:665	1:665	1:354	1:619	1:786
Student Activities	1:902	1:1870	NA	1:963	1:1994	1:1112	1:1063	1:2126	1:2004

Insights and Analysis

The information above compares ICC's instructional services and ratio of Student Affairs staff to students. ICC's average credit section size and student-to-faculty ratio remain smaller than its peers with a higher percentage of credit hours taught by full time faculty. The College is committed to providing effective services to its students; Financial Aid staff increased by 1 FTE and Academic Advising staff increased 1 FTE in Fall 2012.

Table 3R1.4 Results for Communicating College Values

Campus Culture Survey	2010- 2012 N=199	2013 N=60	2014 N=57	2015 N=72
We have a clear set of values that are followed by staff.	2.48	2.49		
The Character First program made our values clear to the	3.05	2.85		

Insights and Analysis

No significant directional improvement; survey item updated for 2014 administration in order to collect more focused information. Initial significant directional improvement with decrease for most recent survey administration. HR and IR will conduct focus groups with employees during AY 2015 to gain insight for improvement in the CF program delivery.

Table 3R1.5 Results for Human Resources Departmental Review: New Employee Development
Departmental Review: Process Improvement Goals
Human Resources increases institutional effectiveness through employee development.
2013: HR will work to improve the data collection from new employees for the item, New members of
the organization quickly feel a sense of belonging, from Campus Culture Survey by spring 2014
administration. Collect baseline data for comparison for the 2015 administration. 2013 Target Met
2014 Measure 1: Increase rating for I quickly felt a sense of belonging as a new employee at ICC from
3.29 to 3.50 for 2015 administration. 2014 Target Met
2014 Measure 2: Increase rating for the New Hire Survey item, <i>Please rate your overall impression of</i>
ICC as a workplace on a scale of 1 to 10, from 6.86 to 7.25.
2014 Measure 3: Increase rating for Would you recommend ICC to others as a great place to work? from
71% to 75% 2014 Target Not Met
Insights and Analysis
See Table 3R1.1

311. Improvements to Recruitment, Hiring and Orienting Practices Improvements since the 2011 Systems Portfolio

Evidence that Hiring Practices are influenced by Values: While the College adopted *Character First* in AY 2010, a systematic process for collecting evidence was not developed until AY 2014. Human Resources uses the *Hiring and Recruiting Values Alignment Rubric* to ensure that all hiring and recruiting processes reflect the College's values. The current data collection is insignificant but will be included in the College's upcoming CQR document.

Ensuring Sufficient Numbers of Staff: The College increased the academic advising staff by an additional one (1) FTE during AY 2013 in order to provide additional services to students.

Planned Improvements

Hiring Processes for Faculty at Concurrent Sites: ICC recognizes the importance of quality standards in all locations; the CAO will initiate improvements in order to apply for accreditation with <u>National Alliance of Concurrent Enrollment Partnerships</u> (NACEP) in fall AY 2015.

3P2. Evaluation and Recognition

Performance Evaluation System Design

Table 3P2.1 Past and Current State of ICC's Annual Employee Evaluation Process

Past State	Insight	Intervention	Current State
Process did not reflect the College's values	Qualitative feedback needed to determine employee's application of the Character First program to their role	Additional evaluation item: List three (3) Character First traits this employee exemplifies	Increased value through qualitative feedback focused on application of character culture program
Small amount of feedback collected	Increased feedback increases validity of data collection	Feedback increased from 1 supervisor to 1 supervisor and 5 peers	
Across the board, cost of living percentage raises favored the higher paid positions Campus Culture survey qualitative information indicated that full time employees perceived merit pay increases as something accessible only to members of administration Campus Culture survey qualitative information indicated employee perception that cost of living raises were viewed as a reward for all, regardless of performance	Institutional attempts to increase feelings of collegiality and value among non-contractual employees were difficult without increased resource allocation	Commitment by the President to a rigorous evaluation system leading to awards for high performing employees, hourly and salaried.	None of the awards given to employees classified as Management by the IPEDS HR Survey

Table 3P2.1 Past and Current State of ICC's Annual Employee Evaluation Process cont.

Past State	Insight	Intervention	Current State
Process did not result in a rigorous compensation system.	Employee feedback indicated a willingness to change from cost of living raises to merit pay recognition	The Board of Trustees allocated \$50,000 for merit pay recognition	High performing employees receive a significant merit pay bonus (-7-~10% of employees gross annual wage)
Low participation by top leaders in the evaluation process	Employee recognition should start with the Board of Trustees	The Board's Chairman prepares recognition award letters for high performing employees. The President personally contacts recognized employees.	Employees receive additional praise from top leaders.
Three point scale for data collection tool; did not provide robust information for improvement.	Employees cannot advocate for personal growth without goal setting activity	Employee sets short- and long-term goals with supervisor.	Employees engaging in robust goal setting are able to advocate more successfully for inclusion in merit bonus program

Insights and Analysis

Prior to AY 2013, ICC recognized employees through the *Character First* program and its Annual Awards, but the College did not allocate fiscal resources in order to establish an employee recognition and compensation system that would promote retention, high performance, and employee satisfaction

Insights and Analysis cont.

and engagement. The HR Director developed a new annual employee evaluation format that collected information about the employee's skills, performance, and demonstration of the *Character First* character traits from the employee, supervisor, and a group of peers. Employees demonstrating exemplary performance are recommended by the President to the Board of Trustee for participation in the College's merit bonus program.

Soliciting Input and Communicating Expectations

The College solicits input for employee evaluations, communicates expectations, and recognizes exemplary performance through its annual employee evaluation process. ICC communicates expectations for job performance through the annual employee evaluation process, the Staff and Faculty Handbook, the Faculty Handbook, and the Board of Trustees Policy Handbook.

Evaluation System Alignment with Institutional Objectives

ICC's employee evaluation system aligns with the Core Value, *Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders* and through qualitative data collection about the employee's ability to model the Character First character traits (*What 3-4 character traits do you believe best describes this person?*)

Demonstration of CF character traits provides evidence of evaluation alignment with the Core Value, *Integrity: ICC holds its employees and students accountable to be honest, ethical, and transparent.*

Information collected through the question, *In what ways does this person support and/or influence the direction of ICC?* aligns with the College's Core Value, *Responsiveness: ICC looks to the future by responding to the emerging needs of its stakeholders.*

Using Institutional Evaluation Policies and Procedures for Evaluation Table 3P2.2 Evaluation Policies and Procedures

(3.C.3)

Employee Group	Policy Handbook(s)	Evaluation Method	Evaluation Timeline
Staff	Faculty and Staff Handbook Board of Trustees Policy Handbook	HR Employee Evaluation	Annual
Tenured Faculty	Faculty and Staff Handbook Board of Trustees Policy Handbook	Negotiated Agreement	Every three years
Tenure Track Faculty	Faculty and Staff Handbook Board of Trustees Policy Handbook	Electronic Portfolio of Works Classroom Observation	Annual
Part Time Faculty	Faculty and Staff Handbook Board of Trustees Policy Handbook Concurrent Handbook (if applicable)	Classroom Observation Adjunct Contract	Annual

Employee Recognition, Compensation, and Benefit Systems

The College's recognition, compensation, and benefit systems reported in 4P3 and 4P13 of the 2011 Systems Portfolio remain unchanged. New or not reported recognition, compensation, and benefit system items include:

Recognition: Years of Service Award; Character First; AQIP Extraordinary Leadership

Compensation: Merit Bonus Program

Benefit Systems

Fab Lab Membership: Employees receive a free yearly membership at the ICC Fab Lab.

Healthy Lifestyle: ICC hosts twice annual biometric health screenings at no cost to employees. The College negotiated reduced membership rates with local health clubs.

Matching 403(b) Program: Employee compensation and benefit systems increased in 2013 with a 403(b) retirement funding option for full time employees. The College matches the employee's investment, up to a value of 3% of the employee's gross salary. Full vestment occurs at the end of the fifth year.

Memberships: Employees receiving supervisor approval may utilize departmental resources for appropriate membership(s) in civic organizations.

On Campus Meals: ICC contributes 50% of the cost for meal tickets to full- and permanent part-time employees

Promoting Employee Satisfaction and Engagement

ICC promotes employee satisfaction through the recognition, compensation, and benefit Systems and expectations outlined above. The College promotes employee engagement through the following processes:

- ICC requires all employees to participate on at least one (1) Standing Committee
- ICC encourages all employees to participate with the following institutional groups: *Pirates' CREW* (See *Action Project: Culture and Infrastructure Improvement Campaign* below); Independence Community College Booster Club; Independence Community College Foundation; William Inge Foundation

- ICC encourages all employees to participate in institutional events: Athletic events; Fine Arts events; Southeast Kansas Innovation Summit; Tot Olympics
- ICC encourages all employees to engage in philanthropic endeavors through payroll deductions. Recent opportunities include: *Dancing with the Indy Stars*, an ICC Foundation's scholarship benefit; *Don Harris Golf Tournament*; *ICC Capital Campaign*, benefitting the ICC Veterinary Technology Program

3R2 Results for Evaluation and Recognition

Outcomes/Measures Tracked and Tools Utilized

ICC uses the following tools to assess evaluation and recognition: Campus Culture Survey; IPEDS Data Feedback Report; Kansas Association of Community College Business Officers (KACCBO) Kansas Community Colleges Internal Data Summary; National Community College Benchmarking Project

Benefits and Compensation

Table 3R2.1 Salary Comparison: ICC Faculty with Kansas Peers (Source: IPEDS)

Table 3R2.1 Salary Comparison: ICC Faculty with Kansas Peers (Source: IPEDS)								
	2010				2011			
CCs with 25 to 35 full		9 Month		ated 9	9 Month		Equated 9	
time instructional	Co	ntract	Month	Contract	C	ontract	Month	Contract
faculty	N	Average Salary	N	Average Salary	N	Average Salary	N	Average Salary
Allen County CC	34	41,680	34	41,680	34	42,195	34	42,195
Fort Scott CC	32	37,729	49	33,914	31	37,711	46	34,218
Labette CC	33	42,665	35	42,325	32	43,488	34	43,290
Pratt CC	33	39,170	46	38,944	31	40,115	41	39,210
Peer Group Average		40,311		39,216		40,878		39,728
ICC	27	43,263	31	41,729	26	43,662	28	42,999
Difference		+2,952		-2,513		+2,784		+3,271
		2	010			20	11	
	9 1	Month	Equ	ated 9	9 Month			ated 9
CCs within 100 miles	Co	ntract	Month	Contract	C	ontract	Month	Contract
	N	Average Salary	N	Average Salary	N	Average Salary	N	Average Salary
Allen County CC	34	41,680	34	41,680	34	42,195	34	42,195
Coffeyville CC	46	43,800	59	41,282	48	46,527	61	43,704
Fort Scott CC	32	37,729	49	33,914	31	37,711	46	34,218

Insights and Analysis

Labette CC

Difference

ICC

Neosho County CC

Peer Group Average

33

52

27

42,665

39,910

41.157

43,263

+2,160

The information illustrates the College's fiscal commitment to its employees. The most recent salary comparison information from IPEDS shows a steady wage increase for the College's faculty, with an average salary above that of faculty at peer institutions within the State of Kansas.

35

53

31

42,325

40,043

39,849

41,729

+1,880

32

53

26

43,488

39,377

41.860

43,662

+1,802

34

54

28

43,290

39,508

40.583

42,999

+2,416

Table 3R2.2 ICC Salaries, Wages, and Benefits as Part of Total FY Expenditures

Source: IPEDS	July 1, 2010 – June 31, 2011	July 1, 2011 – June 31, 2012	July 1, 2012 – June 31, 2013
Total Expenditures	13,675,282	13,433,421	13,794,191
Salaries, Wages, and Benefits, % of Total Expenditures	34%	39%	40%
Salaries and Benefits, % of Instructional Expenditures	61%	67%	67%
Salaries, Wages, and Benefits, % of Academic Support Expenditures	34%	89%	88%
Salaries, Wages, and Benefits, % of Student Services Expenditures	54%	53%	44%

Insights and Analysis

The figures show the extent of the institution's commitment to human capital: while expenditures have increased while revenues decreased, overall expenditures for salaries, wages, and benefits has increased 6% since FY 2011.

Table 3R2.3 Salary Comparison: ICC Administrative Salaries with Kansas Peers (Source: KACCBO Administrative Salary Report)

2014-2015		Kansas CCs within 100 Miles				
2014-2015	ICC	Low	Mean	High		
Chief Academic Officer	\$73,000	\$70,300	\$85,386	\$100,794		
Chief Business Officer	\$55,000	\$68,878	\$84,822	\$100,794		
Chief Student Affairs***	\$73,000	\$53,400	\$71,039	\$84,048		
Dean Continuing Education	\$50,000	\$61,817	\$79,219	\$92,500		
Chief Public Relations Officer**	\$73,000	\$39,700	\$39,936	\$40,277		
Chief Human Resources Officer	\$65,000	\$37,352	\$42,658	\$49,000		
Chief Admissions Officer	\$32,000	\$31,194	\$42,425	\$61,200		
Registrar	\$38,350	\$29,840	\$39,608	\$64,000		
Director Financial Aid	\$30,000	\$35,364	\$38,536	\$45,229		
Director Student Counseling	\$34,000	\$36,246	\$37,859	\$39,472		
Chief Information Officer**	\$71,000	\$44,751	\$62,104	\$72,410		
Director, Institutional Research	\$55,000					
Director, Library Services	\$44,000	\$28,600	\$42,336	\$53,013		
Director, Bookstore*	\$36,600	\$32,739	\$33,581	\$34,424		
Manager, Maintenance	\$41,200					

Insights and Analysis

ICC's administrative salaries are competitive when individual job responsibilities are taken into account; salaries do not take benefit packages into account.

^{*} Employees with >15 years of employment

^{**} Employee position now vacant and/or recently filled; not to be rehired with current job description

^{***} Employee fills the Chief Student Affairs and Athletic Director roles

Recognition

Table 3R2.3 Employee Satisfaction with Recognition

Campus Culture Survey	2012 <i>N</i> =58	2013 <i>N</i> =60	2014 <i>N</i> =57	2015 <i>N</i> =72
I have a strong sense of collegiality because I feel as though I am a valued member of the organization.	2.23	2.40	3.21	3.09
Good performances from staff or management receive favorable public commendation.	3.07	3.00	3.29	2.97

Insights and Analysis

Evidence of directional improvement is apparent in the data collected in the first statement in the table above. Improvements to the CF program along with consistent communication of institutional expectations through the annual review process will enable the College to recognize more employees through the merit bonus program.

Employee Retention

The College recognizes that the rate of employee departures can be related to the overall morale and satisfaction of its employee base. The information in Table 3R2.6 indicates that ICC is benefitting from the changes instituted since its last Systems Portfolio.

Table 3R2.6 Employee Satisfaction and Engagement

2012 <i>N</i> =58	2013 N=60	2014 <i>N</i> =57	2015 N=72
2.44	2.58	2.91	2.97
2.34	2.32	2.70	2.65
2.64	2.58	2.84	2.82
2.83	2.95	3.33	3.32
2.47	2.85	2.98	3.01
		48 or 84%	53 or 74%
e base ((48 of 10)2)	
e base ((53 of 10	00)	
2.66	2.83	3.19	3.13
2.55	2.47	3.07	3.10
		95%	78%
	2.44 2.34 2.64 2.83 2.47 e base (e base (2.66	N=58 N=60 2.44 2.58 2.34 2.32 2.64 2.58 2.83 2.95 2.47 2.85 e base (48 of 10 to base (53 of 10 to 2.66) 2.83	N=58 N=60 N=57 2.44 2.58 2.91 2.34 2.32 2.70 2.64 2.58 2.84 2.83 2.95 3.33 2.47 2.85 2.98 48 or 84% e base (48 of 102) e base (53 of 100) 2.66 2.83 3.19 2.55 2.47 3.07

Insights and Analysis

Employee Satisfaction: IR will develop focus group sessions with HR to determine factors in morale and develop a plan of action; focus groups will allow HR to gather information from specific groups of internal stakeholders. HR and IR will continue the culture change project assigned by the President into AY 2015 and gather information to improve employee reception of Character First.

Engagement: IR will add a new survey item to the *Campus Culture Survey* in order to collect information about employee attendance at campus events, participation in community and civic organizations, and membership in more than one Standing Committee.

3I2 Improvements

Improvements since the 2011 Systems Portfolio

ICC received a peer team rating of O in its 2011 Systems Portfolio Feedback Report for both 4R3 and 4P6. The College's response to the feedback includes Analysis of salary and benefits information using the *KACCBO Kansas Community Colleges Internal Data Summary; new annual IR Data Report for Departments: Human Resources;* increased use of direct measures from the IPEDS DataCenter; new participation in the National Community College Benchmark Project (NCCBP) in 2012; continued administration of the in-house *Campus Culture* survey; HR participation in the College's annual Departmental Review process; and HR leadership in two (2) AQIP action projects

Action Project: Culture and Infrastructure Improvement Campaign

The College initiated the Culture and Infrastructure Improvement Campaign action project in 2012 in an attempt to address employee engagement issues identified with data collected by the Council of Chairs about employee attendance at Standing Committee meetings and in the Campus Culture Survey. The Project's overarching goal was to increase the impact of Standing Committee activity, thereby strengthening the College's infrastructure in order to build a strong culture. The Project involved all employees, affecting the College's infrastructure through the evaluation of and restructuring of the Standing Committees, an employment requirement for both staff and faculty.

Project Activities AY 2012-2014

Evaluation of Standing Committees: Evaluation of this important campus infrastructure led to the following changes:

- Addition of an Outcomes Assessment Committee, an Events Committee, and a Judicial Committee
- Update to the Student Progress Committee to ensure adequate representation of student support departments
- Update to the AOIP Steering Committee to provide stability and adequate leadership representation

One Year Strategic Plan for Culture Improvement

The President charged IR and HR during AY 2012 to create a one-year strategic plan for improving the culture as part of the College's commitment to meet the recommendations of the 2012 Strategy Forum team. Goals included increased employee enthusiasm to pursue new directions, increased trust in College leadership, and an institutional culture less resistant to change and risk taking.

Table 3I2.1 HR/IR Culture Change Project

Project Goal	Activity	2014
	Events	Met
Improve employee morale	Celebrations	Met
	Book Clubs	Met
	New Employee Orientation	Met
Immuono amulanee tuainina	Quick Start Guide	Not met
Improve employee training	Video Library	Met
	Return on Investment	Not met
Increase confidence in leadership	Leadership program	Met

Insights and Analysis

Morale: Employee response to the spontaneous events activities was consistently positive. The activity extended to students and will continue during AY 2015 as We CaRE Wednesdays. The book club activity led to the successful creation of the "Pirates' CREW," a weekly opportunity for employees to network and

receive professional development. The acronym, CREW, stands for Character, Relevance, and Excellence at Work.

Training: The new video library enabled the College to eliminate annual trainings that took invaluable in service time and were routinely criticized by employees in In Service Surveys. Employees were able to complete both the FERPA and the Title IX Sexual Harassment training while at their desks; video and quiz delivery ensures records of employee compliance and reduces the College's liability risks.

Developing a return on investment form turned out to be more difficult than originally thought; HR will continue to develop a process in which employees receiving training through webinars and conference travel will "give back" through facilitation of on campus in service sessions for colleagues. The planned *Quick Start Guide* will see completion in AY 2015

Confidence in Leaders: HR understands that employee confidence levels in leaders is directly related to the perceived quality of the leadership demonstrated. HR piloted a *New Supervisor's Leadership Program*, with three employees recently promoted to mid-management Director and Coordinator positions. This project is considered a success because each of these employees' roles has expanded again since the leadership activity. This pilot will continue in the fall, expanding to training for employees identified as new or potential future department leaders through the annual employee evaluation process.

Table 3I2.2 Results for Culture and Infrastructure Campaign

	Tubic 512.2 Results for Culture and Infrastructure Cumpuign					
Metric/Measure			Target	2012 N=58	2015 N=72	Results
The organization's staff members are enthusiastic			3.50	2.83	3.32	Directional
а	nd highly	involved.	3.30	2.83	3.32	improvement
Significant teamwork and	collabora	tion exist	3.50	2.47	3.01	Directional
within	your orga	nization.	3.30	2.47 2.51	3.01	improvement
We have a clear set of values that are followed by		4.00	2.51		Item revised	
	staff.					
Character First made our values	s clear to t	he campu	s and commu	ınity.	2.85	Not met
Increase attendance at			Not met;	data colle	cted throug	gh voluntary survey
Standing Committee meetings	47%	53%	participat	ion and in	complete	with survey response
to 90% employee participation			rate repre	esenting le	ss than 100	0% of employee base
2014	4 48 employees represents 47% of the total employee base (48 of 102)			base (48 of 102)		
2015	2015 53 employees represents 53% of the total employee base (53 of 100)			base (53 of 100)		
Voluntary leadership of one Acti	on Projec	t	Goal met			
Assessment measure for Standing	Assessment measure for Standing Committees					
· · · · · · · · · · · · · · · · · · ·						

Insights and Analysis

Enthusiasm, Teamwork and Collaboration: While the project did not meet its targets, the survey item increased 0.43 overall when analyzed over time. Likewise, directional improvement of 0.40 is evidenced for the item collecting information about teamwork and collaboration.

Values and Character First (CF): HR will continue to collect employee feedback about CF. Embracing a character program and attempting to change a culture is not an easy task; programs that influence employee soft skills, when successful, increase morale and clearly demonstrate the institution's values. The College will continue to collect data to analyze its effectiveness.

Attendance at Standing Committee Meetings: HR and the President will address the evidence of low participation in Standing Committees with the College's Cabinet level supervisors.

Assessment Measure: IR will address this with a pilot project with full implement for the 2017-2019 Assessment Plan.

3P3. Development

Providing and Supporting Regular Employee Development

ICC's processes for providing regular employee development have not changed significantly since the 2011 Systems Portfolio, see 4P9. HR and the Professional Development Committee collaborate to prepare employee development activities that meet institutional needs and the needs of staff; the CAO and Faculty Development Committee collaborate to prepare employee development activities that meet the needs of faculty, both full- and part-time.

(3.C.4, 5.A.4)

Ensuring Instructors Remain Current

Specific language governs the processes for the professional development of the College's full-time faculty.

Professional Leave as a Method for Advancing Across the Salary Schedule

(3.C.4)

Professional leave may be granted for Faculty to attend professional conferences, meetings of educational significance, or matters pertaining to school business, including KACC and KNEA convention days.

Method of Advancing Across the Salary Schedule:

The procedure for advancing across the salary schedule is as follows:

- 1. Degree in field
- 2. Additional courses in field
- 3. Approved courses or professional activities

Provision of Funds for Faculty Development

(3.C.4)

The Board of Trustees designates \$6,000 each year to be administered at the direction of the Chief Academic Officer for the purpose of providing faculty development opportunities for the Faculty Members of the College. The Board of Trustees designates an additional \$6,000 to be administered by the Faculty Development Committee for similar purposes. The faculty development program will not be associated with evaluation, except in those instances when it is used to assist Faculty Members in addressing deficiencies identified through the student, administrative, self, or performance evaluation processes. The Chief Academic Officer and the Faculty Development Committee, using funds herein provided and to the extent that budget monies are available, shall provide development opportunities to any Faculty Member whose performance is appraised as less than satisfactory.

In addition to approving expenditures for individual faculty development activities, the Faculty Development Committee shall work with the administration and/or any existing professional development committees or task forces in planning group in-service/development group activities for the college.

Supporting Student Support Staff Development

The College supports student affairs and institutional support staff development through:

- Fiscal resources to be used at department level supervisor's discretion
- New Supervisors' Training
- Pirates' CREW

• In Service (3.C.6)

Aligning Development Activities with Institutional Objectives

ICC aligns development activities with the institutional objectives outlined in the faculty's negotiated agreement and the mission, vision, and Core Values. The College's processes for collecting information that provides evidence is not robust and is addressed in the *Improvements* section below.

3R3 Results for Development

Table 3R3.1 Employee Satisfaction and Engagement

Campus Culture Survey	2012 N=58	2013 N=60	2014 N=57	2015 N=72
Staff members view their own professional development as critical.	2.83	3.20		
I view my professional development as critical to my growth.			3.93	3.96

My supervisor and I worked together to create a performance development plan for my growth during my annual performance review.

	2014	2015
No, I do not have a plan for performance development.	31 of 56 or 55%	37 of 72 or 51%

Insights and Analysis

The Campus Culture's professional development survey item changed in 2014 to ensure that the respondent's focus was his/her own attitude toward professional development and not an opinion of what the respondent believed colleagues thought about development. The item's mean score increased indicating that employees do view their development as important.

The annual Employee Evaluation concludes with the development of a one year plan for employee growth through short- and long-term goals. The evaluation process applies to the College's ~76 staff only as faculty evaluation processes are protected by the faculty contract. Data shows that greater than half of the respondents did not construct an improvement plan; HR will continue to work with supervisors to increase staff participation in professional growth activities to 100%.

Table 3R3.2 Results for The President's Office

Departmental Review: Process Improvement Goals

The President's Office improves institutional effectiveness through employee development..

2014: The President will select appropriate employees for participation in *Leadership Independence*; employees to be presented to the Board of Trustees following program completion.

2014: Target Met

The President's Office encourages employee achievement, dedication, and work ethic.

The President encourages employee achievement, dedication, and work ethic through the annual Performance Recognition process that incorporates individual employee performance review, along with respective supervisor recommendation for recognition, and culminates with a one-time performance recognition bonus.

2013: Target Met, 2014: Target Met

3I3 Improvements for Development

Improvements since the 2011 Systems Portfolio

Character First Program: ICC recognizes that CF is powerful tool for communicating institutional values. Employee attendance at CF meetings was not consistent; the College incorporated CF activities in the agenda of Standing Committee meetings, increasing the impact of CF.

Video Library of Annual Employee Trainings: HR partnered with a variety of departments to create a video library of annual employee trainings. Qualitative feedback from employees indicated a dissatisfaction with in service time spent in trainings that were repeated each fall. The library, originally created in *Angel*, will transition to *Canvas* during AY 2015.

Future Improvements

Improved Data Collection Processes: The College will evaluate budgeting lines in order to collect information for the NCCBP professional development expenditures data measure.

Development of a process to determine alignment of mission, vision, and values with development objectives

Expanded Leadership Program: HR will build on the pilot leadership program's success with an expanded program for employees identified as emerging leaders through the annual evaluation process.

Category Four Planning and Leading

The College's processes for Planning and Leading are primarily *reactive* but with evidence that improved infrastructure and process creation are becoming more *aligned* and *systematic*.

Strategic Planning, including processes for reviewing the mission, vision, and values, was stagnant for several years; ICC was without a published strategic plan with the submission of the 2011 Systems Portfolio. Since then, the College launched the action project, *Development of a Strategic Planning Process*, where Commission feedback was addressed through internal and external stakeholder collaboration to create the 2012-2017 Strategic Plan under the leadership of the College's new President; strategic planning processes are more systematic due to the annual review process by the appointed Strategic Plan Review Committee and the ICC Board of Trustees. Goal creation is aligned with the mission and vision focusing on academic excellence while ensuring that planning reflects the best interest in the community and region we serve.

The College benefits from long-term leadership: prior to the hiring of the current President in July 2011, the College's top administrative position was filled by two (2) full time and one (1) interim leader during the previous six (6) academic years. Beginning his fifth year in AY 2015, continued leadership at the top level is causing institutional processes to become more *systematic* and *aligned*; no greater evidence of this is available than the dramatic financial processes that resulted in zero (0) audit findings after several years with more than ten (10) findings annually. (For more information see 4P4, Integrity)

Improved institutional use of data for decision-making and planning began in January of 2012 with an organizational restructuring initiated by the new President. With this organization, the Office of Institutional Effectiveness and Retention was renamed the Office of Institutional Research; supervision of the IR Director moved from the Dean of Instruction to the President, resulting in a more *systematic* use of data collected for decision-making.

Other significant changes resulting in improved processes that support sound and effective leadership that focuses on institutional ability to act in accordance with its mission, vision and values include:

- Separation of the Human Resource Office from Financial Affairs
- Presidential support for creation of a more robust annual employee review process with merit bonus program: ICC's President refused a pay increase during the 2013 budgeting process in order to ensure adequate funds for the merit bonus program for employees
- Increased participation by the President with the Kansas Board of Regents and the Kansas Association of Community College Trustees (KACCT)
- Increased federal compliance including *Student Right to Know* and Higher Learning Commission student success and completion requirements

Finally, while integrity was important to the College and its internal stakeholders, processes for ensuring that institutional actions were more than *reactive* were limited. Improved policies and training for FERPA, creation for new departmental ethical codes and guidelines, and improved communication processes including annual updating to *Student Right to Know* reports means that institutional actions are increasingly *systematic* and *aligned*, giving the College much needed evidence that correct oversight responsibilities exist, open communicate occurs regularly between internal and external stakeholders, and adherence to a policy governance model by the Board of Trustees establishes appropriate board-institutional relationships.

Developing, Deploying, and Reviewing the Mission, Vision, and Values

The College reviewed its mission, vision, and values statements as part of the AY 2011 strategic planning process. The Mission and Vision Subcommittee, comprised of thirteen (13) internal and external stakeholders, met over a period of eight (8) weeks; final iterations of the statements were voted on by the general strategic planning committee, a membership of sixty-five (65) staff, faculty, administrators, students, community members, and Trustees. The President presented the approved statements as part of the 2012 Strategic Plan; the statements were adopted during the spring semester of AY 2011.

(1.A.1, 1.D.2, 1.D.3)

Chart 4P1.1 Process for Mission, Vision, and Value Statement Development

Mission/Vision (MV) Subcommittee reviewed the mission and vision.

MV solicited feedback from the College's employee base for the revised statements.

MV reviewed employee feedback; revising statements as determined.

MV submits final statements to the Strategic Planning Committee for approval.

Strategic Planning Committee approves statements, sending to Board of Trustees for approval as part of the 2012 Strategic Plan

Strategic Planning Committee denies statements, sending statements back to Mission/Vision Subcommittee for revision.

Trustees approves statements as part of the plan.

Trustees denies approval of the plan.

2012 Mission, Vision, and Value 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.

The resulting language shows clearly that the institution's educational responsibilities take primacy over other purposes while recognizing a responsibility to respond to the needs of its external constituencies as its mission and capacity allow.

(1.D.2, 1.D.3)

The College reviews the 2012 mission, vision, and value statements annually. The President appoints a Review Committee to identify needed modifications and presents those recommendations to the Board of Trustees in a public, special meeting. The Trustees use as many meetings as are necessary to adequately

review the recommendations, and as the campus' leadership, take the mission and vision particularly seriously. The Trustees reviewed the statements, soliciting qualitative feedback, and reapproved the current mission and vision statements with no changes as part of the 2014 review of the Strategic Plan. (1.A.1)

Ensuring Institutional Actions that Reflect Commitment to Values

ICC ensures institutional actions reflect a commitment to its values through review and revision of institutional documents including the Academic Catalog, Staff and Faculty Handbook, Faculty Handbook, and Student Handbook. The Board of Trustees reviews the *Board Policy Handbook* annually, with revisions made on an ongoing basis. ICC's policy governance model ensures that institutional actions reflect commitment to its values. The College's process for adding new or revising existing policies and/or procedures requires review by multiple campus bodies before approval by the Board of Trustees.

Chart 4P1.2 Process for Revising Policies or Procedures

Employee/body submits a request for a new or revised policy or procedure to the Council of Chairs.

Council of Chairs reviews proposal, and refers Council of Chairs reviews and denies proposal. the proposal to the appropriate Standing Committee or President. Standing Committee approves proposal, Standing Committee denies proposal sending to Council of Chairs for referral to President. President, in consultation with the Cabinet or President, in consultation with the Cabinet or Council of Chairs approves recommendation, Council of Chairs denies recommendation. sending to Board of Trustees. The Board of Trustees approves the new or The Board of Trustees denies the new or revised policy with a majority vote after two revised policy with a majority vote after two readings at a public meeting. readings at a public meeting.

Communicating the Mission, Vision, and Values

ICC communicates the mission, vision, and values through a variety of documents and modalities:

2012-2017 Strategic Plan College Website

2012-2017 Strategic Plan Executive Summary Staff and Faculty Handbook

College Catalog Student Handbook

The ICC Board of Trustees implemented a policy requiring the reading of the mission and vision statements at the beginning of every public meeting. The mission and vision document, the 2015-2015 Strategic Plan, reflects the College's emphasis on the various aspects of its mission. (1.B.1, 1.B.2, 1.B.3)

Ensuring Consistency of Academic Programs and Services with the Institution's Mission

The following institutional processes ensure consistency of academic programs and services with the ICC Mission, specifically *Independence Community College serves the best interests of students and the community by providing academic excellence*: Academic Program Review; Departmental Review (See Self Assessment Guide, Item 1.3)

(1.A.2, 1.D.1, 1.D.3)

Proposals for new programs require alignment with the College's mission and vision; Board of Trustee approval is granted only when new programs advance the College's efforts to provide academic excellence, cultural enrichment, and/or economic development. (1.A.2, 1.B.3)

Allocating Resources to Advance Mission, Vision, and Values

ICC's processes for ensuring that evidence of a relationship between resource allocation and mission, vision, and values are not robust. The College's Trustees, President, and Cabinet integrate mission, vision, and values with budgeting processes; current survey information, specifically IPEDS, may not supply the College with accurate documentation; the College's new Controller is currently engaged in the creation of a crosswalk between budget lines and IPEDS reporting categories in order to ensure that reporting provides accurate information for decision-making.

(1.A.3)

The College allocates resources in order to serve the public and meet its public obligation through physical and financial support for the following departments and facilities:

ICC West: The College's West Campus provides an attractive setting for many public functions and at no cost to civic organizations. Additionally, ICC West is devoted exclusively to academic programming in support of community need: career and technology programs, workforce training, and the Adult Education/GED Center.

William Inge Center for the Arts: The William Inge Center, located on the ICC Main Campus, provides cultural enrichment opportunities to both internal and external stakeholders.

Fab Lab ICC: The Fab Lab, located on the ICC Main Campus, exists to provide support to both the public and internal stakeholders. Described as "one of fewer than 200 MIT chartered Fab Labs in more than 27 countries and the first such Fab Lab within a Kansas community college," the facility's international charter is dependent upon provision of services to the public.

Civic Engagement: The College supports the community. Sponsoring events such as: (1.D.1)

- William Inge Theatre Festival, the State of Kansas' Official Theatre Festival
- Leadership Independence and First Leadership of Indy, Independence High School's student leadership program
- Express Personnel's Refresh Leadership simulcast event for area business leaders
- Chamber of Commerce *After Hours* events
- ICC Foundation's *Dancing with the Indy Stars* charitable event
- Tot Olympics, an annual recreation event for elementary school children with special needs
- Independence Summer Children's Theatre Program
- SEK Innovation Summit

The College participates in an economic impact study approximately every five (5) years in order to determine its level of support to the community and region. (1.D.1)

4R1 Results for Mission and Vision

Outcomes, Measures and Tools Utilized

The College uses the following outcomes, measures, and tools for gathering information about Mission and Vision: *IPEDS Data Feedback Report: Core expenses per FTE enrollment, by function; 2013 Economic Impact Study;* and the *Community LINKS Survey*

Results for Ensuring Consistency of Academic Programs and Services with the Institution's Mission The College's programs, student support services and enrollment profile are consistent with its stated mission.

Table 4R1.1 Alignment of Programs and Services with Mission

(1.A.2, 1.D.1)

table 4K1.1 Augmnent of Frograms and Services with Mission (1.A.2, 1.D.1)					
	"Independence Community College serves the best interests of students and the community by providing academic excellence"				
Academic	Transfer and terminal to meet the needs of degree-seeking students and the needs of				
Programs	students wishing to enter the workforce with specific skills and qualifications.				
Services	Academic Advising; Academic Library; Co-curricular activities: Innovation Club, Phi Theta Kappa, Speech and Debate Club; <i>College Success</i> , an FYE course; Computer labs; Concurrent and dual credit courses; Fab Lab; Remedial Education; Student Support Services; The Tutoring Center				
	"while promoting Cultural Enrichment"				
Academic					
Programs	Art Education, English, Foreign Languages, History, Music, and Theatre				
с .	24 Hour Plays; Community 24 Hour Plays; High School 24 Hour Plays; Astra Arts				
Services	<u>Festival;</u>				
	Astra Arts Festival; Co-curricular activities: Chorale, Ensemble, Community Band,				
	Pep Band; Guest Artist Residencies; Playwriting Residency; Playwrights in the				
	Schools; High School Inge Scene Acting Competition; Independence Summer				
	Children's Theatre; Youth Theatre Studio; Otis Guernsey New Voices Award; William				
	Inge Center for the Arts; William Inge Collection; William Inge Theatre Festival				
	" and Economic Development."				
Academic	A.A.S. and Certificate Program: Cosmetology, Emergency Medical Technician, Long				
Programs	Term Care, Successful Entrepreneur, Veterinary Technology				
	Co-curricular activities: Innovation Club, Student Chapter National Association of				
Services	Veterinary Technicians in America, Christian Veterinary Mission; Fab Lab				
	Memberships				
L	*				

Alignment of Enrollment Profile with Mission

Chart 4R1.2 ICC's Enrollment Profile Consistency with Mission (Source: IPEDS Fall Enrollment)

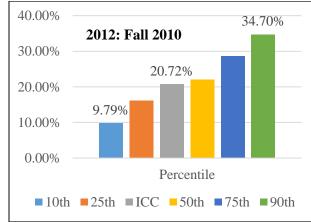
Chart 4K1.2 ICC's Embinicht Frome Consistency with Mission (Source, II EDS Fun Embune)					
AY 2012, 2013, 2014	Percentage of Total				
<i>N</i> =3,142	(Figures reflect a Duplicated Headcount)				
Students Residing in in the Taxing District	40%				
Students Residing In State	84%				
Degree Seeking Students	63%				
Non-degree Seeking Students	37%				
Transfer-in Students	7%				
Concurrent or dual credit High School students	28%				
First Time College Students	28%				
Traditionally Aged Students (ages 18-24)	56%				
Adult Learners (ages 25 and older)	18%				

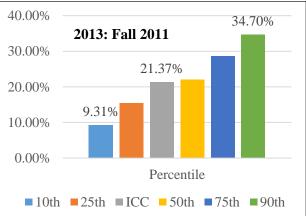
Insights and Analysis

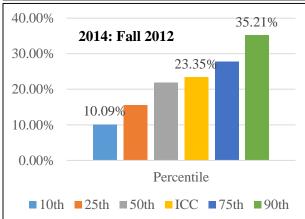
ICC's enrollment profile is consistent with its role as a community college and its mission to provide academic excellence to its students and community. The student body is primarily composed of students residing within the State of Kansas with a low percentage of transfer-in students. (1.A.2)







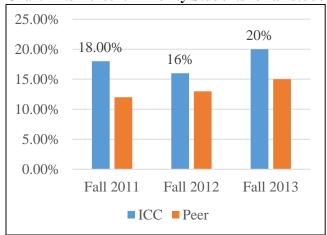




Insights and Analysis

The College's ranking for the total number of service area high school graduates who enroll at as first time college students for the subsequent fall semester has risen steadily since the fall of AY 2010. This data may reflect a variety of enrollment decision variables including economical costs, high percentage of financial aid awards, and student satisfaction with prior academic experiences; all are indicators of ICC's commitment to mission.

Chart 4R.3 Percent Minority Students for all students enrolled (Source: IPEDS)

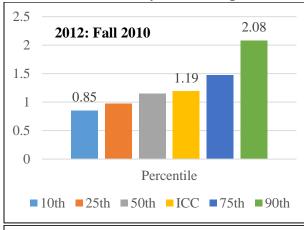


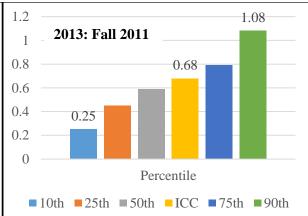
Insights and Analysis

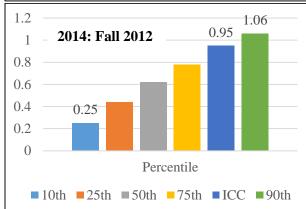
IPEDS fall enrollment data for AY 2011 through 2013 show the increasing diversity of ICC's student body when compared to its Kansas Community College peer group.

(1.A.2)

Chart Set 4R.4 Minority Student/Population Ratio (Source: NCCBP)





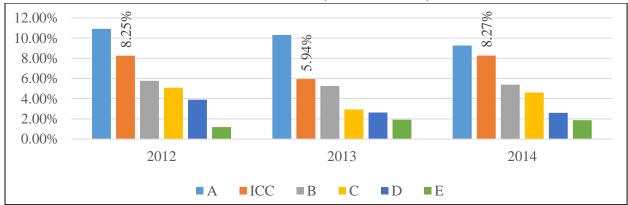


Insights and Analysis

As a community college, ICC is committed to serving minority students as indicated by the student body diversity when compared with the Service Area population. (1.A.2)

Data Calculation: % minority credit students/minority population in %

Chart 4R1.5 Market Penetration: Credit Students (Source: NCCBP)



Insights and Analysis

The College's market penetration data for the 2012, 2013, and 2014 NCCBP administrations are among the highest when compared to its peer group (Single campus, Rural, Fall Headcount 1000-3000) indicating that its enrollment profile is consistent with its mission to serve its service area population. (1.A.2)

Data Calculation: Unduplicated headcount/{{service population}}

The following executive decisions reflects the College's understanding of its role as a public institution and its primary responsibility as provider of academic excellence:

Closing of *The Pirate Cove*: The College originally opened *The Pirate Cove*, an on-site daycare facility for two primary reasons: a support service for students with children and a laboratory facility for students enrolled in the Early Childhood Education program. After more than five (5) years of operation, the facility was underutilized by both the Early Childhood Education program and by students with children. Additionally, the facility was intended to become financially self-sustaining, and when it became apparent that the service was not serving the College's two stakeholder groups, was still dependent on the College's general fund for support and was diverting money away from higher priority educational needs, the Board of Trustees made the unpopular decision in 2012 to close the facility. The College converted this main campus facility to a "clubhouse" facility for residential students in response to student satisfaction survey information and student retention: Noel Levitz Student Satisfaction Inventory: *It is an enjoyable experience to be a student on this campus*; and Graduate Exit Survey: *Please rate the following services: Student Activities*

Creation of *Community LINKS* **programming**: The College's Academic Affairs launched *Community LINKS*, zero credit hour, personal enrichment classes, during AY 2014 to meet an identified community need. The chart below show the increase in enrollment by community members in personal enrichment classes through the addition of these new courses.



Chart 4R1.6 Effect of Community LINKS on Community Member Enrollment

Table 4R1.3 Student Satisfaction with Community LINKS Programming (N=84)

Survey Item Scale of 5	Mean
The instructor is well organized, on time and prepared for class.	4.77
The instructor demonstrates respect for students as individuals.	4.95
The instructor communicates effectively.	4.86
The instructor asks questions, and encourages student participation.	4.83
The instructor increased my interest in learning more about the subject area.	4.76
I would recommend this instructor to other students.	4.90
I would recommend this course to someone who wants to learn about the subject we studied.	4.88
I learned from this class and feel that I benefitted from taking it.	4.86

Insights and Analysis

Students appear to be satisfied with ICC's *Community LINKS* personal enrichment classes. The student survey asks participants to recommend new instructors and course topics; the Coordinator of Workforce Development and Academic Relations uses this feedback to design future course offerings.

Results for Allocating Resources to Advance the College's Mission and Vision Table 4R1.4 IPEDS Data Feedback Report: Core Expenses per FTE Enrollment, by Function, % of Reported Core Expenses

	Academic Support		Instruction		Student Services	
	ICC	Natl Peer	ICC	Natl Peer	ICC	Natl Peer
FY 2011	8%	8%	24%	47%	18%	13%
FY 2012	8%	9%	23%	47%	19%	13%
FY 2013	8%	9%	24%	49%	22%	14%

Insights and Analysis

The Controller is currently evaluating budget line alignment with IPEDS reporting categories to determine if spending for Instruction is significantly less than what peers allocate or if the difference is due to reporting. For more information, see Category 5: *Chart 5P2.6 Budget Expenditure Composition*,

Table 4R1.4 Results for EMSI 2012 Economic Impact Study

(1.D.1)

(1121)				
Supporting Community through Payroll and Staff				
FY 2011-2012 Net Impact of Payroll and Exp	penditures to Region	\$4.7 million		
Return on Investment for Taxpayers	vestment for Students			
Average annual return on investment = 2.2%	Average annual re	turn on investment = 19.2%		
\$1.30 for every \$1.00 invested by taxpayers	\$5.90 for every \$1 in	nvested by students		
Job Equivalents based on Income				
Effect of College Operations		128 job equivalents		
Effect of Student Productivity		740 job equivalents		
Overall Added Income Created by ICC and its Students		872 job equivalents		
Effect of Worker Productivity		\$26.9 million		
Income Created by IC	CC in FY 2011-2012			
Effect of Student Spending		\$149.6 thousand		
Effect of Former ICC Students on the Regional Economy		\$26.9 million		
	Total Effect	\$31.7 million		
Insights and Analysis The EI Study clearly illustrates that the College benefits the public good.				

4P2 Strategic Planning

Engaging Internal and External Stakeholders

4P2.1 Process for Engaging Internal and External Stakeholders in the 2012 Strategic Plan

(5.C.3)

President solicits recommendations	President invites all	President invites external stakeholders to participate using the following methods:
from employees	students,	Targeted invitations to specific community members with a
for two co-	employees,	range of viewpoints, i.e. local homemakers, business owners,
facilitators,	and	General invitation through written communication to local
inviting one	Trustees, to	civic organizations including but not limited to the Chamber
member of staff	participate	of Commerce, Rotary Club, Lion's Club
and one member	on one or	General invitation to educational professionals employed
of faculty to chair	more of the	with the Independence school district through the
the general	sub-	Superintendent of Schools
Strategic	committees.	General invitation during personal presentation, one per week
Planning		for four weeks, to members of local civic organizations.
Committee		

Aligning Operations with Mission, Vision, and Values

The College's success in this area is modest. Because institutional assessment processes, including assessment of student learning, are still at an early stage, the data set that would be used to comprehensively link various processes with student learning outcomes is insignificant in size and does not yet drive many of our decisions. ICC recognizes the need to improve, making the following improvements to this end:

Purchase of Tk20's *Campus Wide*: Prior to AY 2013, the College made minimal resource investments in infrastructure to support decision-making aligned with the assessment of student learning. This purchase enables ICC to use learning outcomes and process improvement data to drive decision-making in support of academic excellence.

(5.C.2)

2014-2016 Assessment Plan: Prior to the spring semester of AY 2014, the College's assessment processes were not institution-wide; the creation of the Outcomes Assessment Committee and the 2014-2016 Assessment Plan ensures that assessment is not sporadic nor limited to individual areas and bodies, making assessment a more significant driver for decision-making. (5.C.2)

Pilot of The IDEA Center's *Student Ratings of Instruction* **Survey**: Prior to the fall of AY 2014, the information gathered by the IR Office using the in-house *Student Reaction to Instruction* survey was confidential to the faculty as part of the negotiated contract. The full-time faculty, through its Association, waived its rights to confidentiality for the AY 2014 fall semester and agreed to pilot the survey giving the institution its first sets of student satisfaction information for institutional decision-making. (5.C.2)

AY 2015 Revision of the Strategic Plan: The ICC Board recognized that the 2012 Strategic Plan was neither strategic nor directly aligned with budgeting processes. Implementation of *CampusWide's* strategic planning module will enable departmental leaders to clearly align spending with strategic planning, mission, vision, and values.

(5.C.2)

Aligning Efforts across Departments, Divisions, and Colleges for Optimum Effectiveness

ICC enables involvement by administration, faculty, and staff in setting academic requirements, policy and processes through infrastructure and the Strategic Plan. Infrastructure that allows the College to align academic decision-making efforts across departments and divisions is contained within the Standing Committee structure, specifically the Academic Council, the President's Cabinet, and the Outcomes Assessment Committee. While not a policy-setting body, the Outcomes Assessment Committee collaborates to drive important institutional assessment processes.

The Academic Council deals with the academic affairs and concerns of the College. The Council is responsible for 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; and 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. Its voting membership represents every Academic Division (one representative for every three full-time faculty members of the Division); the Library Director; the CAO and three selected staff; and the Vice President for Student Affairs/Athletic and one coach. 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. (5.B.3)

The President's Cabinet represents all areas of the campus and collaborates to create policies and processes that advance the mission, vision, values, and Strategic Plan. (5.B.3)

ICC does not currently include students in the setting of academic requirements, policy, and processes; student involvement will increase through the inclusion of co-curricular activities in the 2014-2016 Assessment Plan.

Capitalizing on Opportunities and Strengths While Countering Weaknesses and Threats

The ICC Strategic Plan's content reflects the results of SWOT analyses conducted by each of the general strategic planning committee's subcommittees.

Table 4P2.1 Results for Strategic Planning Subcommittee SWOT Analyses (5.C.4, 5C.5)

	Strength	Weakness	Opportunity	Threat
Funding for professional development of faculty		X		
Academic program creation and revision		X		
Student Learning Outcomes Assessment				X
Communication with stakeholders		X		
Relationships with area organizations	X			
Collaborations with external stakeholders			X	
Improved marketing			X	
Improved infrastructure		X		
Increase facility capacity for student use				X
Facility maintenance and improvement				X
Small campus environment	X			
Decreasing enrollment				X
Declining service area high school enrollment				X
Low student retention rates				X
Insufficient fiscal resource streams				X
Decreasing revenue from State sources	_			X
Decrease dependence on local taxpayers			X	

Creating and Implementing Strategies and Action Plans

ICC recognizes that allocating resources in alignment with its mission and priorities is not a strength within it's planning processes. Historically, College leaders did not take budgeting into consideration when constructing a strategic plan, and strategic planning processes did not appear to influence budget creation. Further complicating the College's ability to understand current capacity as a means to project its ability to successfully achieve future strategic initiatives are its processes for documenting expenditures. In order to improve its ability to connect spending with mission and vision, the Controller is engaging in the

- Creation of a crosswalk between the annual audit, internal budget lines, and IPEDS reporting
- Improved process for increasing financial reserves: Prior to AY 2014, the College did not have a systematic process for allocating monies into reserves resulting in a decreased ability to counteract the impact of changing revenue streams. ICC implemented an improved process in 2014 whereby 8% of the monies in the general fund is placed into the reserves, thereby countering the impact of potential threats. Process improvement in this area of operations is vital because the College's revenue is trifold: local taxation, state support, and revenue from students. All three streams may be affected by changes outside the institutional control with resulting implications to the College's ability to support planning, mission, and vision. Compounding this potential threat to fiscal resources is the local and state annual processes for budgeting, making it difficult for College leaders to commit to multi-year projects without the ability to depend on long-range funding commitments from local taxpayers and State budgets.

4R2 Results for Strategic Planning

Table 4R2.1 Strategic Planning Committee Membership

Member Type	#
Community Member	6
Employee	31 or ~28% of employee base
Student	4 or <1% of student body
Trustee	2 or 33% of Board membership

Insights and Analysis

While the President made a concentrated effort to solicit participation from ICC's key stakeholder groups, less than 50% of each group participated in this important activity. A decision by the ICC's administration to not survey the general community due to constrained resources, both fiscal and time, meant community input was limited, but the information gained was from engaged, informed external stakeholders. Lessons learned from the 2012 Strategic Plan include:

Strategic planning requires the input of the entire campus: The College will use Tk20's *CampusWide* strategic planning module to push the AY 2015 revision of the strategic plan to all departments, increasing employee participation to 100%.

Students may be hesitant to participate alongside employees and other adults. While four (4) students volunteered to participate on subcommittees, only one student participated throughout the entire process. The College will invite students to give feedback for the AY 2015 revision of the strategic plan but student participation will occur in the form of focus groups comprised of students with like interests, i.e. members of Phi Theta Kappa, Speech and Debate Club, sports teams, adult students enrolled in CTE programming, etc.

The Commission's Criterion contains language stating that members of governing bodies are responsible for ensuring that institutional actions reflect mission and vision, but are to delegate the day-to-day management of the institution to the administration and the overseeing of academic matters to faculty (2.C.4) The ICC Board of Trustees will retain approval rights for the highest level of the AY 2015 revision of the Strategic Plan; the operational and budgeting decisions will be made by the institution's administration, faculty, and staff.

Participation by local educators should not be limited to the local school district. ICC will invite educators from all of the schools served to participate in the construction of the next strategic plan.

Results for the 2012 Strategic Plan: A working copy of the <u>2012-2017 Strategic Plan</u> is available for review.

Results for Aligning Efforts across Departments and Divisions for Optimum Effectiveness 2013 Realignment of the William Inge Center for the Arts with the ICC Fine Arts Division

Prior to AY 2013, the College's Fine Arts Division and the William Inge Center functioned as separate entities with little incentive to collaboratively support the mission and vision. The Board of Trustees, following the recommendation of the President and the Cabinet, integrated the William Inge Center within the Fine Arts Division. This new collaboration ensures that the Center's fiscal resources are aligned with academic priorities and that its activities contribute to an effective structure that supports the College's mission, specifically the best interests of students and the community by providing academic excellence while promoting cultural enrichment.

Results for Capitalizing on Opportunities and Strengths While Countering Weaknesses and Threats ICC Fab Lab: The College identified the current CADD/drafting and engineering program laboratory as an underutilized facility, a result of under-equipping due to the increasing cost of equipment and technology. ICC's Entrepreneur Facilitator, a member of the Independence Business Resource Center,

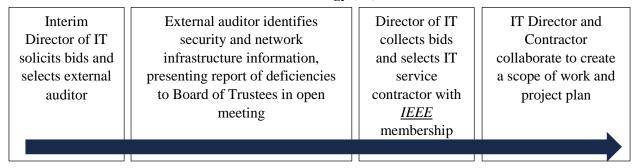
recognizing the needs of local small business owners for access to tools for creating prototypes and other items, proposed a facility conversion to a fabrication laboratory (fab lab) affiliated with *Fab Lab International*, a global network of labs. A successful grant award from the Kauffman Foundation with matching funds from a local, private donor provided initial funding for equipment and technology. ICC Fab Lab allows both students and community members' access to new technology, accommodating the local industrial demographic shift toward smaller entrepreneurs. In this case, a single project provided cutting edge technology, satisfied new demographic demands, and provided access for ICC's student body to a global network of people working on the same types of projects. (5.B.3, 5.C.1, 5.C.2, 5.C.4, 5.C.5)

Meeting Recruiting Needs through Privatized Housing: The College identified decreasing enrollment and the need for academic program growth during the creation of the 2012 Strategic Plan. Additional public information about the expansion of residential housing at a community college less than twenty (20) miles away elevated the need for additional housing to a threat level for ICC's ability to recruit increased numbers of students for program growth. Realizing that the institution couldn't afford a *build it and they will come* approach, the College's Board of Trustees researched private providers of residential living space for college campuses and voted to enter into an agreement with *Bluffstone*, a private company "specializ(ing) in delivering upscale student-centric living environments to smaller colleges and universities." The new agreement between ICC and Bluffstone should assist the College in its efforts to deliver quality support services within the limitations of constrained fiscal resources. (5.C.1, 5.C.3, 5.C.4)

Results for Creating and Implementing Strategies and Action Plans

2014 Information Technology Audit: The College recognizes the importance of planning that anticipates emerging factors in support areas such as information technology and, in the spring of AY 2014, invested \$10,000 in an audit of its IT infrastructure by an external entity. (5.C.5)

Chart 4R2.1 Process for 2014 Information Technology (IT) Audit



For more information about the IT Strategic Action Plan, see 5P2 Resource Management.

4I2 Improvements for Strategic Planning

The College's processes for identifying emerging factors and trends and capitalizing on opportunities and strengths while countering weaknesses and threats are not robust. The following improvements are planned for implementation:

Environmental Scanning: ICC's Institutional Research will conduct basic environmental scanning including but not limited to research of census data and will pilot an initiative to incorporate research of trends with other departments for use in strategic planning.

Focused SWOT Analyses: The College recognizes that information quality is directly related to the source of the information. Future SWOT analyses will include targeted information sources including but not limited to:

- Local financial experts: Information on anticipated fiscal needs of the ICC service area, its businesses, and its constituents
- Local legal experts: Information on anticipated changes to local, state, and federal statutes and regulations that may affect the College's operations
- Local Members of the Kansas House of Representatives and Senate: Information on anticipated changes to local, state, and federal statutes and regulations that may affect the College's operations and revenue streams.
- Local leaders in K-12 education: Information on enrollment trends that may affect the concurrent, dual credit, and subsequent first time college enrollment of service area high school students.
- Local business leaders: Information about anticipated workforce development and technology support needs of small business owners
- Local community and civic organization leaders: Information about anticipated community stakeholder support service needs

The ICC Board of Trustees requested a revision of the 2012 Strategic Plan in order to increase its focus on mission, vision, and values. The following language is contained in the May 2015 revision:

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, and Support Excellence.

We will measure our continuous improvement (excellence) using five areas of measure: Student Satisfaction, Enrollment, Retention, Recruitment, and Completion.

The Board will ensure the influence of this plan through the use of operational plans in each administrative area. These plans will be documented in TK20, drive resources in budget process, and be reviewed for input by 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, and be published on college website

4P3 Leadership

Establishing Appropriate Board-Institutional Relationships

The ICC Board of Trustee's relationship with the institution is governed by State of Kansas statutes, the Board's Policy Manual, and the Board's Oath. (2.C.4)

Board Policy TRU 906, Powers and Duties of the Board of Trustees, provides evidence of appropriate board-institutional relationships to support leadership and governance: *The Board derives its powers and duties from Kansas statute (K.S.A. 71-201), which are summarized as follows:*

- 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.

 (2.C.4)

Establishing Oversight Responsibilities and Policies

The Trustees establish oversight responsibilities and policies in accordance with the general perimeters contained in the State of Kansas' statutes and the internal policies created by the Trustees. Specific language for the following policies is contained in the Board's *Policy Handbook*.

TRU 904 Board Member Ethics, ensures integrity of Board actions both collectively and individually.

(2.C., 5.B.1, 5.B.23)

TRU 913 Nepotism limits Board influence in employee hiring, firing, and evaluation processes.

TRU 915 Conflict of Interest, preserves Board independence from exerting undue influence on the behalf of family members. (2.C.3)

The Board provides oversight for the institution's financial and academic policies and practices through the policy, FIN 402 Budget. (5.B.1)

The Board assures stakeholders of a monthly finance, accurate minutes, and a President's report in TRU 907, Procedures of the Board of Trustees (5.B.1)

Chart 4P3. Board Policy Creation Process



Maintaining Board Oversight while Delegating Management Responsibilities

The ICC Board of Trustees revised the *Board Oath* in AY 2013, adding language that ensures separation of Board and administrative management. (2.C.4)

The following Board policies ensure separation between Board activity and day to day management: TRU 907 Procedures of the Board of Trustees

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. (2.C.4)

(2.C.1)

Ensuring Open Communication between All Colleges, Divisions, and Departments

The College ensures open communication through the Standing Committees, the Campus Announcement digest email list, quarterly Open Forums, and the regular surveying of employees through the *Campus Culture Survey*. (5.B.2)

Collaborating Across All Units to Ensure High Academic Standards

Collaboration across all units occurs through the employee participation in the College's Standing Committees. The Academic Council, a body comprised of administrators, faculty, and staff, sets academic requirements, policies, and processes. (5.B.2, 5.B.3)

Providing Effective Leadership to All Stakeholders

The Board of Trustees processes ensure the consideration of the relevant interests of both internal and external stakeholders during its decision-making processes through:

- Adherence with the Kansas Open Metings Act
- Elected structure of the Board ensures an obligation to serve the constituencies whose vote elected the Trustee(s)
- Three (3) opportunities for public comment during every public meeting
- Two (2) readings of every proposed new and/or revised policy, ensuring a total of at least four (4) opportunities for public comment (2.C.2)

The Board's policies govern behavior that ensures the consideration of the relevant interests of the College's internal constituencies:

TRU 908 Due Process: *The Board shall assure that a due process procedure for resolving concerns within the college is established.* (2.C.2)

The Trustees actions reflect priorities to preserve the institution, specifically maintaining the mission: TRU 901 Institutional Mission and Purpose: *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*

Developing Leaders at all Levels

The College's leadership development process includes:

- Human Resources processes
- Allocation of professional development monies in departmental budgets
- Allocation of professional development monies as part of the negotiated agreement with the full time faculty
- Organizational leadership role opportunities including Division Chair, Standing Committee Chair and Vice Chair
- Institutional identification of leaders for specific professional development opportunities through the Higher Learning Commission and the Kansas Board of Regents

Ensuring the Institution's Ability to Act in Accordance with Mission and Vision

The Board of Trustees preserves its independence from undue influence through the following processes and policies: Mandatory disclosure of conflict of interest (Board policy); prospective candidate completion of required disclosure form prior to public election (State of Kansas policy); Kansas Open Meetings Act (K.S.A. 75-4317 et seq.); and Kansas Open Records Law (K.S.A. 45-215 et seq.) (2.C.3)

4R3 Results for Leadership

The College finds it difficult to track the results for long-term effective leadership for it Board of Trustees due to its elected structure. Staggered elections occur every four (4) years, resulting in regular change to

the body and governing continuance. The Board demonstrates results for leadership through its policy governance processes, resulting in a <u>Policy Manual</u> that ensures the Board's focus remains centered on decision-making that best benefits the institutions and established upon correct oversight responsibilities while delegating management responsibilities to the College's administrators and academic matters to the faculty.

4I3 Improvements

• Professional development for the Board of Trustees from sources including but not limited to Association of Governing Boards for Universities and Colleges

4P4. Integrity

Developing and Communicating Standards

The College uses policy governance and *Character First* to develop and communicate standards. College policies at the Trustee level require two (2) public readings of any new or revised policy, allowing opportunities for both internal and external stakeholders to comment.

Training Employees for Legal and Ethical Behavior

The College uses the following processes for employee training:

- The President's Office publishes the Faculty and Staff Handbook annually for employee use
- Financial Affairs trains all student workers using FERPA training created by the Registrar prior to or on the first day of work; all student workers must achieve a score of 100% on the training quiz.
- Human Resources trains all employees annually on FERPA, Sexual Harassment/Title IX, and Blood borne Pathogens; all employees must achieve a score of 100% on all of the training quizzes.
- Human Resources communicates expectations for ethical behavior through the annual employee evaluation process.

Modeling Legal and Ethical Behavior

The Trustees model legal and ethical behavior through adherence to state statutes governing board actions and internal Board policies. The Board of Trustees holds the President to high standards for legal and ethical behavior through the annual performance review process. For more information, see *the Board of Trustees Policy Handbook*.

Ensuring Ethical Practices of All Employees

The College ensures ethical practices of all employees through:

- Grievance policies and complaint processes govern employee behavior both in- and outside the classroom. For more information about College complaint processes, see Category 2, P4.
- A strict application of FERPA applies to the use of student education records through the IR Data Request Form
- An Institutional Review Board process ensures ethical and legal research practices by employees
- A strict adherence to all policies governing employee behavior. See Table 4P1.1
- Departmental ethical codes
- Background checks prior to prospective employee job offer

(2.A)

Operating Financial, Academic, Personnel, and Auxiliary Functions with Integrity

- The ICC Board of Trustees: See 4P3, Leadership
- Compliance with the Americans with Disability Act (ADA)
- Compliance with federal regulations including Title IX, FERPA, and HIPAA
- Compliance with and publication of *Student Right to Know* information

- Athletic Code of Conduct
- Human Resources personnel functions, see Category 3
- Academic Affairs Grievance Processes, see Category 1
- ICC Foundation: Annual audit by external agency
- Published departmental ethical statements, policies, codes including but not limited to <u>Institutional</u>
 <u>Research Ethical Code</u>, <u>Financial Aid Statement of Ethical Principles</u>, <u>Marketing and Enrollment</u>
 <u>Departmental Ethics Policy</u>
- Regular inspections of College facilities; regular review of policies governing safe behavior; regular participation in safety drills
- Financial Operations processes for operating with integrity include:
 - Annual review of departmental policies including ethical policy(ies) and standards
 - Employee training including annual institutional and federal training
 - Annual review of financial policies established and approved by the Trustees
 - Publication of costs in the College Catalog, Marketing materials, and on the following webpages: <u>Financial Aid</u>, <u>Cost of Attendance</u>, <u>Student Right to Know</u>, and the <u>Net Price</u> Calculator
 - Annual audit by external agency
 - Oversight of auxiliary functions including the College's Bookstore

(2.A)

Making Information Available to All Constituents

The College complies with Student Right-to-Know and Campus Security Act requirements through the compiling and publishing of required information on its website. (2.B) The Office of Institutional Research reviews and updates the information annually.

Table 4P4.1 Student Right to Know Information for ICC

Student Right to Know		
Computer Use and File Sharing	Equity in Athletics: Intercollegiate Athletic Program Spending and	
	Participation Rates	
Facilities and Services for	Graduation and Transfer-out Rates for Students Receiving	
Students with Disabilities	Athletically Related Student Financial Aid	
Privacy of Students Records	Campus Security Report (Clery Act) and Fire Safety Policies and	
	Statistics for On-Campus Housing	
Regional Accreditation	Vaccination Policies for Residential Students	
Specialized Accreditation	Cost of Attendance	
Student Diversity	Net Price Calculator	
Voter Registration	Refund Policy	
Academic Programs	Requirements for Withdrawal and Return of Federal Financial Aid	
Academic Integrity	Student Financial Assistance	
Articulation Agreements	Student Loan Information	
Copyright Infringement	Net Price Calculator	
Faculty	Initial Loan Counseling for Student Borrowers	
Textbook Information	Exit Counseling for Student Borrowers	
Transfer of Credit Policies	Graduation, Transfer-Out and Retention Rates	
Withdrawing from Classes	Gainful Employment Disclosure (2.B)	

4R4 Results for Ensuring Institutional Integrity

Table 4P4.1 Results for Integrity of Institutional Operations (2.A)

Core Value: Integrity		
Body(ies)	Institutional Actions	
	Catalog	
	Academic Integrity Policy	
Academic Affairs	Master Syllabi	
Academic Ajjairs	Academic Integrity, Student Grievance, Notice of Non-Discrimination	
	Online Education	
	Complaint Process	
	Policy Handbook	
	Policy FIN 402, Budget; Policy FIN 404, Finance Office; Policy PSL 711,	
	Ethics; Policy PSL 712, Sexual Harassment; Policy TRU 914, Harassment;	
Board of Trustees	Policies PSL 715, TRU 913, Nepotism; Policy TRU 915, Conflict of Interest;	
	Policy STU 802, Conduct Code; Policy TRU 903, Board Agenda; Policy TRU	
	904, Board Member Ethics; Policy TRU 905, Board of Trustees Records; Policy	
	TRU 908, Due Process	
Financial Affairs	External Audit of Financial Information (Business Office, Financial Aid)	
	Annual Reporting for the <i>Clery Act</i>	
	Compliance with the Campus SAVE Act	
	Employee Participation in Civic Organizations	
	External Audit of ICC Foundation Financial Records	
Institution	Staff and Faculty Handbook Policies/Processes	
Tribition .	Assault ; Campus Intervention for Student Behavior; Cash Handling; Character	
	First; Computer Networks/Acceptable Use; Employee Grievance; Ethics;	
	Evaluation/Performance Review; Freedom of Information; Harassment;	
	Nepotism; Notice of Non-discrimination; Purchasing; Social Media Policy;	
	Student Grievance Procedure	
	Student Handbook	
Student Affairs	Academic Dishonesty; Grievances with Other Residents; Interference with the	
	Rights and Freedoms of Others; Notice of Non-Discrimination; Student Code of	
	Conduct; Wrongful Utilization of Goods, Services, or Information	
	Compliance with the Campus SaVE Act	

Table 4P4.2 Results for Integrity of Financial Affairs Operations (2.A)

Past State	Intervention(s)	Current State
Oversight of Financial Aid, the Business Office, Payroll, and Human Resources by one administrator Generalist level leadership in HR	Creation of separate, distinct leadership roles, Director of Human Resources and Controller, by the President	Clear separation between budgeting and human resources processes. Director level leadership in HR
No evidence of departmental processes for process and policy documentation	Development of Financial Aid policy and procedure manual with publication in the Financial Aid shared folder	Financial Aid Policy and Procedure Manual with process for annual review
No evidence of data-driven decision making	Implemented Departmental Review process	Evidence of goal setting using benchmarking and surveys

Table 4P4.2 Results for Integrity of Financial Affairs Operations cont.

Table 41 4.2 Results for integrity of Financial Arian's Operations com.			
No evidence of consistent compliance with the HR annual employee evaluation and performance feedback process	Creation of standards and expectations Compliance with timely completion of HR annual employee evaluation process	Hiring of new staff Clear expectations for performance	
No evidence of consistent processes leading to documentation of ethical practices 2011-2012: 13 findings by external auditor 2012-2013: 4 findings by external auditor	Creation of checks and balances within processes including student financial aid record review by two (2) Financial Aid Specialists	Documentation of student file verification prominently placed on all student files with automatic updates of file pushed to all FA employees 2013-2014: Unqualified audit; 0 findings by external auditor 2014-2015: Unqualified audit: 0 findings by external auditor	
No evidence of departmental compliance with policies approved by the Board of Trustees	Development of more robust cash handling processes including defined and established deadlines Separation of duties for cash handing established with Business Office staff	Increased integrity for cash handling with revision of purchasing policies for efficiency and process for annual review	
No evidence of federal compliance regarding publication of student cost information	Publication of costs on webpage, in the Admissions Packet, on Financial Aid Shopping Sheets and payment plans Increased participation in academic processes	Full compliance with the Student Right to Know New Financial Aid and Business Office participation in concurrent student enrollment nights Development of additional cost sheets targeted to individual programs/courses	

4I4 Improvements

Planned Improvements

PowerCampus: The College's conversion to this Ellucian product projected to begin in AY 2015 will improve ICC's ability to document both student and employee information. Particularly significant will be the improved reporting process for Financial Aid as the department trains to use <u>PowerFAIDS</u>

Category Five Resource Management

ICC's processes for Resource Management have been primarily *reactive* with few processes documented, holding the institution back in its ability to collect evidence for continuous quality improvement projects. The 2011 action project, *Assessment for Quality Improvement in Non-academic Processes*, found the College's academic support, student affairs, and institutional support departments writing goals, developing data collection processes, and using survey evidence collected by the Institutional Research Office as part of the new, annual Departmental Review process. ICC's processes for collecting information to determine the quality of its resource management processes is slowly becoming *systematic* as College leaders design proactive processes.

The College's Office of Institutional Research (IR), formerly the Office of Institutional Effectiveness and Retention, serves the entire campus with its repositioning in the ICC organizational chart under the President. This change enabled the Office to drive increasingly *systematic* and *aligned* processes for data use. In the spring of AY 2014, the President charged the Director of IR with the creation of an institutional assessment plan that would provide evidence of knowledge and resource management across the institution. ICC joined the National Community College Benchmarking Project (NCCBP) in 2014, giving the College its first significant amount of data to base performance comparisons on; the Community College Survey of Student Engagement (CCSSE) would join the regular data collections during the spring of AY 2012.

The College experienced significant turn-over in key leadership positions during AY 2013 and 2014; new department leaders are conducting audits to evaluate long-existing processes for efficiency. While in the early stages, the new five (5) year facilities plan and three (3) year information technology plan will enable the College to more completely leave the *reactive* stage and begin to develop consistent processes and increased coordination between units.

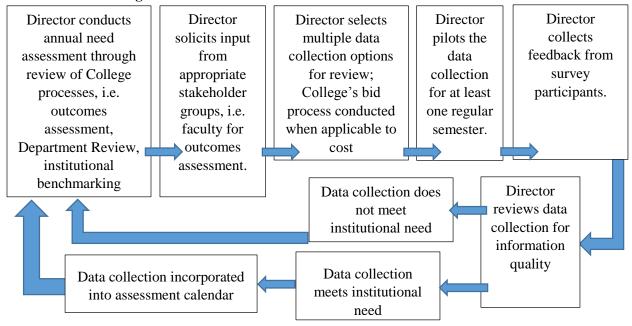
The new Financial Affairs division, created in 2012, brought the financial aid and business office functions under one leadership position; this change effectively brought down silos that kept ICC from effectively meeting the needs of both internal and external stakeholders. The former Financial Aid Coordinator, now the ICC Controller, created *systematic* processes for maintaining student files, resulting in the College's first unqualified audit in AY 2013. Processes under the Controller's leadership continue to *align*: increased employee training, increased information sharing outside the division, along with multiple years of participation in Departmental Review ensure that the College will benefit from improved resource management and operational effectiveness.

5P1. Knowledge Management

Selecting Data and Performance Information

The ICC Office of Institutional Research (IR), selects data collections and methods for institutional, state, and federal reporting; institutional continuous improvement processes; outcomes assessment and strategic planning. The IR Director conducts research in order to select instruments and methods that best meet the College's unique needs.

Chart 5P1.1 Selecting Data for Institutional Needs



Organizing Data to Support Institutional Needs

The IR Office organizes and shares information using systematic processes; performance information is collected for at least three years for time study or longitudinal analysis. IR addressed the deficiencies identified for 7P4a and 7P5-6 through the creation of the 2014-2016 Independence Community College Assessment Plan.

Analyzing Data to Support Improvement and Decision-Making

The IR Office responded to feedback for 7R1-3 with the following improved data collection processes:

- New membership in the National Community College Benchmarking Project (NCCBP)
- New participation in the Community College Survey of Student Engagement (CCSSE):
- New participation in the <u>Community College Faculty Survey of Student Engagement</u> (CCFSSE): Continued membership in the <u>National Community College Cost and Productivity Project</u>
- Continued participation in the <u>Ruffalo Noel Levitz Student Satisfaction Inventory</u> (NL-SSI).
- Pilot participation in <u>The Chronicle's Great Colleges to Work For</u>, AY 2013
- Pilot of The IDEA Center's Student Ratings of Instruction

Sharing Data and Performance Information and Student Privacy

Peer reviewers questioned ICC's data sharing processes following the submission of the 2011 Systems Portfolio (7P4b); IR addressed the deficiency during AY 2013 with the *IR Data Request Form*

Chart 5P1.2 IR Data Request Form Process

Stakeholder	IR Director reviews form,	IR collects data,	IR collects
submits	applying FERPA school	providing appropriate	satisfaction feedback
electronic	official and legitimate	analysis for approved	from requestor within
form	educational interest definitions.	data requests	5 business days

Table 5P1.1 Data Collection Restrictions

Past State	Improvement	Current State
Minimal parameters are applied to internal stakeholders who request information from IR.	IR enforces the <i>school official definition</i> as defined in FERPA. IR enforces <i>legitimate educational interest</i> guidelines as defined in FERPA.	Internal stakeholders receive privacy- protected information appropriate to their job function. External stakeholders receive information classified as <i>public directory</i> ; all data reviewed by the Registrar's Office prior to dissemination.
Minimal protections in place to ensure student privacy	IR uses best practices for internal data sharing.	Privacy-protected student information such as College Identification Numbers are scrubbed from data reports. IR administers annual FERPA training for all employees in collaboration with HR and the Registrar.

Chart 5P1.2 Sharing Performance Information

IR Director notifies students of	IR Director trains survey administrators;	IR Director analyzes collected information,	Audience: Board of Trustees; Report Type: Executive Summary, hard copy
data collection and privacy rights at least five (5) business days prior to administration by electronic mail.	scripts are provided to increase data reliability.	identifies stakeholder audience, and prepares appropriate reports within thirty (30) days of survey collection closing.	Audience: Internal Stakeholders; Report Type: Summary with identifiers removed for shared qualitative information, electronic copy for publication on SharePoint Audience: External Stakeholders; Report Type: Summary without qualitative information, electronic copy for the website

Sharing Data and Performance Information for Federal Compliance

IR shares performance information in compliance with the *Student Consumer Information Act*, (*Student Right to Know*), on the College's website. Reports informing external stakeholders and prospective students about institutional completion and transfer-out rates, completion and transfer-out rates for students receiving athletically funded financial aid, and gainful employment program completion report are available on the *Student Right to Know* page.

Determining Data Quality

The IR Office applies best practices in data collection methods in response to peer reviewer feedback: 7P5-7P6. Data standards include: Reliability: Does the data collection and method yield consistent results over time?; Validity: Is the data collection method free of elements that might skew the results, i.e. biased or leading survey items?; Comparative: Does the data collection include a method for obtaining comparative information from peer institutions?

Determining Unit and Department Level Data and Information for Effective Management Internal Departments

The College systematically collects data and information through its Departmental Review process. IR manages the Departmental Review process in a three year cycle. Staff complete a <u>Self Assessment Guide</u> for needs assessment during the first year of each cycle, using the <u>Student Affairs Departmental Review Assessment Plan Rubric</u> to guide their work.

Making Data and Information Available to Departments

Table 5P1.2 Sources of Data and Information

Source of Data	Availability of Data
AS 400	Data entry and mining for internal stakeholders with need to perform job duties;
(Jenzabar	password protected; permissions granted by IR
TEAMS 2000)	
AS 400	Data mining for internal stakeholders with legitimate educational interest using
(Jenzabar	ODBC querying capability; password protected; permissions granted by IR
TEAMS 2000)	
SharePoint	Intranet with storage capabilities using libraries and lists for internal stakeholders;
Sharer offit	password protected; summary reports
Tk20	Outcomes assessment data entry and analysis for faculty and staff; password
I KZU	protected; user access limited to associations within the system's hierarchy

Ensuring Accuracy, Reliability, and Security of the Institution's Knowledge Processes

Processes for ensuring accuracy, reliability, and security of ICC's knowledge processes has not changed since the 2011 Systems Portfolio; please see 7P7 *Timeliness, Accuracy, Reliability, and Security of Information Systems and Processes*.

5R1 Results for Use of Data and Information Use

Tools Utilized

ICC uses Tk20's <u>CampusWide</u> as a tool for managing. For more information, see Category 1.

Methods

Departmental Review

7P4a: ICC does not have processes for analyzing data and information regarding overall performance. Institutionalizing such processes could inform evidence-based planning related to overall performance.

The College uses *Departmental Review*, a result of the 2011 action project, *Assessment of Non Academic Processes*, for making decisions at the department level. Current departmental participants include: Academic Advising, Academic Affairs, Bookstore, Business Office, Financial Aid, Human Resources, Information Technology, Institutional Research, Library, President's Office, Registrar Student Affairs, and The Tutoring Center. New participants for AY 2015 include Athletics, ICC Fab Lab, and Marketing and Enrollment.

Table 5R2. Results for Institutional Research

Table 5R2. Results for institutional Research	4 G 1	
Departmental Review: Process Imp		
IR increases institutional integrity through accurate data resou		
2013: IR will develop processes for regular inspection of data in		
queries and other pertinent information for inclusion in IR Man		2013: Target Met
IR facilitates continuous quality improvement initiatives throug	h improved inter-depo	artmental
communication.		
2013: IR will produce reports appropriate to audience need with	nin thirty (30) busines	s days of receipt of
information.	2013: Target Met ; 2	
2014: IR will create Annual Data Reports for the departments a	nd academic disciplin	es as part of the
2014-2016 Assessment Plan with process for annual updates.		2014: Target Met
IR increases institutional effectiveness through annual departm	ental review.	
2013: IR will prepare a process manual including data collection		a collection
procedures, dissemination of information, privacy notifications	for employees and stu	ıdents
		t; 2014: Target Met
2013: IR will develop at least 6 outcomes/goals for annual data		
2.1 in the Departmental Review Guide.		2013: Target Met
IR facilitates institutional compliance with external accountabi	lity, regulation, and co	ontrol.
2013: IR will compile resources for the Student Right to Know		2013: Target Met
2013: IR will create a data collection process for new IPEDS re		
collection and entry for GRS and GRS200.	op onsionning moreum	2013: Target Met
2014: IR will create a data collection process for new IPEDS re	esponsibilities includir	
12 Month Enrollment, and Completions.	op onsionities mereun	2014: Target Met
2013: IR will develop a policy to ensure employee data access	is in compliance with	
		2013: Target Met
2013: IR will develop data collection process associated with a	ccreditation reporting	Ŭ
Institutional Update and Action Project updates.		2013: Target Met
2013: IR Director will develop videos and quizzes with the Reg	vistrar's Office (FERP	
IX) to utilize for employee training	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	2013: Target Met
IR provides accurate, timely data in response to stakeholder ne	eds.	20100 1018001.100
2013: IR Director will create data collection tool for determining		satisfaction
2 0101 1 11 2 11 0 101 (111 1 2 111 0 0 11 0	2013: Target Met (S	
2013: IR will meet at least 90% of deadlines requested by inter-		
survey item, Did the data provided give you the information yo		target or 10070 for
Results	2013	2014
Deadlines	100% (<i>N</i> =15)	100% (<i>N</i> =29)
Data Quality	100% (N=15)	100% (N=34)
Target: Score of 5.0 or higher for survey item, On a scale of 1-7	, ,	` '
7=Highest Satisfaction, please rate your overall level of satisfac		
request.	tion with hes respon	oc to your data
Results	2013	2014
Results	6.73 (<i>N</i> =15)	NA
Target: Satisfaction score of 5.5 for Item 3, On a scale of 1-7, p	` '	
satisfaction with IR's response to your data request on the Evalu		
survey with 75% return rate.	addon of the Response	to Data Nequest
Results	2013	2014
Satisfaction Score	6.73 (<i>N</i> =15)	6.65 (<i>N</i> =34)
	` ′	
Return Rate	71%	81%

Table 5R2. Results for Institutional Research cont.

Process Improvement Goals cont.

IR supports academic excellence through outcomes assessment plan.

2014: IR will construct a three year outcomes assessment plan for institutional, general education, program, and course level outcomes assessment.

2014: Target Met

2014: IR will develop or adopt measures to assess the quality of the institutional assessment plan.

2014: Target Met

Stakeholder Learning Outcomes

IR increases technical knowledge capabilities to improve data collection and analysis.

2013: IR will participate in professional development to improve data analysis skills.

2013: Target Met; 2014: Target Met

2013: IR demonstrates knowledge through the construction of basic functions and at least three (3) types of formulas.

2013: Target Met

2013: IR demonstrates knowledge through the ability to use one of the following data analysis tools: What-If and/or Pivot tables.

2013: Target Not Met; 2014: Target Not Met

2014: IR Director will become familiar with the use of SQL for querying information from the AS 400.

2014: Target Met

IR increases stakeholder knowledge in data analysis for outcomes assessment.

2014: IR Director will conduct at least one training session for faculty and staff with process creation for every regular fall and spring in service.

2014: Target Met

5I1 Improvements

Improvements since the 2011 Systems Portfolio

The IR Director responded to all peer reviewer feedback for improved data collection, analysis, and sharing.

5P2. Resource Management

Maintaining Infrastructures to Support Operations

(5.A.1)

The College maintains the same processes described in Category 6 of the 2011 Systems Portfolio, 6P2-6P3.

Fiscal Infrastructure

The College maintains its fiscal infrastructure through the annual budgeting process. State and federal statutes as well as Board policies govern fiscal responsibility in the expending of College monies. ICC maintains fiscal security through the separation of the reserves into a distinct bank account for increased transparency. In AY 2013, the College recognized that decreasing revenues from state and local sources presented a threat, hiring a full time grant writer in order to achieve organizational goals and support the mission, vision, and values.

(5.A.1)

Chart 5P2.1 Updated Bid Process for Purchasing

(5.A.1, 5.A.2)

Purchases ≤\$499.99: Purchase order (PO) signed by Cabinet level supervisor, and W-9.

Purchases \$500.00 - \$3,999.99: Signed PO, W-9, three (3) bids.

Purchases \$4,000.00 - \$9,999.99: Signed PO, W-9, three (3) written bids on the vendor's official letterhead or other official form.

Purchases ≥ \$10,000.00: Signed PO, three (3) sealed, written bids on the vendor's official letterhead or other official form, W-9 documentation, and prior approval by the Board of Trustees as an action item at a public meeting with opportunity for comment from the public..

Physical Infrastructure

ICC maintains its physical infrastructure through regular building inspections, regular employee training, and the annual Repairs and Renovations list. The Repairs and Renovations list, a strategy within the 2012 Strategic Plan, allocates \$250,000 annually to meet facility needs recommended by internal stakeholders.

Chart 5P2.2 Maintaining Facility Resources to Support Operations

(5.A.1)

Director of Maintenance solicits feedback from employees for annual Repairs and Renovations list, assembles approximate cost for each item proposed by employees, and submits to President's Cabinet

President's Cabinet reviews list of proposals; selecting items aligned with the Strategic Plan, the mission, and the vision

President presents proposed Repairs and Renovations List to the Board of Trustees as a component of the annual budget proposal

Board of Trustees reviews list during annual budgeting approval process; approval for items with apparent alignment with the mission, vision, and Strategic Plan

Chart 5P2.3 Maintaining Facility Infrastructure through Employee Training

(5.A.1)

All Maintenance
All Maintenance
employees, including
student workers,
receive annual
training in OSHA
safety
documentation, and
job expectations

All Maintenance employees receive annual visual training in the safe handling of hazardous materials and operation of motorized equipment

All Maintenance employees complete Hazard Communication quiz with a required 100% success rate and demonstrate safe equipment usage.

Employee
documentation
placed in file by
Director; entered in
Tk20 for
Departmental
Review goal
completion.

Technological Infrastructure

ICC continues to use the same IT ticket process found in the 2011 Systems Portfolio, and while IT initiated participation in Departmental Review; the effort was not robust. Table 5P2.1 outlines the College's new Director of Information Technology's needs assessment and strategic action plan following the 2014 Information Technology Audit (see Chart 4R2.1, Table 5P2.1, Table 5P2.1) (5.A.1, 5.A.2, 5.A.3)

Setting Goals Aligned with Mission, Resources, Opportunities, and Needs

All departments associated with institutional support set goals as part of the annual Departmental Review process. The following departmental mission statements demonstrate that elaborations of mission statements are realistic while supporting the College's mission, vision, and values. (5.A.3)

Academic Advising empowers students to take charge of their educational careers through a collaborative, mentoring relationship between advisor and student.

The **Business Office** provides comprehensive financial services to the faculty, staff and students of Indep endence Community College in a professional, courteous, and timely manner.

Financial Aid assists students secure the financial resources needed to further their education.

Information Technology provides the highest quality of service, in the most cost-effective manner, to support the mission and vision of Independence Community College as it applies to academics, management, and community involvement

Institutional Research gathers statistical information, conducts assessment, and guides accreditation activities so that Independence Community College can best serve its students, employees, and other stakeholders.

The **ICC Library** is committed to supporting the mission of Independence Community College as a student-centered institution which embraces academic excellence and meets the learning needs of the college and greater community.

Maintenance provides a clean, safe environment for all College stakeholders.

The Independence Community College **Marketing and Enrollment** Department provides information and support to current, future and past Pirates.

ICC's **Housing and Residential Life** creates a respectful, healthy, and safe living community for residential students.

Human Resources creates a mutually beneficial environment for ICC and their employees where employees create exceptional value for ICC and their constituents and where ICC provides exceptional value for their employees.

The ICC **Student Life** Program plans and executes activities to involve students in campus life, promoting socialization and creating an enjoyable college experience. (5.A.3)

Financial Infrastructure

Chart 5P2.4 Process for Meeting Needs through Monthly Financial Reporting (5.A.1, 5.A.2, 5.A.5)

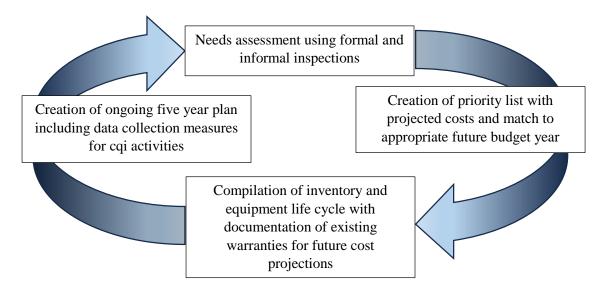
Controller creates	Controller creates Controller presents		The Trustees review the
monthly revenue, monthly report to		presents	document, invite
expense, and cash flow	expense, and cash flow President and Cabinet for		comments from
report with year-to-date	review and comparison	to the Board of	stakeholders, and vote
status of each fund and	of actual spending and	Trustees in	on the document as part
its budget projection.	budget projection	open meeting	of the consent agenda.

Physical Infrastructure

The College's Director of Maintenance creates goals and collects evidence of continuous quality improvement through annual Departmental Review, and with collaboration from the Controller is currently creating a five (5) year facilities plan to support the College's operations wherever and however programs are delivered.

(5.A.1, 5.A.5)

Chart 5P2.5 Process for Creation of Five Year Facilities Plan



Technological Infrastructure

Table 5P2.1 IT Strategic Action Plan

(5.A.1)

Current State	Interventions/Strategies	Future State
No evidence of formalized processes for inventory of IT hardware	Campus inventory of campus hardware	Creation of a three year cycle for replacement of campus hardware
No evidence of network infrastructure mapping	Mapping of entire network infrastructure including all circuits, wiring, and hardware to determine physical layout and deficiencies	Documentation of all mapping and creation of a plan to eliminate network infrastructure deficiencies
No evidence of formalized processes to identify security and network infrastructure problems and deficiencies	IT audit conducted by external Senior Security Engineer with Certified Information Systems Security Professional and Qualified Security Assessor credentials	Creation of a work and project plan in order to correct infrastructure deficiencies
No evidence of policy review processes	Review of all IT policies	Creation of a three (3) year cycle for policy review and updates
No evidence of processes for comparison with industry standards	Selection of industry standards as part of Chart 4R2.1	Review as part of new three (3) year cycle
No evidence of process for review and upgrade of phone system	Assessment of phone system	Complete upgrade of campus phone system to allow video conferencing option for employees
No evidence of process to ensure a reserve fund for improving IT infrastructure	Proposal to ICC administration and Board for creation of an IT reserve fund within the annual budgeting process	Creation of a process for regular fiscal allocations to IT reserve fund and process for identifying future needs

Table 5P2.2 IT Three Year Plan

(5.A.1, 5.A.2)

	Information Technology Action Plan
	Full revamping of network, cable, infrastructure
Phase 1	Selection of appropriate standards for assessment measure
Filase 1	Creation of process for review of standards to ensure relevancy during any future
	infrastructure change
Phase 2	Complete overhaul of the ICC phone system
Phase 3	Data collection by contractor for three (3) years to include security and usage information
riiase 5	for decision-making

Insights and Analysis

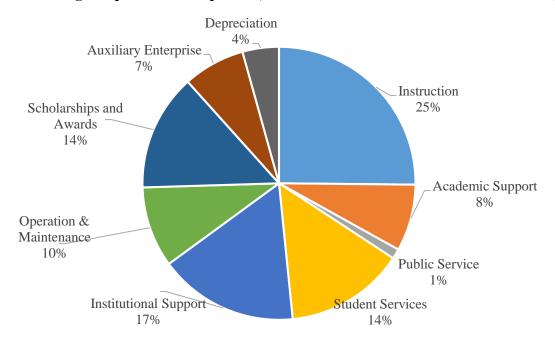
The new Information Technology Action Plan will give the College improved processes for determining the effectiveness of IT support systems and will provide evidence of Support Excellence for the revised Strategic Plan. Information Technology's more robust participation in Departmental Review will give the College increased evidence that its technological infrastructures are sufficient to support operations.

Allocating and Assigning Resources to Achieve Organizational Goals

The College allocates and assigns resources through the annual budget review process. For more information about the budgeting process, see 5P3. Chart 5P2.2 provides evidence that fiscal allocations are made while ensuring that educational purposes are not adversely affected. (5.A.2)

Chart 5P2.6 Budget Expenditure Composition, 2013-2014

(5.A.2)



The Maintenance Director and the former VP for Information and Facilities implemented a ticket system in order to meet internal stakeholder needs. The ticket system allows the Director to prioritize internal requests for custodial and maintenance services.

Chart 5P2.7 Maintenance Ticket System

Internal stakeholder completes the request form for a facility need, giving the request a priority description, and submits the request through the Maintenance Ticket system found on the *Personnel* webpage

Director of Maintenance receives the electronic ticket and responds to the stakeholder, asking relevant questions and notifying the stakeholder the approximate time/date the need will be met, using the electronic system. Director of
Maintenance assigns
the request to the
appropriate staff;
requests are
prioritized by the
Director.

Chart 5P2.8 Maintaining Facility Infrastructure through Customer Feedback

(5.A.1, 5.A.2)

(5.A.1, 5.A.2)

Maintenance Director selects three (3) employees per building every regular fall and spring semester. Director interviews employees, asking, Please provide me with your input on areas of improvement for your building by the ICC custodial staff? Director creates an action plan, setting a project deadline Director solicits feedback from original employee at project end.

5R2 Results for Resource Management Outcomes, Measures and Tools Utilized

The College uses the following outcomes, measures, and tools for gathering information about fiscal, physical, and technological infrastructure: Annual audit; Departmental Review goals and outcomes; IT Ticket System; and the Maintenance Ticket System.

Results for Fiscal Infrastructure Resource Management

(5.A.1, 5.A.2)

ICC maintains an "A/stable Long-Term Rating" with Standard and Poor over multiple years; two (2) consecutive audits, 2013 and 2014, with zero findings.

Table 5R2.2 Results for Business Office

(5.A.1, 5.A.2)

Departmental Review: Process Improvement Goals

The Business Office increases institutional integrity through accurate record keeping.

2013: Audit of all student files for required paperwork; improved processes for consistent collection of required student financial aid paperwork to achieve audit report with no significant findings

2013: Target Met; 2014: Target Met

The Business Office supports institutional operations through efficient documentation.

2014: Staff will assess and update the Travel Reimbursement form for increased efficiency.

2014: Staff will improve processes for student file documentation with the number of students signing promissory notes for AY 2014 increasing to 75%.

2014: Target Met

2014: Staff will work with IT to have the promissory note available online in the Student Information System 2014: Target Met

The Business Office increases institutional effectiveness through annual departmental review.

2014: Review and updating of Business Office manual

2014: Target Met

2014: Review and updating of Business Office employee job descriptions 2014: Target Not Met

The Business Office improves employee performance through professional development and training.

2014: Staff will attend at least one professional development training.

2014: Target Met

The Business Office increases institutional efficiency through improved inter-departmental communication.

2014: Staff will establish a process for holding monthly meetings for updates on ICC billing and housing, disbursement schedules.

2014: Target Met

For goals collecting evidence for meeting the support needs of students, see Category 2

Results for Physical Infrastructure

Table 5R2.3 Results for Maintenance Department

(5.A.1, 5.A.3)

Departmental Review Outcomes and Goals

Process Improvement Goals

Maintenance supports institutional operations through efficient stakeholder service.

2013: Successful collaboration with IT to produce electronic maintenance ticket system for employee requests.

2013: Target Met

2013: Successful creation of process for gathering stakeholder feedback with creation of ongoing, annual process.

2013: Target Met; 2014: Met

2013: Creation of employee task schedules for posting in maintenance closets, enabling employees to find maintenance when needs arise.

2013: Target Met

Maintenance increases workplace safety through stakeholder education.

2014: Successful creation of workplace safety flyers for distribution to employees **2014: Target Met**

Maintenance increases institutional effectiveness through annual departmental review.

2013: Maintenance will create a departmental mission statement and at least three learning outcomes and/or process improvement goals.

2013: Target Met

Stakeholder Learning Outcomes

Maintenance staff will be able to identify safe practices for handling chemicals in the workplace.

2013: The Director will create an employee training process for safe handling of chemicals.

2013: Target Met

2013: 100% of maintenance staff will successfully complete the post-training quiz with a score of 10%

2013: Target Met; 2014: Target Met

Table 5R2.4 Results for Maintenance Ticket System

(5.A.1, 5.A.2)

Academic Year		# Tickets	Resolved Tickets
	2012-2013	490	490 or 100%
	2013-2014	680	678 or 99%
	2014-2015	744	735 or 98% as of 5/26/15

Insights and Analysis

The data above indicates that the ICC Maintenance Department is meeting the needs of internal stakeholders. The ticket's format does give the stakeholder the opportunity to answer the question, *Was this answer helpful to you?* but many stakeholders respond. The Maintenance Director will work with IR to determine a better way to collect satisfaction information from stakeholders.

Results for Technological Infrastructure

Table 5R2.5 Results for Information Technology Ticket System

(5.A.1, 5.A.2)

	2012			2013			2014		
Ticket Type	Submitted	Resolved	Time Worked	Submitted	Resolved	Time Worked	Submitted	Resolved	Time Worked
Computer	609	609	64:46	635	635	88:34	631	624	13:22
Smart Classroom	23	23	04:01	35	35	00:19	9	9	00:07
Telephone	70	70	04:57	130	130	38:07	116	116	17:37
Printer	62	62	07:15	116	116	02:36	95	95	00:49
Student Information System	38	38	06:32	45	45	02:31	45	45	00:22
Computer Lab	28	28	02:10	28	28	00:10	20	20	00:25

Insights and Analysis

The IT ticket system provides insight into the support needs of the College's internal stakeholders. ICC's new Director of IT's analysis of this information combined with the participation in Departmental Review and implementation of the Three Year Action Plan should benefit College stakeholders. Additional information will be available for the upcoming CQR document.

Table 5R2.6 Results for Information Technology

(5.A.1, 5.A.3)

Information Technology supports academic excellence through information technology infrastructure.

2013: IT will create electronic certification of class rosters available to the Registrar. 2013: Target Met
Information Technology increases institutional efficiency through technological infrastructure.

Intervention: Improved campus vehicle reservation process live Outlook for employee use 2014: Met

5I2 Improvements

Transition to PowerCampus: ICC recognizes the need for a reliable technological infrastructure in order to support operations, and meet emerging needs, while ensuring that educational purposes are met. The College is currently working with Ellucian to purchase and begin the transition from the current system to PowerCampus during AY 2015. This improvement will enable departments to work together collaboratively in ways not currently possible.

IT Three Year Action Plan: The College's new Director of IT recognizes the role technology plays in the support of academic and service excellence. The new action plan will enable the College to recognize emerging needs and plan action rather than remaining reactive in its actions.

Five Year Facilities Plan: The College's planning processes for ensuring that the physical infrastructure was maintained were not robust, with the majority of decisions made in a reactive manner rather than proactive. The new facilities plan will enable the College to project where future needs lie and to plan fiscal support prior to the need.

5P3 Operational Effectiveness

Building Budgets to Accomplish Goals

The College creates the annual budget per Kansas State statutes. Revenues are forecasted on enrollment trends, enrollment growth projections, state allotments, and county tax distributions.

Chart 5P3.1 Internal Process for Creating the Annual Budget

(5.A.5)

Controller creates and provides to each Cabinet level supervisor a budget worksheets for each fund and function, containing salary and discretionary expenses, and revenue. Cabinet members
review with
department leaders
worksheets to
determine changes in
fixed costs, addition
to and deletion of
current budgeted
expenses and/or
revenue.

President and
Cabinet meet to
review budget
worksheets and
create strategies
to meet increased
expenses and/or
decreased
revenue.

President and Cabinet create a proposed budget for review by the Board of Trustees. President
presents
proposed
budget to
the Board
of Trustees
in a
regular,
public
meeting.

Chart 5P3.2 Public Process for Creating the Annual Budget

(5.A.5)

The Board of Trustees schedules two special meetings to review the proposed; at least three opportunities for public comment during each public meeting.

The Trustees reviews each fund and function, including salary, discretionary expenses and revenue.

Majority vote by the Trustees for approval of the proposed new budget and publication to local media outlets for ten (10) days.

Trustees vote to approve the new budget during a regular, open meeting with two (2) opportunities for public comment.

Monitoring Financial Position and Adjusting Budget Chart 5P3.3 Monitoring Financial Position

(5.A.5)

Cabinet level supervisors monitor financial position of departmental budget lines; budget information available through the Student Information System

The President and Cabinet review revenue, expense, and cash flow reports monthly.

The Board of Trustees reviews with majority approval vote of revenue, expense, and cash flow reports monthly as part of the consent agenda.

External auditor conducts annual inspection of all financial records including student records.

Maintaining a Reliable, Secure, User-Friendly Technological Infrastructure

ICC maintains the following technological infrastructure:

Student Information System: Password protected

- Information for students and employees
- Students: Self-enrollment capability; access to unofficial transcript and progress grades; access to electronic student ID; statement of account; emergency contact information
- Faculty: Advising capability including unofficial transcripts and grades for students in a current course section and/or students for whom the member of faculty is designated an academic advisor by the student

• Employees: Budget Activity Report for monitoring spending; access to student record information such as grades and unofficial transcript, according to legitimate educational interest and/or for carrying out job; access to employee ID; statement of account; emergency contact information; Absence report for monitoring paid leave

Email: Cloud-based through Microsoft 365

SharePoint: Intranet; password protected with sites for all departments and Standing Committee to post meeting minutes and agendas, shared documents, construct wikis, etc.

AS 400: Password protected with users granted privileges by IR based on job description and legitimate educational interest

Maintaining a Reliable, Secure, User-Friendly Physical Infrastructure

The College maintains a reliable, secure, user-friendly physical infrastructure through the same processes communicated in the 2011 Systems Portfolio. See Charts 5P2.7 and 5P2.8 for additional information.

Managing Risks to Ensure Operational Stability

ICC continues to maintain the same safety and emergency preparedness processes communicated in 6P3 of the 2011 Systems Portfolio.

5R3 Results for Operational Effectiveness

Outcomes, Measures and Tools Utilized

The College uses the following outcomes, measures, and tools for gathering information about operational effectiveness: Annual audit; Departmental Review goals and outcomes; IT Ticket System (See Table 5R2.3); Maintenance Ticket System (See Table 5R2.4); *Noel Levitz Student Satisfaction Inventory*

Table 5R3.1 Results for the Noel Levitz Student Satisfaction Inventory: Safety and Security

				J J		- 0
Noel Levitz	2011		2012		2014	
Noel Levitz	ICC	Gap	ICC	Gap	ICC	Gap
Security staff are helpful.	4.55	-0.40	4.19	-0.82	4.37	-0.76
Security staff respond quickly in emergencies.	4.75	-0.18	4.28	-0.71	4.17	-0.92
Parking lots are well-lighted and secure.	4.78	-0.33	4.72	-0.42	4.67	-0.58
The campus is safe and secure for all students.	5.26	-0.29	5.07	-0.52	4.98	-0.70

Insights and Analysis

ICC recognizes the importance of student satisfaction with personal safety on campus. The Vice President of Student Affairs conducted a focus group survey of twenty-nine residential students, sixteen male and thirteen female, asking, "Please rate your feeling of safety." On a scale of 1 to 5, 72% of the students' responses were selected Satisfied/Very satisfied. See Improvements below for planned new processes.

Table 5R3.2 Results for Increasing Operational Effectiveness through Departmental Review

Departmental Review	
Academic Affairs	
Academic Affairs increases institutional effectiveness through annual departmental r	review.
2013: Academic Affairs will create a departmental mission statement.	2013: Target Met
2014: Academic Affairs will update the Faculty Process/Procedures Manual, develop	a rubric to assess
the manual for quality, and survey users.	2014: Target Met
2014: Academic Affairs will update all job descriptions to improve Departmental Re	view Guide Item 5.7
from 2 to 3.	2014: Target Met
Financial Aid	
Financial Aid increases institutional effectiveness through annual departmental review	ew.
Intervention: Staff will identify learning and development outcomes relevant to its m	
Intervention: Staff will identify measures for annual data collection in order to provide	de evidence of
impact on the achievement of stakeholder learning and development outcomes	
2013: The program leader articulates an organizational vision that focuses on the pro	
stakeholder learning and development based on the needs of the population served.	2013: Target Met
Library Services	
Library services support student learning through facility improvements that meet stu	udent needs
2013: The library will create a "quiet room" where students can study.	2013: Target Met
2014: The Director will weed to dispense of unused or out-of-date books in order to d	
seating areas for study.	2014: Target Met
2014: The library quiet room will be converted into a private room that can be used for	•
activities, including quiet study, group work, club meetings, etc.	2014: Target Met
Library administration provides extensive training on all aspects of library services temployees.	to staff and student
2013: Employee training manual will be updated so that it contains sufficient information	ation for employees
to perform daily tasks in the library.	2013: Target Met
2014: Employees will complete skill worksheets or quizzes to evaluate their understa	
	14: Target Not Met
Registrar's Office	
The Registrar's Office increases institutional effectiveness through annual departmen	ntal review.
2013: The Registrar's Office will create a policy and procedures manual	2013: Target Met
The Tutoring Center	
Tutoring Services increases institutional effectiveness through annual departmental 1	review.
2013: Tutoring Services will create a manual with policies, procedures, learning, outc	
statement.	2013: Target Met
2014: The Coordinator will create a process for peer tutor evaluations	2014: Target Met
2014: Tutoring Services will develop or adopt an established ethical code.	2014: Target Met

5I3 Improvements

Increased Safety Training: New training videos will be added to the new employee video library housed in *Canvas* during AY 2015. ICC will conduct additional training for employees and students for compliance with the SaVE Act.

College Safety Committee: This new committee's goal will be campus-wide safety, prevention, training, and awareness. Proposed interventions include: update of all emergency preparedness plans, training

manuals and sessions, monthly safety information for all stakeholders, defibrillator and fire extinguisher training, active shooter training, fire drills, etc.

Category Six Introduction

Independence Community College's processes for *Continuous Quality Improvement* has steadily matured since its adoption of the AQIP Pathway in 2003. The College's first steps for establishing an institution-wide adoption of continuous quality improvement were taken with the creation of the Office of Institutional Effectiveness and Retention, now the Office of Institutional Research in 2007.

ICC's actions as an AQIP institution, though, were still primarily *reactive* until the submission of its 2011 Systems Portfolio and the receipt of the 2011 Systems Feedback Report. Action projects were not based on measurable goals and timelines for completion were not well thought out during the project planning phase; many of the College's first action projects took longer than necessary.

The College participated in its second Strategy Forum during April of 2012 with new executive leadership at its helm. It was at this event that ICC's new President recognized that much of the reason the College still struggled to initiate improvements based on collected evidence was an unwillingness to have "hard conversations" at all levels of the institution.

Since the 2012 Strategy Forum, the College's cqi processes have become more *systematic* and increasingly *aligned* due to the following improved strategies:

Reorganization of the AQIP Steering Committee, the campus' quality improvement body. Prior to AY 2014, the Committee was primarily comprised of volunteers. These employees recognized the need for improvements, but low participation from the College's administration made it difficult to carry out projects of influence. Current committee structure ensures participation by members of the President's Cabinet, a balanced group appointees representing Academic Support, Student Affairs, Institutional Support, and faculty along with additional volunteers; this new structure enables the body to make decisions that impact the campus and *align* its activities with AQIP practices.

Alignment of action projects with regular data collection processes. Prior to 2012, the College's processes for selecting improvements was mainly *reactive* and relied heavily on anecdotal information and student satisfaction data. Since 2012, the College's participation in nationally normed surveys and benchmarking projects has increased, giving leadership important comparison information with which to make improvement decisions in a more *systematic* way.

Adoption of an annual Departmental Review process, and an institutional Assessment Plan with annual data reports with reporting mechanism combined with an improved, annual Employee Evaluation system means that Independence Community College is finally beginning to *align* departmental processes in order to become a high functioning institution.

Priorities continue to be learning best practices of other institutions, improved data collection methodologies, and improving processes to identify strategies and new stakeholder groups.

6P1 Quality Improvement Initiatives

Key Processes for Determining and Initiating CQI

The AQIP Steering Committee analyzes Commission feedback from Feedback Reports and action projects along with institutional data collections to determine the focus of quality improvement activities.

Chart 6P1. Aligning Documents and Activities

Submission of 2011 Systems Portfolio and receipt of 2011 Systems Portfolio Feedback Report

Work continues on Assessment of Nonacademic Processes action project

IR conducts analysis of the Feedback Report, preparing summary report of O and OO feedback for President's Cabinet

President's Cabinet implement improvement strategies and contribute information for the College's CQR

Team of stakeholders attends 2012 Strategy Forum and identifies inability to have hard conversations, low employee morale, lack of trust in leadership, low institutional participation in AQIP activities, employee development, and resource issues for improvement initiatives. Team returns to campus to launch:

Culture and Infrastructure Campaign

Review of Standing Committee Infrastructure

Creation of new Standing Committees: Event, Judicial, Outcomes Assessment Refocusing of the AQIP Committee with new committee structure

Refocusing of mission and purpose of the Student Progress Committee with new committee structure, now the Student Success Committee

New leadership in HR identifies new employee orientation and annual employee evaluation as points for improvement

HR creates improved orientation process for new hires.

IR updates *Campus Culture Survey* to reflect new data collection need.

HR creates new annual employee evaluation process with proposal for merit bonus program

Board of Trustees approves new evaluation process and allocates \$50,000 annually for

President assigns IR and HR with task to create one year culture improvement strategic plan

HR, IR develop the Pirates' CREW, a new employee development activity

6R1 Results for Quality Improvement Initiatives

The results for the Culture and Infrastructure Campaign include:

- Improved New Employee Orientation process with New Hire Survey
- Improved Annual Employee Evaluation process that uses an increased amount of feedback from peers, is focused on *Character First*, helps the employee set short-and long-term goals for development, and an opportunity to receive a merit bonus.
- Restructuring of the Standing Committees to better meet institutional infrastructure need.

6I1. Improvements

Development of a Tool to determine Standing Committee Effectiveness: Our action included this important step, however, design and implementation were harder than originally thought. IR will continue to work with the President to design a structure that will meet the institution's needs.

Expand the Standing Committee's Responsibilities: The College benefits when employees take responsibility for employee training. An additional, final step to this project will be to identify subjects for which each Standing Committee can take a leadership role in for employee development.

6P2. Culture of Quality

Developing an Infrastructure and Providing Resources

See Chart 6P1.1 and Category 5 for the College's plans to improve fiscal, financial, and technological infrastructure in order to support a culture of quality.

Ensuring CQI Makes an Evident Impact on Institutional Culture and Operations (5.D.1

The College develops and documents evidence of performance in its operations through annual Departmental Review. The review process requires employees complete a departmental self-assessment guide and to ask three questions: 1. What services/processes/etc. does my department offer that no one else on campus does?; 2. What should others learn from my department?; 3. What processes must be evident and of high quality?

Employees use the answers to these questions to write student and stakeholder learning outcomes and process improvement goals. IR supports departments in their endeavors through the research and creation of data collection tools.

Ensuring the Institution Learns from Its Experiences

(5.D.2)

ICC's processes for ensuring that lessons are learned from experiences is becoming more robust with time. The 2014 Assessment Plan will keep the institution focused on the collection and analysis of data in order to develop meaningful improvement activities.

Reviewing, Reaffirming, and Understanding the Role of the AQIP Pathway

The AQIP Committee reviews and understands the College's role of the AQIP Pathway. ICC recognizes that meaningful continuous quality improvement processes were not evident on its campus until the institution elected to become a member of the AQIP pathway.

6R2 Results for Continuous Quality Improvement

The College's results for continuous quality improvement to evidence a culture of quality in the way action projects and Commission feedback are used as an important drive for change.

6I2 Improvements

Planned improvements include the incorporation of additional institutional projects that use the AQIP action project framework for goal setting and data collection.

