

# *IHANKTONWAN COMMUNITY COLLEGE*

---

**“WOKSAPE OWAKIDE”  
(Seeking to Learn)**



2016-17 ANNUAL REPORT

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## **PART 1**

### **ORGANIZATIONAL STRUCTURE**

#### **ESTABLISHMENT**

The Ihanktonwan Community College was established by the Yankton Sioux Tribe (YST) pursuant to the Constitution and By-Laws in its inherent sovereign right of self-government to establish, fund, and to provide for the education and general welfare of the Ihanktonwan YST and its members. The Ihanktonwan Community College is established by YST Resolution No. 97-20 as a higher education institution of the Ihanktonwan YST and shall have and may exercise all those powers set forth herein. The Ihanktonwan Community College shall have the same tax status and immunities as the YST as education is an essential governmental function of the Tribe. The Ihanktonwan Community College is an “Indian Tribe or Tribal Organization” for the purposes of federal law and regulation.

The Yankton Sioux Tribe Business & Claims Committee (B&CC) established the Ihanktonwan Community College by the by Resolution No. 93-113, on October 14, 1993. The B&CC changed the name of the college the Yankton Sioux Community College to the Ihanktonwan Community College by Resolution No. 97-20, on April 10, 1997. On February 16, 2006 the Yankton Sioux Tribe General Council revised and adopted a new charter for the college. This action can be found in the minutes of the YST General Council meeting of February 16, 2006. The charter gives the college the legal authorization to operate as an institution of higher education with the authority to have degree-granting authority.

#### **PURPOSE**

The Ihanktonwan Community College is established for the purpose of conducting any and all lawful affairs relating to the operation of a successful educational institution that will serve as the Ihanktonwan center for higher education, research, culture and tradition.

#### **MISSION**

The mission of ICC is to establish and operate a college that will serve as the Yankton Sioux Tribe center for higher education, research, culture and tradition with authority to grant post-secondary degrees and certificates, especially that of the Associate Degree, to enter into agreements with public or private agencies to offer higher education on the lands of the Ihanktonwan YST, and to generally coordinate and regulate all higher education within the lands of the Ihanktonwan YST.

#### **ANCILLARY**

To do everything necessary, proper, advisable, or convenient for the accomplishment of the purposes set forth in this Article, and to do all things incidental thereto or connected therewith, which are not forbidden by law, this Charter, the Constitution, or by the Business & Claims Committee or General Council.

**AFFILIATION/BRANCH CAMPUS**

On November 4, 1998, the college was given authority by the YST Business and Claims Committee Resolution No. 98-315 to enter into an affiliation agreement with the Sinte Gleska University of the Rosebud Sioux Tribe. The agreement allows ICC to operate as a branch campus of SGU thereby providing accredited higher education courses. The agreement was approved by the North Central Association of Colleges and Schools, which SGU is a member and accredited by.

ICC is independent of SGU, is permanent in nature, offers courses for credit and programs leading to various Vocational Technology Certificates, Associates of Arts & Sciences, and Bachelor of Arts & Science Degrees. The college is autonomous to the extent that it has its own faculty, administrative/supervisory, its own budgetary, hiring authority, and academic resources and support services for students.

**BOARD OF DIRECTORS**

The Board of Directors through the Executive Director of the College manages the affairs of the College. The Board exercises all powers and responsibilities in accordance with the Charter as approved by General Council and Business & Claims Committee of the Yankton Sioux Tribe, applicable law, consistent with the best interests of the College and its students, and within the limits of responsible business judgment.

There are five members on the Board of Directors for the college who serve staggered terms. Serving staggered terms benefits the college because it provides better control, consistency, and continuity of maintenance and operations of the college. In addition, the standard of the NCA is that the colleges operate independently of any other entity.

**Current Board Members**

ICC Board of Directors serve a 4 year staggered term. The following is a record of Board members terms.

Name	Date Appointed	Term Ending Date
Ida Ashes	7/6/16	4 year term will expire on June 30, 2017
Clem Zephier	1/19/16	4 year term will expire on June 30, 2018
John Flying Horse	9/16/14	4 year term will expire on June 30, 2018
Ella Ray Stone	9/15/15	4 year term will expire on June 30, 2019
Vacant		4 year term will expire on June 30, 2020

## PART 2

### INSTITUTIONAL INFORMATION

#### Degrees

ICC offers the following degree programs that will lead to an accredited recognized degree/certificate:

- Bachelor of Science
  - Education
  
- Bachelor of Arts
  - Business
  - Human Services
  
- Associate of Arts
  - Arts and Sciences
  - Business
  - Education
  - Human Services
  - Vocational Education
  
- One Year Certificates
  - Vocational Education (must inquire)

#### Programs & Departments

There are seven major educational programs and departments for the college. The departments supervise the academic programs for all the respective degree or chosen area of study. Because ICC is considered a branch institute the college incorporates the SGU departmental philosophy and expectation for each programs or department.

#### Arts & Science

The Arts & Science, Wounspe Wankatuya will provide fundamental coursework leading to degrees offered at the college. This program will foster the value of flexibility in a multicultural and interdisciplinary world. It will help students succeed academically, socially, and personally both locally and globally; and provide nurturing, tolerant, stimulating learning environments to expand the skills, talents, ideas, awareness and capacities of its students. The department will maintain a commitment to the specific needs and desires of the reservation community in order to strengthen the sovereignty of the Ihanktonwan Oyate.

The college offers several Associate of Arts degrees and Associate of Science degrees. The Associate of Arts and Associate of Science degrees are the primary tools needed to fulfill the bridge function of ICC, which enables students to transfer to off-reservation, four-year programs

with confidence that they have a sound educational background and also familiarity with the academic experience that leads to self-assurance and academic success.

In addition, the Arts & Science Wounspe Wankatuya is to serve other departments by offering courses required by those departments and the core curriculum. To this end, Arts & Sciences instructors teach composition, speech, literature, history, art, government, science, math and other humanities course to all students.

### **Business Administration Management**

A student majoring in business is offered a solid foundation of business education, tools and skills that enhance the individual and the organization. Graduates of the two-year (Associate Degree) will discover a highly marketable curriculum focusing on the fundamentals of business and accounting fundamentals, communications both in writing and in verbal form, Economic and Personal Health, Dakota language/culture and technology. Graduates of the four-year (Bachelor Degree) may expect a rigorous curriculum in Human Resource and Conflict Management, Business Law and Ethics, Marketing and Management Theory. In addition, students will minor in either Tribal Management or Accounting. Tribal Management minors will gain understanding of Governmental & Non-Profit Accounting, Doing Business in Indian Country, and Contracts and Community Development. Accounting minors will gain a deeper understanding of Finance and advanced Accounting Principles. Alumni of our programs find meaningful work in various business environments, pursue advance degrees and become contributing members to their communities.

### **Dakota Studies**

The overall academic goal of the Dakota Studies Department is to integrate Dakota traditional values and history to the academic career in a bi-cultural setting or to meet the challenges and complexities of Dakota society. In order to achieve this goal, the Dakota Studies program offers a two year Associate of Arts degree program in four areas of emphasis: Dakota Language, Dakota History & Culture, Traditional Dakota Arts and Creative Writing.

In addition to the degrees offered by the Department, it also plays a support role in all other College academic programs since Dakota Language and Dakota History & Culture are required core courses. It is the intention to provide a bi-cultural perspective and promote sensitivity to all academic programs offered at the College. This is a very unique and powerful dynamic provided by the Dakota Studies Department.

A second goal of this department is related to the reservation community at large: to extend non-academic services to the Tribe and its members. These services include offering expertise in Dakota culture and advocating for the integrity of traditional Dakota values and heritage. The department also takes a very active role in cultural protection, preservation and restoration.

### **Education**

The Education Department of College improves the learning process for all children through the development of effective facilitators of knowledge, understanding and values. This mission

includes planning that relates to understanding of the past, its connections to the present, and the implications for the future. The mission contributes to tribal autonomy and cultural strength. It also contributes to individual development that is characterized by reflective thought, self-development and a lifelong seeking of wisdom.

The mission of the Education Department contains the following main strands:

One addresses the need for effective facilitators of a journey of the wakanyeja (children). This includes an understanding that, even as shown in the terminology, children are sacred.

Therefore, in the early years of learning, there will be a pedagogy that is grounded in the Dakota culture and leans to a life-long search of the ultimate goal, woksape (wisdom).

Graduates in education will be committed to the Dakota wisdom of looking ahead for seven generations. Consequently, planning is based on this tradition, especially as it affects children. This includes looking to the past so that the traditions and values of today are understood and transmitted to the future. The pedagogy espoused by the Education Department is respectful of the values of the Dakota and are based in past tradition and are requisite for the future.

The Teacher Education Program will assist Sinte Gleska University in strengthening tribal culture and government. This includes the teaching of the four Dakota virtues: Woksape (wisdom); Woohitika (bravery); Wowacintanka (fortitude); and Wacantognaka (generosity). Educators in reservation classrooms will promote the ideals of tribal sovereignty and self-determination.

### **Human Services**

The Human Services Department at College is committed to fully support the overall ICC Mission Statement. Therefore, the Human Services Department will provide students and graduates a rigorous academic experience reflective of contemporary education and Ihanktonwan Dakota knowledge and values. Bachelor of Art (BA) graduates will be competent and skilled professional helpers and fully prepared to serve in helping positions or go on to successfully complete graduate studies. BA graduates will also have an appreciation of the Dakota way of life, weaving the WoDakota philosophy into both professional and personal domains, be active critical thinkers and self-starters, and be productive and contributing citizens. Lastly, BA graduates will be personally committed to healthy, responsible lifestyles.

### **Vocational Technology**

The Institute of Technologies provides Vocational Training and the skills to prepare students of the Ihanktonwan Sioux Reservation for employment. The program currently offers one-year certificates and two-year Associate of Applied Science degrees.

### **General Studies**

General Education at the postsecondary level is an essential element of undergraduate degree programs. The General Education core requirements of ICC draw upon the tribal value of education as a lifelong process or wounspe. The role of General Education core requirements is to provide for the traditional understanding of education, present an overview of learning within college, and introduce students to the world of higher education. The core requirements provide a foundation for all future learning at ICC.

## PART 3

### INSTITUTIONAL DATA

#### Enrollment

The following Chart A is an analysis enrollment for the past twenty-three years beginning 1994. The average semester enrollment is 63 students at the end of the 2016-17 academic year. The average aggregate yearly enrollment is 127 students per year. This enrollment is down from the previous 2015-16 year.

#### Official Enrollment Definition

The enrollment count is taken after the first drop/add period of each semester. It includes all students full time and part time enrolled in all courses. See Chart A for the data.

**CHART A**  
**Enrollment Numbers**

Fall Semester Year	Total Student Count	Spring Semester Year	Total Student Count	Summer Session Year	Total Student Count	Aggregate Yearly Student Count Total
1994	38	1995	18	1994-95		56
1995	20	1996	25	1995-96		45
1996	40	1997	67	1996-97		107
1997	57	1998	77	1997-98		134
1998	48	1999	56	1998-99		104
1999	50	2000	56	1999-00		106
2000	64	2001	78	2000-01		142
2001	64	2002	67	2001-02		131
2002	70	2003	89	2002-03		159
2003	76	2004	84	2003-04		160
2004	95	2005	92	2004-05		187
2005	78	2006	66	2005-06		144
2006	68	2007	60	2006-07		128
2007	48	2008	61	2007-08		109
2008	72	2009	74	2008-09		146
2009	70	2010	60	2009-10		130
2010	64	2011	54	2010-11		118
2011	54	2012	57	2011-12	14	125
2012	51	2013	52	2012-13		103
2013	58	2014	56	2013-14	3	117
2014	78	2015	65	2014-15		143

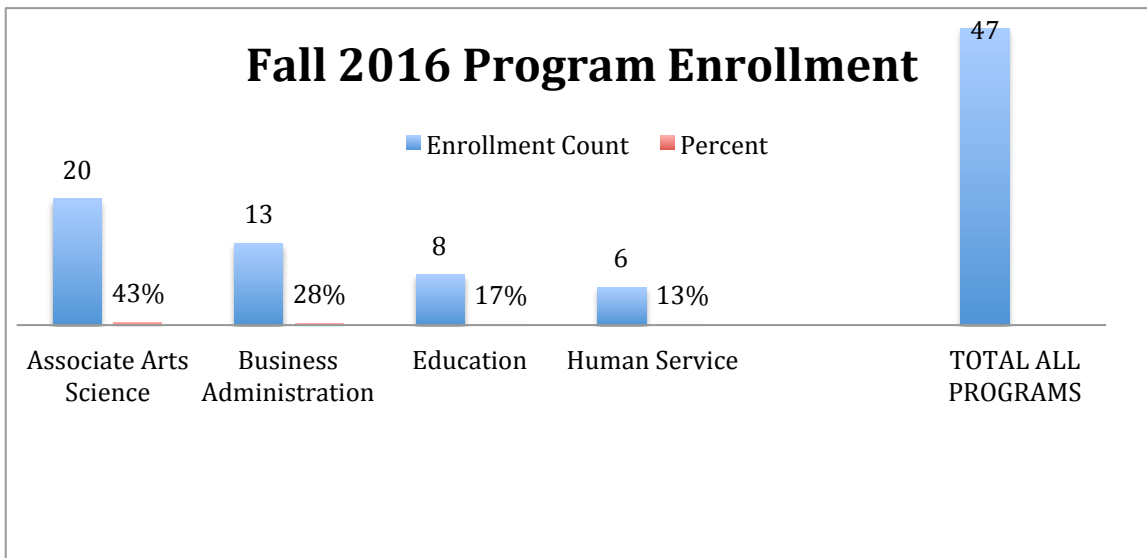


2015	63	2016	58	2015-16		121
2016	47	2017	42	2016-17	15	104
<b>Ave. Sem.</b>	62		64			127
<b>Aggregate Total</b>	1373		1414		32	2819

**Program Enrollment Numbers**

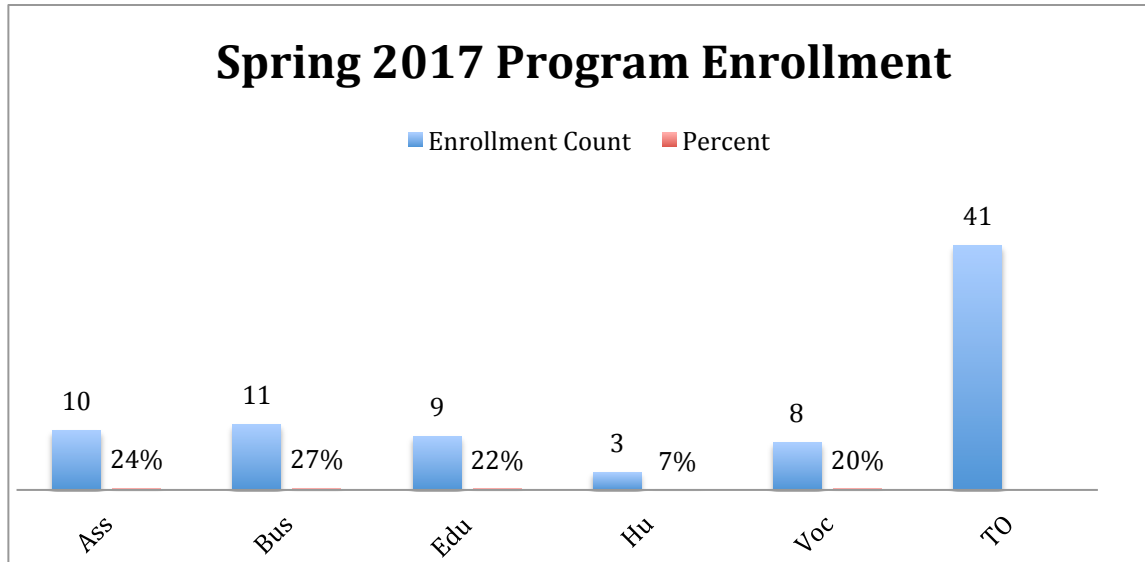
The program enrollment for the academic 2016-17 year included four major programs. The Associate of Arts & Science had the highest enrollment at 43%, Business at 28%, Education at 17%, and Human service at 13%. See the following Chart B for a breakdown of data.

**CHART B**  
**Program Enrollment Numbers**



The numbers changed during the spring semester of 2017 with Business having 27% enrollment, Arts & Science 24%, Education at 22%, Human Service at 20%, and vocational 20%. During the spring semester 2017 ICC offered for the first time the Certified Nurse Aide (CNA) program, which had the maximum number of students allowed 8 students. See the following Chart C for a breakdown of data.

**CHART C  
Program Enrollment Numbers**



**Enrollment Report by Gender and Academic Majors**

The following Chart D and Chart E includes the gender program enrollment for the 2016-17 academic year included four major programs. Females have the highest enrollment numbers for both semesters Fall 2016 70% and Spring 2017 70%.

**CHART D  
FALL 2016 Enrollment Numbers by Gender**

<b>PROGRAM ENROLLMENT REPORT FALL 2016</b>			
<b>ARTS &amp; SCIENCE</b>	<b>NUMBER OF STUDENTS</b>	<b>MALE</b>	<b>FEMALE</b>
Associate in Arts / Arts & Science	20	8	12
Total Program Area	20	8	12
<b>BUSINESS</b>	<b>NUMBER OF STUDENTS</b>	<b>MALE</b>	<b>FEMALE</b>
Associate of Arts in Business Management	8	3	5
Bachelor in Accounting	5	0	5
Total Program Area	13	3	10
<b>EDUCATION</b>	<b>NUMBER OF STUDENTS</b>	<b>MALE</b>	<b>FEMALE</b>
Associate of Arts in Elementary Education	3	0	3
Associate of Arts K-8 Elementary Education/SPED	0	0	0
Bachelor of Science in Elementary Education/Selected Concentration	3	0	4
Bachelor of Science in K-8 Elementary Education/Early Childhood	0	0	0
Certification Renewal	1	0	1

Total Program Area	8	1	7
HUMAN SERVICE	NUMBER OF STUDENTS	MALE	FEMALE
Associate in Human Services	3	1	2
Bachelor in Chemical Dependency	1	0	1
Bachelor in Criminal Justice	1	0	1
Bachelor in Mental Health	1	0	1
Total Program Area	6	1	5
Total All Areas	47	14	33
Percent Ratio		30%	70%

**CHART E**  
**SPRING 2017 Enrollment Numbers by Gender**

<b>PROGRAM ENROLLMENT REPORT SPRING 2017</b>			
ARTS & SCIENCE	NUMBER OF STUDENTS	MALE	FEMALE
Associate in Arts / Arts & Science	10	4	6
Total Program Area	10	4	6
BUSINESS	NUMBER OF STUDENTS	MALE	FEMALE
Associate of Arts in Business Management	6	1	5
Bachelor in Accounting	5	1	4
Total Program Area	11	2	9
EDUCATION	NUMBER OF STUDENTS	MALE	FEMALE
Associate of Arts in Elementary Education	6	2	4
Bachelor of Science in Elementary Education/Selected Concentration	2	0	2
Certification Renewal	1	1	
Total Program Area	9	3	6
HUMAN SERVICE	NUMBER OF STUDENTS	MALE	FEMALE
Associate in Human Services	2	1	1
Bachelor in Criminal Justice	1	0	1
Total Program Area	3	1	2
VOCATIONAL/C N A	NUMBER OF STUDENTS	MALE	FEMALE
	8	3	5
Total Program Area	8	3	5
Total All Areas	41	13	28
Percent Ratio		32%	68%

### Retention Rates

The retention rates for the college have not yet been determined, however from the preliminary data see a large number of students who start but do not finish college. We believe this is due in large part to the lack of adequate financial aid for students.

### Graduation Report

Since ICC opened its doors in 1996, the college has graduated a total of one hundred sixty six (161) students. All of these graduates obtained a two-year Associates Arts Degree and Bachelor of Arts in the primary fields of Arts & Science, Business, Education, Human Services, Vocational Trades to include LPN and Building and Trades academic fields. In 2017, the college graduated 5 students. The following Chart F details the number of ICC graduates by year.

**ICC Graduation Record  
Chart F**

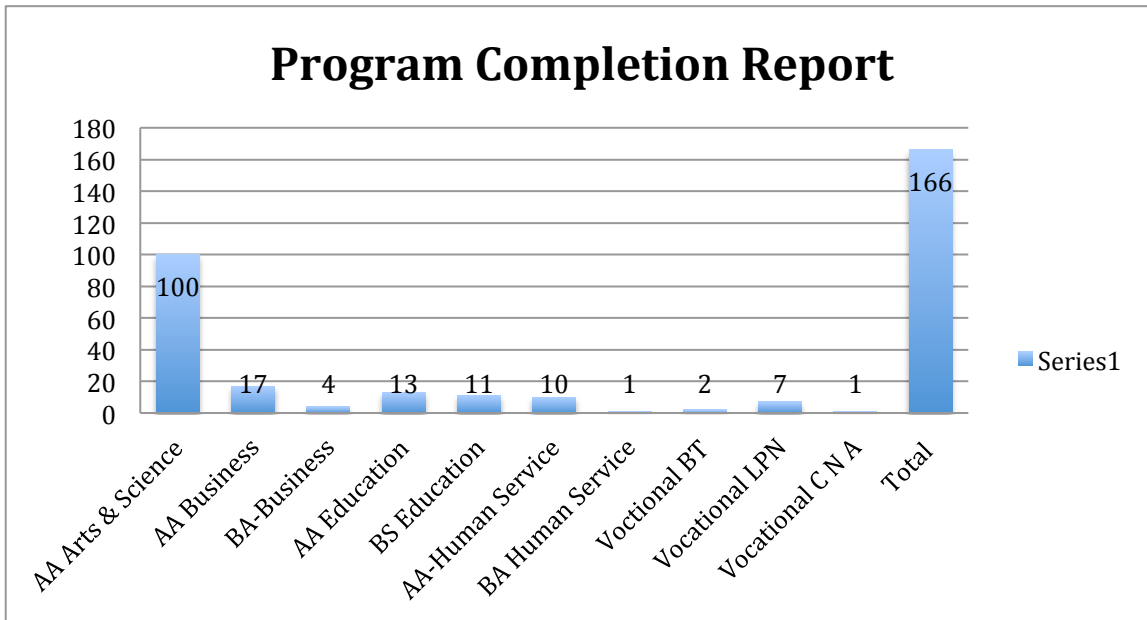
<b>Year</b>	<b>Total Graduates</b>
1996	1
1997	4
1998	12
1999	11
2000	12
2001	4
2002	3
2003	13
2004	9
2005	9
2006	9
2007	10
2008	3
2009	11
2010	6
2011	9
2012	4
2013	12
2014	5
2015	6
2016	8
2017	5
<b>Total</b>	<b>166</b>

### Program Completion Numbers

The following Chart G details the number of students completing by program. The 2016 -17 academic year majority of students (100) completing programs were in the Associate of Arts & Science Program. Since then the students have completed for the first time programs in the

certificate, Vocational Education, and Bachelor degree areas. In the spring of 2017 ICC was granted authority to offer Certified Nurse Aid (CNA) training. One student successfully completed the program.

**CHART G**  
**Program Completion Summary**



**Course Offerings**

The range of classes offered per semester is between 24-30. Of these the college will hold twenty-eight classes a semester on the average for the six main departments to include Arts & Sciences, Business, Dakota Studies, Education, Human Services, and Vocational Education. The course offerings are listed in the course catalog book.

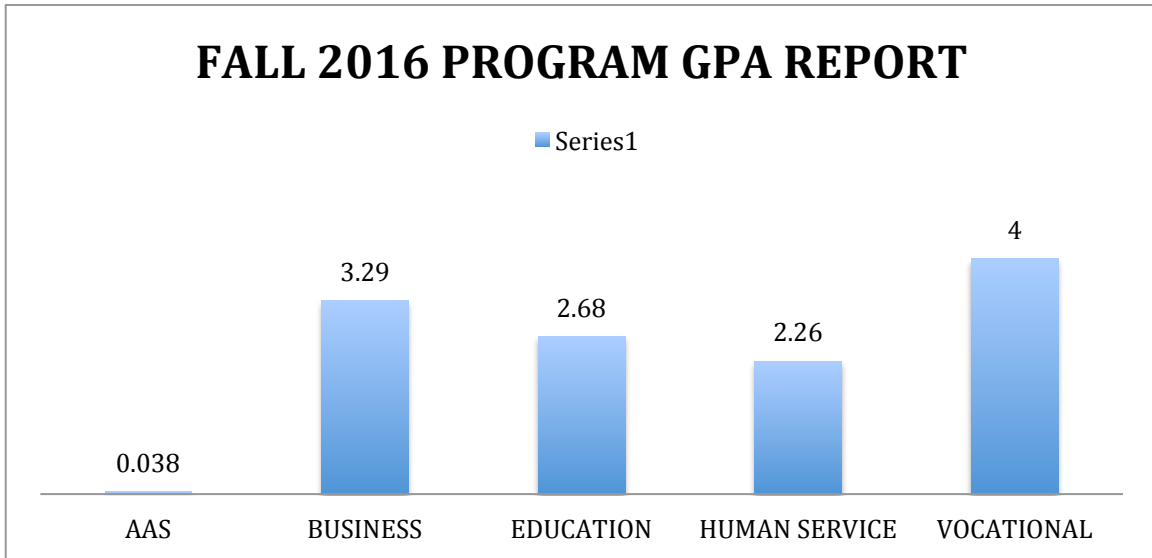
**Class Size**

The class size has been a challenge for the college and student in terms of academic, financial, time, scheduling, and accreditation issues. There are several factors affecting class size the major factor is the size of the college. Because the college is small and has low enrollment numbers class sizes are small. The average class size is 8 students. The range of students in class is anywhere from 1-34 students. Students vary within each department as to the specific degree. When the college added the upper division courses for the Bachelor Degree courses increased for the college.

**Program GPA Report**

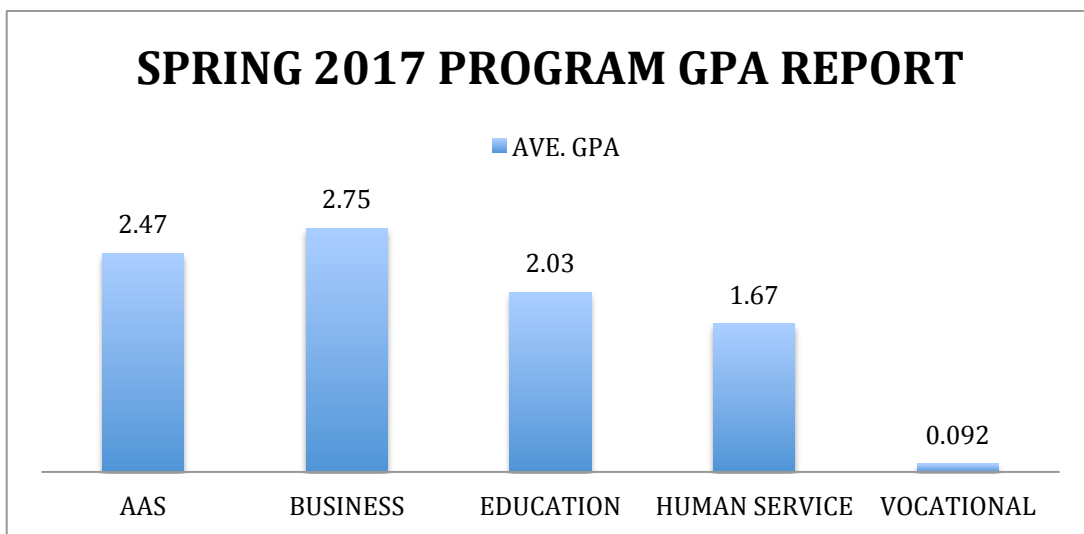
In analysis of the Grade Point Average (GPA) for major program areas for the Fall 2016 semester we find Arts & Science had the worse average GPA of less then 1.0. Business Management major students averaged 3.29, Education students averaged 2.68, Human Service majors had a 2.26 and vocational was the highest but this score is based 4.0 with fewer students enrolled. See the following Chart H for a view of data.

CHART H



In analysis of the Grade Point Average (GPA) for major program areas for the Spring 2017 semester we find Arts & Science improved and the average GPA of less than 2.47. Business Management major students averaged dropped 2.75, Education students averaged dropped 2.03, Human Service dropped 1.67, and the vocational was the lowest at .092. See the following Chart I for a view of data.

CHART I

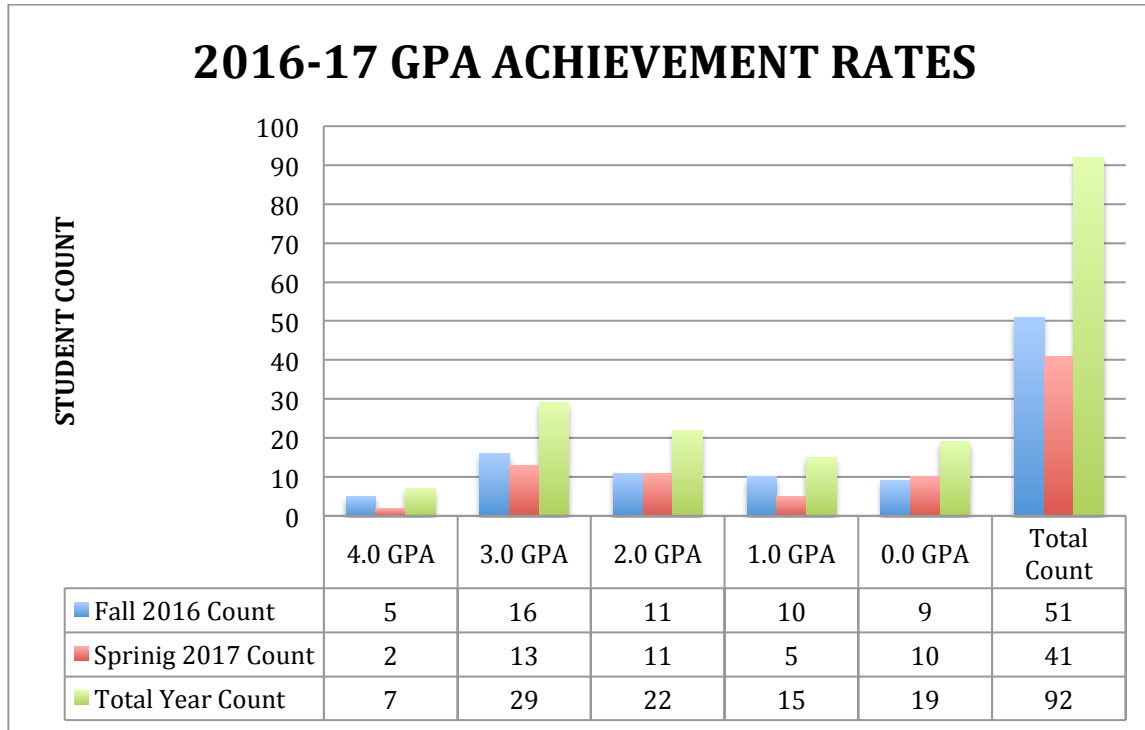


**GPA Achievement Rates**

In an analysis of the GPA Achievement Rates for all six-program departments for the year 2016-17, more students are passing their courses 79%. However, there is a large number 21% who

failed. The following Chart J shows number of students and their respective GPA achievement rates.

**CHART J**



**Tuition Cost**

The tuition and fees for the 2016-17 year remained the same. The following Chart K is a view of the typical cost of tuition and fees at ICC. Costs include tuition, general fees, and books for a student if he/she carries the minimum amount of 12 credit hours (generally four classes). The total amount a student pays for one semester would be about \$2610, or \$5220 for two semesters. A full view of the tuition and fees policy can be seen in Attachment A.

**CHART K  
TUITION & FEES**

<b>Tuition, Fees, &amp; Books</b>	<b>Cost</b>	<b>Total Average Tuition Cost Per. Sem. (12 CH)</b>
Tuition fee per credit hour	\$125	\$1,500
SGU Registration Fee per credit hour	\$30	\$360
Student Activity Fee	\$50	\$50
Computer/Technology Fee	\$50	\$50
Instructional Support Fee	\$50	\$50
Books	\$600	\$600
<b>Total Average Cost</b>		<b>\$2,610</b>

### Financial Aid

Financial aid for the 2016-17 remained the same. There are two primary types of financial aid a student will receive at ICC, which is the federal PELL Grant and the YST Higher Education Scholarship. The following Chart L is view of the aid and how it is applied for the student. It is base on the above tuition and fees rates of student carries the minimum amount of hours.

**CHART L**  
**Financial Aid**

<b>Student Aid</b>			
The following is the typical type and amount of financial aid a student receives to attend ICC. The aid is split for both semesters or for half one semester.			
<b>Student Aid</b>	<b>Year</b>	<b>Fall Sem.</b>	<b>Spring Sem.</b>
PELL Grant (US Dept. of Ed.)	\$5,550	\$2,775	\$2,775
YST Higher Ed. Scholarship (YST)	\$2,000	\$1,000	\$1,000
<b>Total Amount</b>	<b>\$7,550</b>	<b>\$3,775</b>	<b>\$3,775</b>
Average Remaining Funds Minus minimum Tuition \$4860 one year			
	\$1610		
Divided by 10 distribution periods (5 each sem.)			
	\$161		
*The tuition and fees vary for each student because some students carry more/less classes. In addition, some classes require labs, which will include an additional fee.			

### Comparative Tuition & Fees

ICC offers accredited college courses and degrees at a cost that is significantly lower than tuition and fees cost when compared to other SD colleges in the region and surrounding area.

Depending on the college you compare ICC with the range of savings for a student attending ICC is from 12% to 90%.

The following Chart M is a comparison of the cost of tuition, fees, and books between the colleges. For some colleges the cost only included tuition, which is still significantly higher than ICC charges. Students are encouraged to attend ICC and complete core courses here then transfer to the college of their choice. This will save a significant amount of dollars for the student.



**CHART M**  
**Tuition & Fees Comparison**

Institution Name		
ICC Net Cost includes Tuition, Fees, & Books	Per Semester	% Greater
ICC	\$2,610	
Western Dakota Technical Institute	\$2,970	12%
Mitchell Technical Institute	\$2,970	12%
Sisseton Wahpeton College	\$3,450	24%
Lake Area Technical Institute	\$3,564	27%
Black Hills State University	\$3,726	30%
Dakota State University	\$3,726	30%
Northern State University	\$3,726	30%
University of South Dakota	\$3,897	33%
South Dakota State University	\$3,897	33%
South Dakota School of Mines and Technology	\$3,900	33%
Western Dakota Technical Institute	\$2,970	12%
Mitchell Technical Institute	\$2,970	12%
Sisseton Wahpeton College	\$3,450	24%
Lake Area Technical Institute	\$3,564	27%
Black Hills State University	\$3,726	30%
Dakota State University	\$3,726	30%
Northern State University	\$3,726	30%
University of South Dakota	\$3,897	33%
South Dakota State University	\$3,897	33%
South Dakota School of Mines and Technology	\$3,900	33%
National American University-Ellsworth AFB Extension	\$6,012	57%
	Per Year	
Kilian Community College	\$9,900	74%
Colorado Technical University-Sioux Falls	\$10,440	75%
National American University-Sioux Falls	\$10,944	76%
National American University-Rapid City	\$11,376	77%
Globe University-Sioux Falls	\$15,300	83%
Presentation College	\$15,870	84%
Mount Marty College	\$20,300	87%
Dakota Wesleyan University	\$21,750	88%
University of Sioux Falls	\$22,970	89%
Augustana College	\$27,380	90%

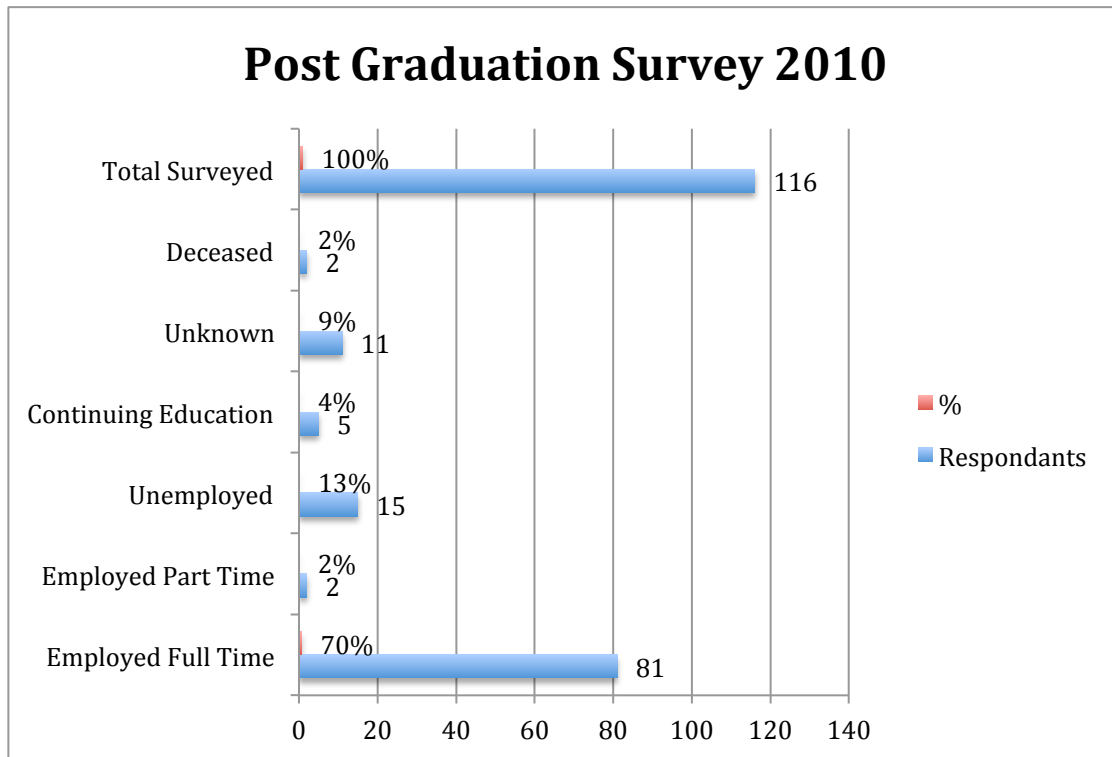
**Demographic data/diversity of student body**

The majority of students attending ICC are non-traditional students i.e., they are older, have families and homes, and have full/part time jobs. The majority live at or under the poverty income level as indicated by the number who qualify for PELL grant. The diversity of the population is predominately American Indian, approximately 95%. The majority are Yankton Sioux with a few students coming from other Tribes.

**Employment Rates**

In the 2010, Post Graduation Survey (see Chart N), 72% of the graduates responding reported that they were working full time or part time, and thirteen percent reported to be unemployed. When we compare the ICC graduate unemployment figure of 13% with the Yankton Sioux Tribe Labor Force Report 2011 unemployment figure of 65% the difference is 52%. By far this is a significant statistical difference that indicates the college impact on objective one.

**CHART N**  
**Post Graduation Survey**



**Faculty Composition**

The college has one full time Academic Dean who also serves as the Education Department Supervisor. There is one full time Department Supervisor and Instructor for the Human Service, Business Administration, and Liberal Arts departments. There are 18-20 adjunct instructors for the college.

**PART 4****FINANCIAL INFORMATION****Administration**

The college maintains its own administration, including business administration, facilities, maintenance & operation, personnel, property & supply, admissions/clerk receptionist services, registration services, and all other required administrative duties and responsibilities. In addition, the college provides academic services to include Academic Dean, Department Supervision, Advisor, one full time Instructor, admission, registration, guidance services, student support, and class instructors. The following Chart O is the budget summary for the college.

CHART O

<b>Ihanktonwan Community College 2017-18 BUDGET</b>	
PERSONNEL:	\$210,380
TOTAL PERSONNEL PLUS FRINGE:	\$232,049
OTHER CONTRACT COSTS:	\$81,200
TRAVEL:	\$11,000
BOARD OF DIRECTORS:	\$21,000
BUSINESS OFFICE:	\$36,975
BUILDING MAINTENANCE:	\$40,310
TECHNOLOGY:	\$5,000
GRADUATION:	\$4,705
MISCELLANEOUS:	\$12,000
LIBRARY:	\$2,750
ACADEMIC PROGRAMS:	\$5,300
TOTAL BUDGET	\$452,289

**Annual Report**

This report can be found on line at:

[iccoyate.com](http://iccoyate.com)

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