*IHANKTONWAN COMMUNITY COLLEGE*

**“WOKSAPE OWAKIDE”**

**(Seeking to Learn)**

Macintosh HD:Dr. Garcia/ICC:ICC Forms:Ihanktonwan Logo.pdf

2014-15 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 Councilrevised 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 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 Director serve 4 years staggered terms. The following is a record of Board members terms.

* VACANT 4 year term will expire on June 30, 2016
* Ida Ashes 4 year term will expire on June 30, 2017
* Clem Zephier 4 year term will expire on June 30, 2018
* John Flying Horse 4 year term will expire on June 30, 2018
* Ella Ray Stone 4 year term will expire on June 30, 2019

## Chronological History

The following is chronological list of significant dates in the development and brief history of the college.

* The YST Business and Claims Committee established by Resolution No. 93-113 on October 14, 1993 the Yankton Sioux College Center as a post-secondary higher education institution. The primary purpose of the college is to provide academic and vocational curricula leading to post-secondary education degrees, and to preserve the Nakota/Dakota Language, History and Culture.
* On February 4, 1994 the college was issued a Certificate of Incorporation by the State of South Dakota. The certificate allows the college to operate as a non-profit corporation in the State.
* In 1994, a negotiated agreement was reached with the Nebraska Indian Community College, which had degree-granting authority by the Higher Learning Commission of the North Central Association. Under this agreement the college was able to provide accredited courses of study. These courses were also approved by the South Dakota Department of Education. The College Center functioned as an extension of the Nebraska Indian Community College. Ten courses were offered in the fall and spring semester. Student enrolled in courses that lead to a two-year A.A. degree in General Studies.
* In May of 1996, the Yankton Sioux College Center graduated the first Yankton Sioux Tribal member Sandra Sully.
* On January 18, 1996, the Yankton Sioux College Center was granted tax-exempt status by the Internal Revenue Service described in section 501(c)(3) of the Internal Revenue Code and is found in Publication 78.
* On July 11, 1996, in compliance with standards governing educational institutions, the Yankton Sioux College Center was designated as the Yankton Sioux Tribal Library and Archives by tribal resolution.
* On April 10, 1997, the name of the Yankton Sioux College Center was changed to Ihanktonwan Community College. This was approved by tribal resolution No. 97-20 by the Yankton Sioux Tribe Business and Claims Committee.
* In 1998, the Ihanktonwan Community College ended its affiliation agreement with Nebraska Indian Community College.
* In July of 1998, the college entered into an affiliation/accreditation agreement with the Sinte Gleska University of Rosebud Sioux Tribe, in Rosebud, South Dakota. Sinte Gleska University is accredited by Higher Learning Commission of the North Central Association and offers degrees at the undergraduate and graduate levels.
* Since 1998, ICC has provided higher education services under this agreement.
* On August 11, 2003, the college received notification that a grant from the USDA office for a library building was approved. A matching grant was received from the Shakopee Mdewakanton Sioux Community in October of the same year.
* In 2005, a grant for a new learning center was submitted to the Department of Housing & Urban Development in the amount of $900,000. On 3/7/2005, HUD notified the college of the selected project and its award. On 4/24/07 the construction for the new center was completed.
* In July of 2004, the YST B&C passed the resolution seeking recognition under the Tribally Controlled Community College Assistance Act of 1978.
* On July 19, 2005, the Ihanktonwan Community College Board of Directors passed a resolution to seek affiliation and accreditation with the Higher Learning Commission of the North Central Association of Colleges & Schools.
* On February 16, 2006 the Yankton Sioux Tribe General Councilrevised and approved the revision and adoption of a new charter. 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 right to have degree-granting authority.
* In 2006, the college completed its first official audit for 2004 and 2005.
* On January 11, 2007, the college held it’s initial interview for accreditation with the Higher Learning Commission of the North Central Association. At that time the college was notified that it would be allowed to proceed through the accreditation process.
* Starting in 2007 and 2008, the college held discussions and negotiations with SGU for the purposes of allowing the college to offer Bachelor of Arts/Science course for credit under the affiliation agreement. This agreement was approved and finalized starting the 2008-09 year. Under this agreement the college can offer courses at the BA level for Human Services, Education, and Business Administration majors.
* In January of 2009, the college recruited the first Vocational Trade students for the Building Trades Certification and the LPN program.
* On January 1, 2009, the college submitted its letter of intent for candidacy status with HLC.
* In 2010, the college graduated its first Bachelor of Arts and Bachelor of Science students. One of the students Sandra Sully was also the first graduate of ICC.
* In 2010, the college graduated the first two Vocational Trade students in the Building Trades Certification program.
* In June of 2010, the college submitted the Preliminary Information Form (PIF) required by the NCA before a college can be considered for candidacy. This is the second stage of the NCA process.
* In 2011, the college was given a site review by the SD Board of Nursing program.
* In 2011, the college graduated its first LPN nursing Graduates. A the same time the college first nursing student passed the State Board of Nursing exam and became fully certified.

# 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

## 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 of the college enrollment for the past twenty-two years beginning 1994. From the chart, we see that the average semester enrollment is 60 students in 2015-16. The average yearly enrollment is 121 students per year. The enrollment increased 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 courses.

**CHART A**

**Enrollment Numbers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall Semester Year** | **Total Student Count** | **Spring Semester Year** | **Total Student Count** | **Summer Session Year** | **Total Student Count** | **Aggregate Yearly Total** |
| 1994 | 38 | 1995 | 18 | 1995 |  | 56 |
| 1995 | 20 | 1996 | 25 | 1996 |  | 45 |
| 1996 | 40 | 1997 | 67 | 1997 |  | 107 |
| 1997 | 57 | 1998 | 77 | 1998 |  | 134 |
| 1998 | 48 | 1999 | 56 | 1999 |  | 104 |
| 1999 | 50 | 2000 | 56 | 2000 |  | 106 |
| 2000 | 64 | 2001 | 78 | 2001 |  | 142 |
| 2001 | 64 | 2002 | 67 | 2002 |  | 131 |
| 2002 | 70 | 2003 | 89 | 2003 |  | 159 |
| 2003 | 76 | 2004 | 84 | 2004 |  | 160 |
| 2004 | 95 | 2005 | 92 | 2005 |  | 187 |
| 2005 | 78 | 2006 | 66 | 2006 |  | 144 |
| 2006 | 68 | 2007 | 60 | 2007 |  | 128 |
| 2007 | 48 | 2008 | 61 | 2008 |  | 109 |
| 2008 | 72 | 2009 | 74 | 2009 |  | 146 |
| 2009 | 70 | 2010 | 60 | 2010 |  | 130 |
| 2010 | 64 | 2011 | 54 | 2011 |  | 118 |
| 2011 | 44 | 2012 | 37 | 2012 |  | 81 |
| 2012 | 54 | 2013 | 52 | 2013 |  | 106 |
| 2013 | 58 | 2014 | 56 | 2014 |  | 114 |
| 2014 | 65 | 2015 | 53 | 2015 | 7 | 125 |
| 2015 | 63 | 2016 | 58 | 2016 | 3 | 124 |
| Aggregate Total | 1306 |  | 1340 |  | 10 | 2656 |
| **Ave. Sem.** | 59 |  | 61 |  |  | 60 |
| **Ave. Yearly Total** |  |  |  |  |  | 121 |

## Indian Student Count

The average aggregate Indian Student Count (ISC) for 2015-16 was 117. The count is used primarily for the purpose of determining Tribally Controlled Community Colleges Assistance Act P.L. 94-471 funding allocations. The count is taken at the start of each semester then divided by two, which is taken for each of the three sessions. The total ISC is considered according to the congressional funding allocation for the year. The funds are used for the administration, faculty, operation & maintenance of the college.

## Program Enrollment Numbers

The program enrollment for the academic 2015-16 year included four major programs. Two departments held the same and highest enrollment numbers for the year included the Business and Education programs with 30%, followed by the Arts & Science with 23%, and Human Services with 17%. See the following Chart B for a breakdown of numbers.

**CHART B**

**Department Enrollment Numbers**

## Enrollment Report by Gender and Academic Majors

The following Chart C and Chart B includes the gender program enrollment for the 2015-16 academic year included four major programs. Females have the highest enrollment numbers for both semesters Fall 2015 70% and Spring 2016 74%. Education and Business have the highest enrollment numbers. In education students are enrolling in elementary education with various minors. In Business students are enrolling in accounting.

**CHART C**

**Enrollment Numbers by Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PROGRAM ENROLLMENT REPORT FALL 2015** | | | | |
| ARTS & SCIENCE | NUMBER OF STUDENTS | MALE | FEMALE | Percent of Total Enrollment |
| Associate in Arts / Arts & Science | 11 | 3 | 8 |  |
|  | 11 | 3 | 8 | 24% |
| BUSINESS | NUMBER OF STUDENTS | MALE | FEMALE |  |
| Associate of Arts in Business Management | 11 | 7 | 4 |  |
| Bachelor in Accounting | 2 | 0 | 2 |  |
|  | 13 | 7 | 6 | 28% |
| EDUCATION | NUMBER OF STUDENTS | MALE | FEMALE |  |
| Associate of Arts in Elementary Education | 9 | 2 | 7 |  |
| Associate of Arts K-8 Elementary Education/Early Childhood Education | 1 | 0 | 1 |  |
| Bachelor of Science in Elementary Education/Selected Concentration | 1 | 0 | 1 |  |
| Bachelor of Science in K-8 Elementary Education/ Early Childhood | 2 | 0 | 2 |  |
| Certification Renewal | 1 | 1 | 0 |  |
|  | 14 | 3 | 11 | 30% |
| HUMAN SERVICE | NUMBER OF STUDENTS | MALE | FEMALE |  |
| Associate in Human Services | 3 | 1 | 2 |  |
| Bachelor in Chemical Dependency | 2 | 0 | 2 |  |
| Bachelor in Criminal Justice | 1 | 0 | 1 |  |
| Bachelor in Mental Health | 2 | 0 | 2 |  |
|  | 8 | 1 | 7 |  |
|  | 46 | 14 | 32 | 17% |
|  |  | 30% | 70% |  |

**CHART D**

**Enrollment Numbers by Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PROGRAM ENROLLMENT REPORT SPRING 2016** | | | | |
| PROGRAM NAME | NUMBER OF STUDENTS | MALE | FEMALE | Percent of Total Enrollment |
| Associate in Arts / Arts & Science | 12 | 2 | 10 |  |
|  | 12 | 2 | 10 | 23% |
| PROGRAM NAME | NUMBER OF STUDENTS | MALE | FEMALE |  |
| Associate of Arts in Business Management | 11 | 6 | 5 |  |
| Bachelor in Accounting | 4 | 1 | 3 |  |
| Bachelor in Tribal Management | 2 | 1 | 1 |  |
|  | 17 | 8 | 9 | 32% |
| PROGRAM NAME | NUMBER OF STUDENTS | MALE | FEMALE |  |
| Associate of Arts in Elementary Education | 11 | 2 | 9 |  |
| Associate of Arts K-8 Elementary Education/Early Childhood Education | 1 | 0 | 1 |  |
| Bachelor of Science in Elementary Education/Middle School | 1 | 0 | 1 |  |
| Bachelor of Science in Elementary Education/Selected Concentration | 1 | 0 | 1 |  |
| Bachelor of Science in K-8 Elementary Education/ Early Childhood | 2 | 0 | 2 |  |
|  | 16 | 2 | 14 | 30% |
| PROGRAM NAME | NUMBER OF STUDENTS | MALE | FEMALE |  |
| Associate in Human Services | 4 | 2 | 2 |  |
| Bachelor in Chemical Dependency | 2 | 0 | 2 |  |
| Bachelor in Mental Health | 2 | 0 | 2 |  |
|  | 8 | 2 | 6 |  |
|  | 53 | 14 | 39 | 15% |
|  |  | 26% | 74% |  |

## 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.

**CHART E**

**Retention/Drop Report**

## 

## Graduation Rates

The college has graduated 161 students since the establishment of the college, 1993. ICC has graduated more YST members than any other college since it opened. In this regard, ICC has been very successful.

## Program Completion Numbers

The following Chart E details the number of students completing by program. The 2016 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.

**CHART E**

**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.

## GPA Report

In analysis of the Grade Point Average (GPA) for the 20115-16 year we find Arts & Science students had a average GPA of 2.9 or better, up from the previous year. Business Management majors students averaged 3.03 down form the previous year. Education students averaged 3.12, up from the previous year and Human Service majors had a 2.90 which was about the same compared to the previous year.

**CHART F**

**GPA Report**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | GPA | Fall 2015 | Spring 2016 | Year 2015-16 | Percent |  |
| Arts & Science | 4.0 | 2 | 3 | 5 | 18% |  |
|  | 3.0 | 2 | 3 | 5 | 18% |  |
|  | 2.0 | 3 | 3 | 6 | 21% | 57% |
|  | 1.0 | 3 | 0 | 3 | 11% |  |
|  | 0.0 | 4 | 5 | 9 | 32% |  |
|  |  | 14 | 14 | 28 |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Business Administration & Management | 4.0 | 4 | 3 | 7 | 17% |  |
|  | 3.0 | 8 | 8 | 16 | 39% |  |
|  | 2.0 | 5 | 3 | 8 | 20% | 76% |
|  | 1.0 | 2 | 1 | 3 | 7% |  |
|  | 0.0 | 3 | 4 | 7 | 17% |  |
|  |  | 22 | 19 | 41 |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Education | 4.0 | 2 | 2 | 4 | 11% |  |
|  | 3.0 | 8 | 7 | 15 | 43% |  |
|  | 2.0 | 3 | 5 | 8 | 23% | 77% |
|  | 1.0 | 1 | 0 | 1 | 3% |  |
|  | 0.0 | 2 | 5 | 7 | 20% |  |
|  |  | 16 | 19 | 35 |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Human Services | 4.0 | 1 | 2 | 3 | 23% |  |
|  | 3.0 | 2 | 3 | 5 | 38% |  |
|  | 2.0 | 2 | 1 | 3 | 23% | 46% |
|  | 1.0 | 0 | 1 | 1 | 8% |  |
|  | 0.0 | 1 | 0 | 1 | 8% |  |
|  |  | 6 | 7 | 13 |  |  |
|  |  |  |  |  |  |  |
|  |  | 58 | 59 | 58.5 |  |  |

## Range of GPA Scores by Program/Department

In an analysis of the GPA scores for the six program departments of the college for the year 2015-16. In short more students are passing their courses but we have a significant number of students how failed. About 21 percent of the students had a GPA of 0.The following chart shows number of students and their respective GPA achievement rates.

**CHART G**

**2015-16 GPA ACHEIVEMENT RATES**

## Tuition Cost

The tuition and fees for the 2014-15 year remained the same. The following Chart G is a view of the typical cost of tuition and fees at ICC. Costs include tuition and fees for a student if he/she carry’s the minimum amount of 12 credit hours (generally four classes). The total amount a student pays for one semester would be about $2430, or $4860 for two semesters. A full view of the tuition and fees policy can be seen in Attachment A.

**CHART G**

**TUITION & FEES**

|  |  |  |
| --- | --- | --- |
| **Tuition, Fees, & Books** | **Cost** | **Total Average Tuition** |
| **Cost Per. Sem.** |
| Tuition fee per credit hour | $120 | $1,860 |
| 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 |
| **Total Average Cost** |  | **$2,970.00** |

## Financial Aid

Financial aid for the 2014-15 remained the same. There 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 H 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 H**

**Financial Aid**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Aid**  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. | | | |
| **Student Aid** | Year | Fall Sem. | Spring Sem. |
| PELL Grant | $5,550 | $2,775 | $2,775 |
| YST Higher Ed. Scholarship | $2,000 | $1,000 | $1,000 |
| Total Amount | $7,550 | $3,775 | $3,775 |
|  | | | |
| 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. The range of savings for a student attending ICC is from 21% to 79%.

The following Chart I 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 I**

**Tuition & Fees Comparison**

## 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 that qualify for PELL grant. The diversity of the population is predominately American Indian specifically Yankton Sioux with a few student coming from other Tribes. The other population, which is small are Caucasian.

## Employment Rates

There was no updated or post reports regarding employment at this time. The previous year reports are still provided here. Compared to the average unemployment rate college graduates from ICC are more than likely to be employed as indicated in the post graduation survey. In the 2010, Post Graduation Survey (see Chart J), 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 J**

**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 20-30 adjunct instructors who teach 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 is the budget summary for the college.

|  |  |
| --- | --- |
| **Ihanktonwan Community College**  **2016-17 BUDGET** | |
| **Personnel Costs (wages and fringe)** | $261,369 |
| **Other Personnel Costs: Adjunct Instructors** | $94,800 |
| **Travel Costs** | $11,000 |
| **Board of Directors Costs** | $21,500 |
| **Business Office Costs** | $38,975 |
| **Building Maintenance Costs** | $39,810 |
| **Technology Costs** | $7,500 |
| **Graduation Costs** | $4,705 |
| **Miscellaneous Costs** | $12,000 |
| **Library Costs** | $1,250 |
| **Academic Programs Support** | $6,000 |
| **TOTAL BUDGET** | $498,909 |

## ICC Budget Issues and Concerns

The above budget is the planned budget it does not reflect the actual budget or the expenditures, which the college has and varies from year to year. The budget is closely monitored for any projected shortfalls or deficiencies allowing adequate time for correction. The college has never since 2004, expended more funds then it had or received. In fact, with monitoring and supervision of the accounting system the college has maintained sound financial stability considering the size of the college and the expectations it faces.

### Revenue

ICC Receives funding from two primary sources:

1. Tribally Controlled Community Assistance Act of 1978

* The act funds only Federally Recognized Tribes and colleges, which the Yankton Sioux Tribe is. ICC is an entity of the Tribe established for the purpose of higher education opportunities for Tribal members.
* The amount of federal funding allocated is based on the preceding academic year Indian Student Count (ISC).
* The funding is received once a year per the act.
* This funding when received is budgeted for the entire academic year until the next allocation is made, which is expected sometime between the end of July and first part of September.
* SGU receives the initial federal allocation, which is then issued to ICC.
* Sinte Gleska University retains 25% of the funding allocated per the affiliation agreement with SGU, which is deducted before the funds are sent to ICC.

1. Tuition & Fees

* ICC receives approximately 44% of its revenue from tuition and fees
* This revenue depends on enrollment, which is never the same from one semester to the next.
* SGU receives $30 per credit hour awarded from the tuition & fees collected per affiliation agreement.

### Budget Issues

* Both funding sources are combined to fund the operations of the college.
* The budget need must be able to save for the remaining unmet budget needs. These include:
  1. Establishing a reserve fund equal to one of operation without additional funding.
  2. Establishing a savings account that will provide for the additional employment of full time instructors and staffing for accreditation.
  3. Establishing a Endowment fund.
* Unpaid tuition and fees is a problem both for the college and students who have outstanding debt. As an example, ICC has billed a total of $258,095 for Spring 2011, summer 2011, and Fall 2011. Of this amount $224,698 was collected and there remains a bad debt of 33,398, which includes unpaid tuition and fees. The college has tightened the policy on students attending college with no adequate funds.

### Roof Repair

There was a critical need for replacing the roof on the college. With a grant from Shakopee this project has been successful. The roof replacement and cleanup and restoration was completed this past June.

### Audit Report

The completion of the 2015 audit is nearing its completion. A copy of the audit can be requested from the college Business Manager once this is done.