*IHANKTONWAN COMMUNITY COLLEGE*

**“WOKSAPE OWAKIDE”**

**(Seeking to Learn)**

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2017-18 Annual Report

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# PART 1

# ORGANIZATIONAL & GOVERNANCE STRUCTURE

## ESTABLISHMENT

The Ihanktonwan Community College is herein established by the Yankton Sioux Tribe (hereafter referred to as the Ihanktonwan 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.

## 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. ICC is independent of the main campus, is permanent in nature, offers courses for credit and programs leading to an associate degree, and is autonomous to the extent that it has its own faculty and administrative or supervisory organization and its own budgetary and hiring authority.

## Mission Statement

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. The mission shall include nurturing the core Ihanktonwan values of relationships, spirituality, respect, honor, and wisdom, which are core to the Ihanktonwan way of life.

## 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.

## BOARD OF DIRECTORS

The Board of Directors (Board) governs the Ihanktonwan Community College. The Board acts only as a Board and the individual Directors have no power as such except at a duly called meeting of the Board. The Board exercise all powers and responsibilities in accordance with applicable law, consistent with the best interests of the College and its students, and within the limits of responsible business judgment. All powers and duties can be found in detail in the charter for ICC.

### Current Board Members

There are five members on the Board 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 Higher Learning Commission (HLC) requires colleges to operate independently of any other entity.

The following is a record of Board members terms.

|  |  |  |
| --- | --- | --- |
| Name | Date Appointed | Term Ending Date |
| Ida Ashes | 6/19/18 | 4 year term will expire on June 30, 2019 |
| Ella Ray Stone | 9/15/15 | 4 year term will expire on June 30, 2019 |
| Shelly Saunsoci | 8/23/17 | 4 year term will expire on June 30, 2020 |
| Kip Spotted Eagle | 7/23/18 | 4 year term will expire on June 30, 2022 |
| Andrea Fischer | 7/23/18 | 4 year term will expire on June 30, 2022 |

# Annual Report

The ICC Annual Report serves two purposes. One purpose for the report is to fulfill the college’s charter provision requiring an annual meeting (Article VII. Meetings, A. Annual Meeting). This provisions requires the college to hold an annual meeting where the Yankton Sioux Tribe B&CC and the general public can attend.

Another purpose is it fulfills the Yankton Sioux Tribe’s call for annual meeting where all tribal entities and programs are required to provide a report, including budgetary information for the General Council. Present at this meeting includes the YST B&CCC and General Council (any and all Tribal members interested in attending).

According to the ICC Charter the annual meeting is to take place in the spring (March) of the year and the YST annual meeting takes place in the fall (August) of the year. Therefore ICC uses the August meeting to fulfill the annual meeting. At the meeting a report regarding the colleges previous year activities and information is provided and made available.

# PART 2

# ACCREDITATION

## SINTE GLESKA UNIVERSITY-HIGHER LEARNING COMMISSION-ADDITIONAL LOCATION

ICC does not have its own affiliation/accreditation status with the Higher Learning Commission, which is the higher learning accrediting institute for the north central region. In order to provide accredited courses leading to Bachelor of Arts, Associate of Arts, or certificates it was necessary to enter into an affiliation arrangement with another accredited college or university. On November 4, 1998, the college was given authority by the YST Business and Claims Committee Resolution No. 98-315 to enter into a contract with the Sinte Gleska University of the Rosebud Sioux Tribe.

## 2017-18 Developments and Concerns

Sinte Gleska University is affiliated with the Higher Learning Commission. The Higher Learning Commission (herein after called Commission), approves and monitors SGU operation as an accredited university. One major concern for SGU occurred on October 31, 2013 when the Commission placed SGU on probation for failing to maintain HLC criteria. SGU had two years to correct the findings and on November 5, 2015 SGU failed in this action. The commission then placed SGU on notice and was given two more years to correct. Failure would mean SGU would loose its affiliation status or accreditation.

On November 11, 2017 SGU successfully completed the HLC findings and was removed from notice. Now the Commission requires an Interim Report from SGU, which must be submitted on November 1, 2018. It must include a report on the areas of Assessment, Faculty Issues, Finances/Audit, General Education, and Program Review.

SGU’s accreditation includes the Commission’s approval of courses and programs to be offered and held at LBC and ICC. This Commission last updated this fact 08/27/2013. There was one significant change stemming from the Commission review of SGU accreditation status. Both colleges LBC and ICC are no longer considered to be a branch campus of SGU, but rather a distant location. Although, we have not received any official notification, either from SGU or the Higher Learning Commission regarding the change SGU officials verbally informed ICC. The change was made in this past year’s 2017-18 contract agreement with SGU.

The following information is taken from the contract:

**CONTRACT TERM: 2017 – 2018 ACADEMIC YEAR**

Sinte Gleska University (hereafter SGU), a tribal institution of the Rosebud Sioux Tribe operating under the authority and jurisdiction of its Board of Regents, as authorized by the Tribal Charter and Ihanktonwan Community College (hereafter ICC), a public institution of the Yankton Sioux Tribe and its Board of Directors (as authorized by Tribal Charter) set forth this contract for the delivery of educational services on the Yankton Sioux Reservation (hereafter YSR).

The intent of this contract is to assist students on the YSR who may not otherwise have the opportunity for such educational services and to outline the general operating terms and the consideration to be paid by YSR for services of SGU. ICC is herein considered an additional location of Sinte Gleska University.

**GENERAL STATEMENTS:**

The intent of this contract between SGU and ICC is to facilitate ICC pursuing its candidacy for accreditation under the guidelines of the Higher Learning Commission (hereafter HLC). SGU will be available upon reasonable request to offer technical assistance relative to the efforts of ICC to achieve candidacy status.

The change in status will require changes in our working relationship to include reporting and compliance matters. However, at this point we do not know what the definition of a Distant Location is and what type of work will be required to maintain it. This is being developed and clarified as we move forward.

There are new compliance issues, which have been placed on the college this past year. One major compliance issue placed on the college at the start of the 2017-18 contract year included financial matters. We are asked to provide more information regarding our operation, which means more work and accountability. When we do not have adequate resources this can be difficult. Another example is SGU is requiring ICC to undergo an internal monitoring exercise to be completed prior to the end of this academic year 2018-19.

Our work now includes preparing for a new and higher level of accountability. We know that ICC will more than likely lose more control of its operation, but we must make those necessary adjustments if we still want our college here on the reservation.

As a note federal law requires that all colleges be accredited by a federally recognized accrediting agency of which there are six in the country. The Higher Learning Commission located in Chicago and serving the Northern region is one of the six. Without accreditation all federally funding would be lost and students would not be able to attend college here. In short, it is imperative that our current relationship with SGU is maintained if we want to continue to offer courses for credit.

# PART 3

# INSTITUTIONAL INFORMATION

## Degrees

Under the contract with SGU, the students of ICC will be eligible to pursue the following degree programs that will lead to a degree/certificate granted by SGU:

* Bachelor of Science
  + Education
* Bachelor of Arts
  + Business Management
  + Human Services
* Associate of Arts
  + Arts and Sciences
    - General Studies
    - Liberal Arts
    - Environmental Science
    - Computer Science
  + Business
  + Education
  + Human Services
* Associate of Science
  + Environmental Science

Other certificates and/or associate degree programs will be offered as agreed upon between the two institutions. No other Bachelor of Arts/Science degree programs will be considered during this contract period. Furthermore, only students who have earned an Associate of Arts degree, or who are eligible for admission to their respective degree programs will be granted admission to the Bachelor of Arts/Sciences programs.

Courses and programs offered through ICC must be consistent with SGU’s mission and purpose as outlined in the SGU catalog and through Board of Regents’ actions. All course and program delivery is limited to the certificate, associate, and baccalaureate degree-granting levels.

## Programs & Departments

There are four 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 distant location the college incorporates the SGU departmental philosophy and expectation for each program or department as follows.

### 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.

### 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.

### 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 4

# INSTITUTIONAL DATA

## 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.

## Enrollment

The following Chart A is an analysis enrollment for the past twenty-three years beginning 1994. The average semester enrollment is 58 students at the end of the 2017-18 academic year. This is down from the average semester enrollment of 63 students at the end of the 2016-17 academic year. The average aggregate yearly enrollment is 120 students. This enrollment is down from the previous 2016-17 year, which reported 127 students.

### 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** | **Year 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 |
| 2016 | 63 | 2017 | 51 | 2017 | 15 | 129 |
| 2017 | 49 | 2018 | 47 | 2018 | 4 | 100 |
| Aggregate Years Total | 1418 |  | 1438 |  |  | 2885 |
| **Ave. Sem.** | 59 |  | 60 |  |  | 58 |
| **Ave. Yearly Total** |  |  |  |  |  | 120 |

## Graduation Report

Since 1996 when ICC graduated it first student, it has graduated a total of one hundred seventy four (174) students over 23 years. The first year ICC graduated a student was one graduate, which happened in 1996. The year with the highest number of graduates was 13 in 2003. The average number students graduating per year is 8. See Chart B for more detail.

**CHART B**

**ICC Graduation Record**

|  |  |
| --- | --- |
| **Year** | **Total Graduates** |
| 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 | 6 |
| 2018 | 7 |
| **Total** | **174** |

## Graduate and Program Degree Completion Numbers

The following Chart C details the total number of students who have completed degrees by program. For the 2017 -18 academic years the 100 of the 174, or 57% of the students completing programs were in the Associate of Arts & Science Program. At the start of the year 2008, ICC began offering program courses leading to a Bachelor of Arts/Science Degree in Business Management, Education, and Human Service. Nine percent of the graduates have been with a BA/BS degree.

Most students graduated with a two-year Associates Arts Degree 149 students or 75%. In 2018, the college graduated 7 students 2 with a Bachelor of Arts and 5 with Associate of Arts degrees.. The following Chart B details the number of ICC graduates by year followed by the total number.

## Program Enrollment Numbers

### Aggregate Total Student Enrollment-Fall 2017-Spring 2018

There were forty-nine (49) students enrolled in the Fall 2017 semester. Forty-seven (47) students enrolled in the Spring 2018 semester. The following details and charts will describe the comparisons of these numbers in each department, a gender comparison, and a comparison by race.

### Fall 2017-Chart D

Chart D details the enrollment report of the academic semester Fall 2017 in each Department, detailing how many students enrolled in each division within the Departments. A total is given with the enrollment within each Department, a total of students enrolled in each of the four Departments, and a total of all students enrolled in the Fall 2017 semester. All four major programs are included (Arts & Science, Business Management, Education, and Human Services). The Arts & Science Department enrolled a total of thirteen (13) students, the Business Management Department enrolled a total of eighteen (18) students, the Education Department enrolled eight (8) students, Human Services Department enrolled a total of ten (10) students. The total number of students enrolled in the Fall 2017 semester is forty-nine (49).

### Spring 2018-Chart E

Chart E details the enrollment report of the academic semester Spring 2018 in each Department, detailing how many students enrolled in each division within the Departments. A total is given with the enrollment within each Department, a total of students enrolled in all divisions within each of the four Departments, and an aggregate total of all students enrolled in the Spring 2018 semester. All four major programs are included (Arts & Science, Business Management, Education, and Human Services). The Arts & Science Department enrolled a total of eleven (11) students, the Business Management Department enrolled a total of sixteen (16) students, the Education Department enrolled seven (7) students, Human Services Department enrolled a total of thirteen (13) students. The total number of students enrolled in the Spring 2018 semester is forty-seven (47).

### Comparison of Totals From the Fall 2017 Semester and the Spring 2018 Semester

The Fall 2017 semester showed two (2) less students enrolled in the Arts & Science Department in the Spring 2018, two (2) less in the Business Management Department, one (1) less in the Education Department and there was a gain of three (3) students in the Human Services Department. There were two (2) less students overall during the Spring 2018 semester than in the Fall 2017 semester.

### Comparison of Enrollment Numbers this School Year (Fall 2017-Spring 2018) to Last School Year [Fall 2016-Spring 2017]

There were nine (9) more students enrolled in the Fall 2017 semester in comparison to the Fall 2016 semester. The Spring 2018 semester showed six (6) more students than the Spring 2017 semester one year before.

## Enrollment Report by Gender

### Aggregate Totals by Male/Female

Twenty-four (24) males and twenty-five (25) females were enrolled in the Fall 2017 semester, making 49% of the students male and 51% of the students were female. Forty-nine (49) students were registered in this semester.

### Enrollment by Gender-Fall 2017-Chart F

Chart F details the enrollment report by gender in the academic semester Fall 2017 in each Department, detailing how many male/female students enrolled in each division within the Departments. All four major programs are included (Arts & Science, Business Management, Education, and Human Services). The Arts & Science Department enrolled eight (8) males and five (5) females, Business Management enrolled nine (9) males and nine [9] females, the Education Department enrolled five (5) males and three (3) females, Human Services Department enrolled two (2) males and eight (8) females. A total of twenty-four (24) males and twenty-five (25) females enrolled in the Fall 2017 semester.

### Fall 2017-Chart F

The following chart details the ratio of males/females enrolled by department.

### Spring 2018

In the Spring 2018 Semester, twenty –nine percent (29%) of the students were males and sixty-nine percent (69%) were females. 14 students were males, and 34 students were females. The following chart details the ratio of male/female students by department. There were four (4) males and seven (7) females in the Arts & Science Department, four (4) males and twelve (12) females in the Business Management Department, three (3) males and four (4) females in the Education Department, and two (2) males and eleven (11) females in the Human Services Departments, making a total of thirteen (1) males and thirty-four (34) females. Twenty-nine percent (29%) were males and sixty-nine (69%) of the students were females.

### Aggregate Totals by Male/Female

Thirteen (13) males and thirty-four (34) females were enrolled in the Spring 2018 semester, making 28% of the students males and 70% of the students females. Forty-seven (47) students were registered in this semester.

**Comparison of Charts H and I**

Charts H and I portray the number of students enrolled in Fall 2017 and Spring 2018 semesters by gender. There is a higher enrollment number for females both semesters, and Spring 2018 had the higher percentage of females in the two semesters.

## Enrollment Report by Race

There were forty-six (46) Native American students and three (3) Non-Native students enrolled in Fall 2017. This was ninety-four percent (96%) Native American students and six percent (4%) Non-Native students. In the Spring 2018 semester, forty-two (44) Native American and three (3) Non-Native students registered, making a ratio of ninety-four (93%) Native American students to six percent (7%) Non-Native students. The number of Non-Native students increased by1 students, from Fall 2017 to Spring 2018.

## Retention Rates

### Retention Rate for Fall 2017 and Spring 2018

Chart J below shows the total number of students who initially enrolled for classes at ICC in the Fall of 2017, which was 55 students. Of these 55, 6 withdrew before the 1st drop period of no academic or financial consequence; therefore, they will not be included in the Retention Rate formula. Forty-four (49) students remained enrolled, for a Fall Retention Rate of 89%. The data for the Spring shows that of the 53 students that initially enrolled, 9 students withdrew or dropped for a final enrollment of 47 students for the Spring Semester. The Spring Retention Rate was 87%.

### Retention Rate from Fall 2017 to Spring 2018

Chart K below shows that there was a small decrease (4%) in final enrollment from Fall 2017 to Spring 2018, or a 96% Retention Rate between semesters

### Student Withdrawal/Drops Fall 2017 and Spring 2018 (timeline)

Chart L below shows that among those that withdrew in Fall 2017, 2 (33%) withdrew at the 2nd drop period; 4 (67%) were dropped for lack of attendance. Among those that withdrew/dropped in the Spring semester, 4 (27%) withdrew at the 2nd drop period; 5 (30%) were dropped for lack of attendance

### Students Withdrawals/Drops by Classification for Fall 2017 and Spring 2018

The next Chart M shows those that withdrew/dropped, according to their classification (based on their credits earned). As indicated, all those who withdrew or were dropped in the Fall, were Freshmen (100%). For the Spring semester, of those students who withdrew or dropped, 74% (11) were Freshman; 20% (3) were Juniors; 6% (1) was a Sophomore.

### Returning vs. New Students Withdrew/Dropped Fall 2017 and Spring 2018

This fifth Chart N shows data based on whether the student was a Returning student or a New student. For Fall, 4 students were Returning students and 2 were New students; in the Spring, 6 were Returning students and 3 were new.

### Students Withdrew/Dropped by Gender Fall 2017 & Spring 2018

The Sixth CHART O shows those students the withdrew/dropped according to Gender. In the Fall, 3 students were Female and 3 were Male. In the Spring, 7 were female and 2 were male.

### Students Withdrew/Dropped by Program Fall 2017 and Spring 2018

The final Chart P shows the students who withdrew/dropped by the Program they were enrolled in. For Fall semester, 5 of the 6 students were enrolled in the Arts & Sciences Associates Program; and 1 student was enrolled in the Human Services Program. For the Spring semester, there were 5 students (30%) in each the Business Management and Arts & Sciences programs. 3 students (20%) were in the Human Services program and 2 students (13%) were in the Education program.

### Retention Summary

The overall Retention Rate for ICC in the Fall 2017 semester, was 89%, which was higher than the Retention Rate for the Spring Semester of 2018, which was 87%. The Retention Rate between the Fall and Spring was 96%.

It is also significant that although most students withdraw within the first drop period with no academic or financial consequence, there were a significant amount of students that were dropped due to lack of attendance, 67% in the Fall and 30% in the Spring.

Freshman students are also more likely to withdraw than any other year. The Art & Sciences program is losing more students than the other programs. There are also more Females withdrawing/dropping, than Males. Efforts to increase Retention Rates must address these factors.

## Number of Classes Held-Aggregate Enrollment-Aggregate Credit Hours

The total number of classes offered for Fall 2017 semester was 28 classes with an aggregate enrollment in those classes of 178 students. Total amount of credit hours taken by students for the fall session was 587 aggregate hours. The total number of classes offered for Spring 2018 semester was 31 classes with an aggregate enrollment in those classes of 178 students. Total amount of credit hours taken by students for the fall session was 545 aggregate hours. The total number of classes offered for Fall & Spring 2017-18 was 59 classes with an aggregate enrollment in those classes of 356 students. Total amount of credit hours taken by students for the fall session was 1132 aggregate hours. See Chart Q for figures.

## Number Classes Held by Department

For the Fall 2017 semester classes were held in the six main departments to include Arts & Sciences 6 classes, Business 8 classes, Dakota Studies 4 classes, Education 6 classes, and Human Services 4 classes. For the Spring 2018 semester classes were held in the six main departments to include Arts & Sciences 7 classes, Business 9 classes, Dakota Studies 9 classes, Education 6 classes, and Human Services 6 classes. See Chart R for details.

## Class Size

The class size has been a challenge for the college and students in terms of academic, financial, time, scheduling, and accreditation matters. There are several factors affecting class size, but 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 for the Fall 2017 session was 6.4 students per class with an aggregate enrollment of 178 students in 28 classes (see Chart S). The average class size for the Spring 2018 session was 5.7 students per class with an aggregate enrollment of 178 students in 31 classes (see Chart S). The range of students was anywhere from one (1) to twenty (20) students. Students vary within each department as to the specific degree. When the college added the upper division courses for the Bachelor Degree, the number of courses offered increased, while the number of students in class decreased.

## Program GPA Report

### Fall 2017 Semester GPA Achievement Rates

For the Fall 2017 semester a total of 49 students registered for courses at ICC. The GPA report for these students showed that 37 had a GPA above 2.0. Students at or above 2.0 are considered to be Good Academic Standing. Chart T shows 17 students with a 4.0 GPA, 15 students with a 3.0 or better GPA, 5 students with a 2.0 or better GPA. Three (3) students had 1.0 or better GPA and 9 students with a 0.0 GPA. The total count of students that are represented in this chart are 49 students.

### Spring 2018 Semester GPA Achievement Rates

For the Spring 2018 semester a total of 47 students registered for courses at ICC. The GPA report for these students showed that 35 had a GPA above 2.0. Students at or above 2.0 are considered to be Good Academic Standing. Chart U shows 14 students with a 4.0 GPA, 13 students with a 3.0 or better GPA, 10 students with a 2.0 or better GPA. Three (3) students had 1.0 or better GPA and 9 students with a 0.0 GPA.

# PART 5

# EDUCATIONAL OUTCOMES

## Employment Rates

In the 2010, Post Graduation Employment Survey (see Chart V), 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.

## Comparative Tuition & Fees

Although tuition and fees cannot be considered an educational outcome it is one benefit for students attending ICC. This is in consideration of the population, which ICC serves an economically depressed area. 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 W 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 W**

**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% |

# PART 6

# GENERAL INSTITUTIONAL INFORMATION

## Tuition Cost

The tuition and fees for the 2016-17 year remained the same. The following Chart X 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 X**

**TUITION & FEES**

|  |  |  |
| --- | --- | --- |
| **Tuition, Fees, & Books** | **Cost** | **Total Average Tuition** |
| **Cost Per. Sem. (12 CH)** |
| Tuition fee per credit hour | $130 | $1,560 |
| SGU Registration Fee per credit hour | $20 | $240 |
| Student Activity Fee | $50 | $50 |
| Computer/Technology Fee | $50 | $50 |
| Instructional Support Fee | $50 | $50 |
| Books | $600 | $600 |
| **Total Average Cost** |  | **$2,610** |

## Financial Aid

Financial aid for the 2017-18 increased a little. There are two primary types of financial aid ICC students will receive. They are:

1. PELL Grants

The award for the 2017-18 year was a maximum of $5920 for the year. Typically ICC students split this amount over two semester Fall & Spring. For this year it would have been $2960 per semester. However, the amount of the award is dependent on family income. That amount is $50,000 or less will qualify with the less you make the more PELL you get.

1. YST HED

The YST contracts the BIA Scholarship program, which makes awards to students attending college on or off the reservation. For the past several years the award amount was $2000 per year or $1000 per semester.

The following Chart Y 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 Y**

**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 (US Dept. of Ed.) | $5,920 | $2,960 | $2,960 |
| YST Higher Ed. Scholarship (YST) | $2,000 | $1,000 | $1,000 |
| Total Amount | $7,920 | $3,960.00 | $3,960.00 |
|  | | | |
| Average Remaining Funds Minus minimum Tuition $5220 one year | $2700 | $1350 | $1350 |
| Divided by 10 distribution periods (5 each sem.) | $270 |  |  |
| Note: Tuition and fees do not include all costs. Some additional fees and charges are applied for special course and arrangements. | | | |

## 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.

## Personnel

The college has the following personnel positions with and additional 18-20 adjunct instructors. Adjunct vary from semester and are not considered to be employees of the college but are contracted for instructional purposes.

Executive Director/Academic Dean

Business Manager

Receptionist/Admission/Registrar Clerk

General Education Department/Faculty/Advisor

Education Department/Faculty/Advisor

Human Service Department/Faculty/Advisor

Student Support/Faculty/Financial Aid

Bookstore Clerk

Evening Clerk

Librarian/Evening Building Supervisor

Maintenance/Custodian

## Faculty Composition

The college has the following faculty positions. Four of the positions are funded with the funding from the Development Trust Fund Accreditation Project. The college also contracts with an additional 18-20 adjunct instructors. Adjuncts vary from semester and are not considered to be employees of the college but are contracted for instructional purposes.

Executive Director/Academic Dean

General Education Department/Faculty/Advisor

Education Department/Faculty/Advisor

Human Service Department/Faculty/Advisor

Student Support/Faculty/Financial Aid

## Budget

The following Chart Z is the budget summary for the college.

|  |  |
| --- | --- |
| **CHART Z**  **Ihanktonwan Community College**  **2017-18 BUDGET** | |
| PERSONNEL: | $210,380 |
| TOTAL PERSONNEL PLUS FRINGE: | $232,049 |
| OTHER CONTRACT COSTS ADJUNCT INSTRUCTORS: | $81,200 |
| TRAVEL: | $11,000 |
| BOARD OF DIRECTORS MEETINGS & TRAVEL: | $21,000 |
| BUSINESS OFFICE: | $36,975 |
| BUILDING OPERATIONS & 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**

Request a copy by sending a letter or calling the Business Manager:

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200 South Main

Marty, South Dakota 57361