



## **BOARD OF TRUSTEES**

**May 15, 2023**

**5:30 P.M.**

**Room 104, Center for Innovation and Entrepreneurship**

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**Office of the President**Meeting Access

Notice is hereby given that Independence Community College's Board of Trustees will convene a meeting beginning at 5:30 p.m. on May 15, 2023. The meeting is open to the public and will originate in room 104 of the Center for Innovation and Entrepreneurship. The public may also access the meeting using the Zoom credentials below.

Note: Due to existing social distancing requirements, those choosing to attend in person will be subject to existing campus COVID-19 related policies and procedures.

Topic: ICC Board of Trustees Meeting - May 15, 2023

Time: May 15, 2023, 05:30 PM Central Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/84818808186?pwd=RnBLZFJBMi9FMm92cHE2bzRzQm9EQT09>

Meeting ID: 848 1880 8186

Passcode: 534122

One tap mobile

+12532050468,,84818808186#,,,,\*534122# US

+12532158782,,84818808186#,,,,\*534122# US (Tacoma)

Dial by your location

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 444 9171 US

+1 669 900 9128 US (San Jose)

+1 719 359 4580 US

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 558 8656 US (New York)

Meeting ID: 848 1880 8186

Passcode: 534122

Find your local number: <https://us02web.zoom.us/j/84818808186>

**PPINDEPENDENCE COMMUNITY COLLEGE**  
**BOARD OF TRUSTEES MEETING**  
**May 15, 2023**  
**5:30 p.m. | CIE 104**

**I. ROUTINE**

- A. Call to Order
- B. Approval of Agenda Action
- C. Welcome Guests
- D. Pledge of Allegiance
- E. Mission Statement: Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.
- F. Vision Statement: To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment.

**II. APPROVAL OF THE CONSENT AGENDA**

Action

- A. Minutes from April 17, 2023
- B. Financial Report
- C. Personnel Report (acknowledge receipt)
- D. Grant Progress Report

**III. OLD BUSINESS**

- A.

**IV. NEW BUSINESS**

- A. Payables – Dr. Jonathan Sadhoo Action
- B. Captain’s Quarters HVAC Remediation – Dr. Jonathan Sadhoo Action
- C. FleetPool Van Purchase – Dr. Jonathan Sadhoo Action
- D. Rave Mobile Safety Renewal – Dr. Vincent Bowhay Action
- E. Upward Bound Educational Experience – VPAA Taylor Crawshaw Action
- F. Program Review – VPAA Taylor Crawshaw Action
  - a. Administrative Office Management
  - b. Business Administration
  - c. Computer Science
  - d. Computer Information Technology
  - e. Early Childhood Education
  - f. Web Design and Development

**V. REPORTS**

- A. Faculty Senate Update – Dr. Isaias McCaffery
- B. New Faculty & Staff Academy – VPAA Taylor Crawshaw
- C. President’s Update – Dr. Vincent Bowhay

**VI. EXECUTIVE SESSION – Negotiations -**

I move that we recess for an Executive Session for discussion of *(insert subject to be discussed)*, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at *(insert time)*. Those invited to attend are: *(list attendees)*.

Faculty Negotiations

Possible Action

**VIII. ADJOURNMENT**

## **PUBLIC PARTICIPATION AT BOARD MEETING**

### **Items on the Agenda**

Members of the public attending the meeting virtually and wishing to address the Board concerning an item which is on the agenda must submit the items through the webinar link provided. Those attending the meeting in person must fill out one of the cards provided and present the card to the Board Clerk. There is only one opportunity for public comment during regular meetings.

First, the public may comment on any item on the agenda during a period at the beginning of the meeting, with a total comment period of ten minutes and individual comments limited to two minutes. The comment period may be extended by Board vote.

### **Information to the Audience**

The Board members receive the complete agenda along with background material that they study individually before action is taken at the meeting. Any member of the Board may remove items from the consent agenda at the time of the meeting.

### **Examples of Motions for Executive Session**

Remember that a motion to move into Executive Session needs to state the subject, provide justification, and state a time and place for return to Open Session.

EXECUTIVE SESSION: Non-Elected Personnel

**Sample Subject:** Employee job performance; employee evaluations; or annual review of probationary employees. I move that we recess for an Executive Session for discussion of (insert subject to be discussed), pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at (insert time) in CIE 104 and through the Zoom link. Those invited to attend are: (List attendees).

EXECUTIVE SESSION: Negotiations

**Sample Subject:** Faculty and Board proposals

I move that we recess for an Executive Session for the purpose of discussing (insert subject to be discussed), pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session will resume at (insert time) in CIE 104 and through the Zoom link. Those invited to attend are: (list attendees).

EXECUTIVE SESSION: Possible Acquisition of Real Estate

**Sample Subject:** For future expansion.

I move that we recess for an Executive Session for discussion of (insert subject to be discussed), pursuant to the preliminary discussion on acquisition of real estate exception, K.S.A. 75-4319(b)(6). Open Session will resume at (insert time) in CIE 104 and through the Zoom link. Those invited to attend are: (list attendees).

EXECUTIVE SESSION: Attorney/Client Privilege

**Sample Subject:** Ongoing litigation; a settlement proposal, or a claim made against the College. I move that we recess for an Executive Session for consultation with the College attorney regarding (insert subject to be discussed), pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session will resume at (insert time) in CIE 104 and through the Zoom link. Those invited to attend are: (list attendees).

## BOARD OF TRUSTEES MEETING MINUTES

April 17, 2023

Chairman Cynthia Sherwood called the meeting to order at 5:30 p.m.

People in attendance were Paul Molnar, Dee Molnar, Molly Gray, Braelyn George, Joel Williams, Cody Westerhold, Andrew Gutschenritter, Allen Shockley, Dee Dee O'Malley, Lisa Wilson, Lori Boots, Dr. Jonathan Sadhoo, David Adams, Taylor Crawshaw, Amber Gregory, Jennifer Williams, Phyllis Kelly, Mallory Byrd, Kris Ferguson, Teresa Clouch, Angela Batista, Patti Snyder, John Eubanks, Cynthia Sherwood, Valorie DeFever, Jerri Hammerschmidt, J. Spencer Weaver and Byron Corish, Dr. Vincent Bowhay, Tim Maclaskey, Jason Williams, Jennifer Williams and many community members. Those watching online were Bruce Peterson, Laura Allison, Kettida Vasiknanon, Brett Gilcrest, and Tamara Blaes.

Sherwood requested a motion to amend the agenda to allow an action item at the end of the board meeting to discuss Dr. Bowhay's contract. Val DeFever motioned to approve; John Eubanks seconded. Motion carried 6 – 0.

Sherwood motioned to approve the consent agenda as presented. With no discussion, John Eubanks motioned to approve; J. Spencer Weaver seconded. Motion carried 6 - 0.

Jeri Hammerschmidt led the pledge. Val DeFever read the mission statement. Cynthia Sherwood read the vision statement.

In old business, Sherwood requested a motion to accept the FY 2022 Audit. With no discussion needed, J Spencer Weaver motioned to approve; John Eubanks seconded. Motion carried 6 - 0.

At this time, Chairman Sherwood inquired as to how the board would like to manage the 9 people who completed a card to address the Board on DEI. After some discussion, it was decided the 9 people would be allowed to address the board after hearing the DEI Presentation.

In new business, with little discussion regarding the payables, John Eubanks motioned to approve; Jeri Hammerschmidt seconded. Motion carried 6 - 0.

Dr. Bowhay presented the request from Athletic Director Melissa Anderson to paint the interior of the ICC Field House. John Eubanks requested that all bids be available for future viewing by the trustees. Patti Snyder motioned to approve; Val DeFever seconded. Motion carried 6 - 0.

The second reading of TRU-926 Consensual Relationship Policy was presented to the Board. With no discussion, John Eubanks motioned to approve; Patti Snyder seconded. Motion carried 6 - 0.

VP Taylor Crawshaw and VP David Adams requested adding a Quiz Bowl Supplemental Contract. It was mentioned that Quiz Bowl will provide scholarships for approximately eight students. Recruiting for these students will take place through marketing, student government, admissions, and local recruiting. It was also mentioned that Quiz Bowl was approved by the ICC Faculty Association. Val DeFever motioned to approve; John Eubanks seconded. Motion carried 6 - 0.

Isaias McCaffery presented the board with Faculty Senate Updates and events.

Dee Molnar updated the board on the upcoming Inge Festival.

Dr. Bowhay mentioned that Budget Meetings will be set up through his office in the coming days. Chairman Sherwood also requested a date for the Board Retreat be scheduled.

Angela Batista and Teresa Clouch gave a video presentation on Diversity, Equity, Inclusion, & Belonging.

Several members of the community addressed the board regarding Diversity, Equity, Inclusion & Belonging; Kurt Harris, Hilary Perkins, Ryan Robinson, Elishya Johns, Colleen Perkins, Jim Linzey, Cari Scott and Jennifer Williams.

At 6:55 p.m., John Eubanks moved that we recess for an Executive Session for discussion of Negotiations of Faculty, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at 7:25 p.m. Those invited to attend are Dr. *Vincent Bowhay and Lori Boots*. *J. Spencer Weaver seconded. Motion carried 6 – 0.*

At 7:25 p.m., Patti Snyder moved that we recess for an Executive Session regarding *Dr. Bowhay's employment agreement to be discussed* pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at 8:00 p.m. Those invited to attend are *Dr. Vincent Bowhay*. *John Eubanks seconded. Motion carried 6 – 0.*

At 8:05 p.m., John Eubanks motioned to extend the Executive Session regarding Dr. Bowhay's employment agreement to be discussed pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at 8:15 p.m. Val DeFever seconded. Motion carried 6 – 0.

At 8:15 p.m., Spencer Weaver motioned to extend the Executive Session regarding Dr. Bowhay's employment agreement to be discussed pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at 8:25 p.m. Val DeFever seconded. Motion carried 6 – 0.

At 8:25 p.m., Spencer Weaver motioned to extend the Executive Session regarding Dr. Bowhay's employment agreement to be discussed pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at 8:35 p.m. Jeri Hammerschmidt seconded. Motion carried 6 – 0.

At 8:35 p.m., Spencer Weaver motioned to extend the Executive Session regarding Dr. Bowhay's employment agreement to be discussed pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at 8:40 p.m. John Eubanks seconded. Motion carried 6 – 0.

At 8:40 p.m. after returning from Executive Session, Chairman Sherwood requested a motion to approve Dr. Bowhay's employment agreement. Spencer Weaver Motioned to approve, John Eubanks seconded. Motion carried 6 – 0.

Chairman Sherwood requested a motion to adjourn. Spencer Weaver motioned to adjourn; Jeri Hammerschmidt seconded. Motion carried 6 – 0.

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Cherie Stockton  
Board Clerk

INDEPENDENCE COMMUNITY COLLEGE  
2022-2023  
Unaudited  
Budget Summary-Revenue  
For The Month End: 4/30/2023

	2022-23	2022-23	2022-23	Estimated
	Published Budget	Operating Budget	Current YTD Revenue	% Budget Recorded
<b>General Fund (11)</b>				
<b>Student Revenue</b>				
Tuition	(\$1,129,811.80)	(\$1,129,811.80)	(\$669,806.00)	59.28%
Fees	(1,572,494.90)	(1,572,494.90)	(908,701.50)	57.79%
	(2,702,306.70)	(2,702,306.70)	(1,578,507.50)	58.41%
<b>Local Income</b>				
Real Estate Distribution	(5,444,376.08)	(5,444,376.08)	(3,865,593.28)	71.00%
Motor Vehicle	(645,120.00)	(645,120.00)	(488,989.29)	75.80%
Rec Vehicle/Watercraft	(10,859.00)	(10,859.00)	(10,543.41)	97.09%
Delinquent Taxes	(103,452.14)	(103,452.14)	(190,168.00)	183.82%
Other	0.00	0.00	(1,628.40)	0.00%
	(6,203,807.22)	(6,203,807.22)	(4,556,922.38)	73.45%
<b>State of Kansas</b>				
State Operating Grant	(1,427,559.00)	(1,427,559.00)	(1,429,492.00)	100.14%
State Grants and Contracts	0.00	0.00	0.00	0.00%
Technology Grant - other	(16,695.00)	(16,695.00)	(16,824.00)	100.77%
Maintenance of Effort Grant	0.00	0.00	0.00	0.00%
Kansas Promise Act	0.00	0.00	(10,603.00)	0.00%
	(1,444,254.00)	(1,444,254.00)	(1,456,919.00)	100.88%
<b>Federal Income</b>				
Indirect Costs	(44,690.00)	(44,690.00)	0.00	0.00%
<b>Other</b>				
ICC Foundation	(60,000.00)	(60,000.00)	0.00	0.00%
Interest	(3,275.00)	(3,275.00)	(9,243.49)	282.24%
Misc.	(530,000.00)	(530,000.00)	(426,402.98)	80.45%
Dorm Revenue Transfer	(250,000.00)	(250,000.00)	0.00	0.00%
Fees (non-course fees)	(19,892.99)	(19,892.99)	(37,647.61)	189.25%
	(863,167.99)	(863,167.99)	(473,294.08)	54.83%
<b>Transfers, Allowances and Carry-overs</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Total General Fund</b>	<b>(11,258,225.91)</b>	<b>(11,258,225.91)</b>	<b>(8,065,642.96)</b>	<b>71.64%</b>
<b>Postsecondary Technical Education (12)</b>				
<b>Student Revenue</b>				
Tuition	(328,651.85)	(328,651.85)	(67,659.00)	20.59%
Fees	(210,072.04)	(210,072.04)	(78,344.00)	37.29%
	(538,723.89)	(538,723.89)	(146,003.00)	27.10%
<b>Other</b>				
State of Kansas PTE	(557,932.00)	(557,932.00)	(558,687.00)	100.14%
State of Kansas SB155	(110,775.00)	(110,775.00)	(143,801.00)	129.81%
Cosmetology	(26,626.40)	(26,626.40)	(9,153.86)	34.38%
Vet nursing	0.00	0.00	(242.98)	0.00%
Other	(186,000.00)	(186,000.00)	0.00	0.00%
	(881,333.40)	(881,333.40)	(711,884.84)	80.77%
<b>Transfers, Allowances and Carry-overs</b>				
<b>Total Postsecondary Fund</b>	<b>(1,420,057.29)</b>	<b>(1,420,057.29)</b>	<b>(857,887.84)</b>	<b>60.41%</b>
<b>Adult Education/GED (13)</b>				
Other Income	(15,000.00)	(15,000.00)	0.00	0.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	(15,000.00)	(15,000.00)	0.00	0.00%

	2022-23	2022-23	2022-23	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Revenue	Recorded
<b>Total Funds, 11, 12,13</b>	<b>(12,693,283.20)</b>	<b>(12,693,283.20)</b>	<b>(8,923,530.80)</b>	<b>70.30%</b>
<b>Auxiliary</b>				
<b>Bookstore</b>				
Sales	(229,999.92)	(229,999.92)	(187,003.20)	81.31%
Non-mandatory Transfer	(3,168.50)	(3,168.50)	0.00	0.00%
	(233,168.42)	(233,168.42)	(187,003.20)	80.20%
<b>Meals</b>				
Student Sources	(900,000.00)	(900,000.00)	(785,785.00)	87.31%
Other Sources	(4,892.00)	(4,892.00)	(13,500.00)	275.96%
Non-mandatory Transfer				
	(904,892.00)	(904,892.00)	(799,285.00)	88.33%
<b>Dorms</b>				
Student Sources- Dorms/Bluffstone	(753,999.96)	(753,999.96)	(424,327.74)	56.28%
Student Accident Insurance	0.00	0.00	(28,950.00)	0.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	(753,999.96)	(753,999.96)	(453,277.74)	60.12%
<b>Inge Center/Festival</b>				
Inge Center	(5,000.00)	(5,000.00)	(15,000.00)	300.00%
Inge Festival	(110,900.00)	(110,900.00)	(44,970.23)	40.55%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	(115,900.00)	(115,900.00)	(59,970.23)	51.74%
<b>Fab Lab</b>				
Sales/Memberships	(20,000.00)	(20,000.00)	(32,539.61)	162.70%
Donations	(5,000.00)	(5,000.00)	0.00	0.00%
Grants	(50,000.00)	(50,000.00)	(98,254.73)	196.51%
Misc Income	(10,000.00)	(10,000.00)	0.00	0.00%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	(85,000.00)	(85,000.00)	(130,794.34)	153.88%
<b>Total Auxiliary</b>	<b>(2,092,960.38)</b>	<b>(2,092,960.38)</b>	<b>(1,630,330.51)</b>	<b>77.90%</b>
<b>ICC Foundation</b>				
Scholarship Support	(150,000.00)	(150,000.00)	(27,130.00)	18.09%
<b>Total ICCFoundation</b>	<b>(150,000.00)</b>	<b>(150,000.00)</b>	<b>(27,130.00)</b>	<b>18.09%</b>
<b>Plant Funds</b>				
<b>West Main</b>				
Capital Outlay	0.00	0.00	(136.42)	0.00%
Foundation Support	(80,000.00)	(80,000.00)	(86,466.94)	108.08%
Student Athlete Fee	(25,000.00)	(25,000.00)	(24,825.00)	99.30%
Student Health Fee	0.00	0.00	(65,850.00)	0.00%
<b>Total Plant Funds</b>	<b>(105,000.00)</b>	<b>(105,000.00)</b>	<b>(177,278.36)</b>	<b>168.84%</b>
<b>Federally Funded Programs</b>				
Veterans Success Center	(125,000.00)	(125,000.00)	(114,401.04)	91.52%
Rural Operating Grant	(350,000.00)	(350,000.00)	(256,580.48)	73.31%
Title III Grant	(365,900.00)	(365,900.00)	(241,609.42)	66.03%
Student Support Services	(320,000.00)	(320,000.00)	(220,653.05)	68.95%
Upwards	(260,000.00)	(260,000.00)	(304,316.32)	117.04%
Carl Perkins	(20,000.00)	(20,000.00)	(18,009.80)	90.05%
HEERF II & III	(350,000.00)	(350,000.00)	(300,204.52)	85.77%
<b>Total Federally Funded Programs</b>	<b>(1,790,900.00)</b>	<b>(1,790,900.00)</b>	<b>(1,455,774.63)</b>	<b>81.29%</b>



	2022-23	2022-23	2022-23	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Revenue	Recorded
<b>Total College Operations</b>	(16,832,143.58)	(16,832,143.58)	(12,214,044.30)	72.56%

# Revenue Overview

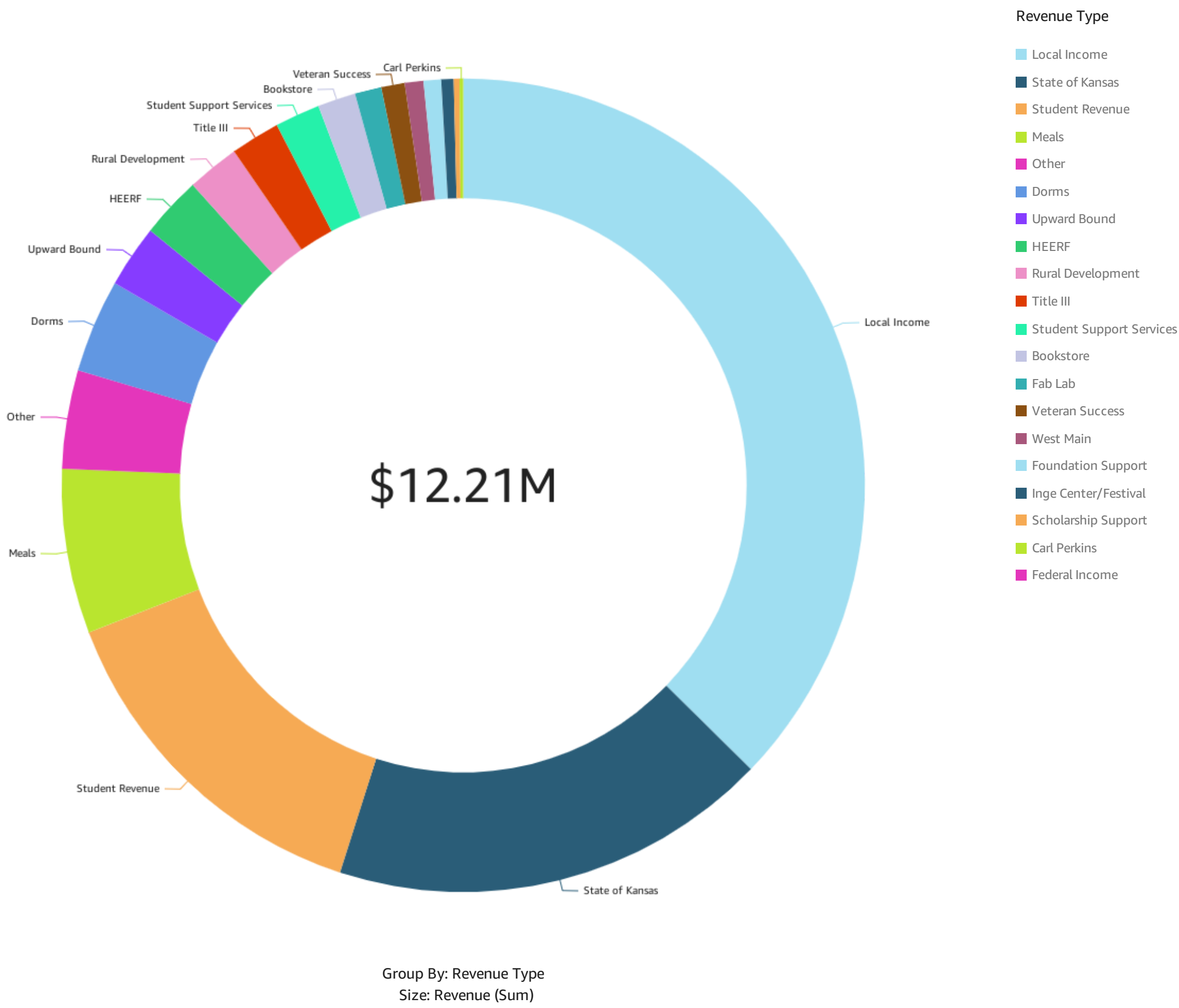


## Mission Statement

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

### Revenue Breakdown

SHOWING TOP 20 IN REVENUE TYPE



Date between  
07/01/2022 – 04/30/2023

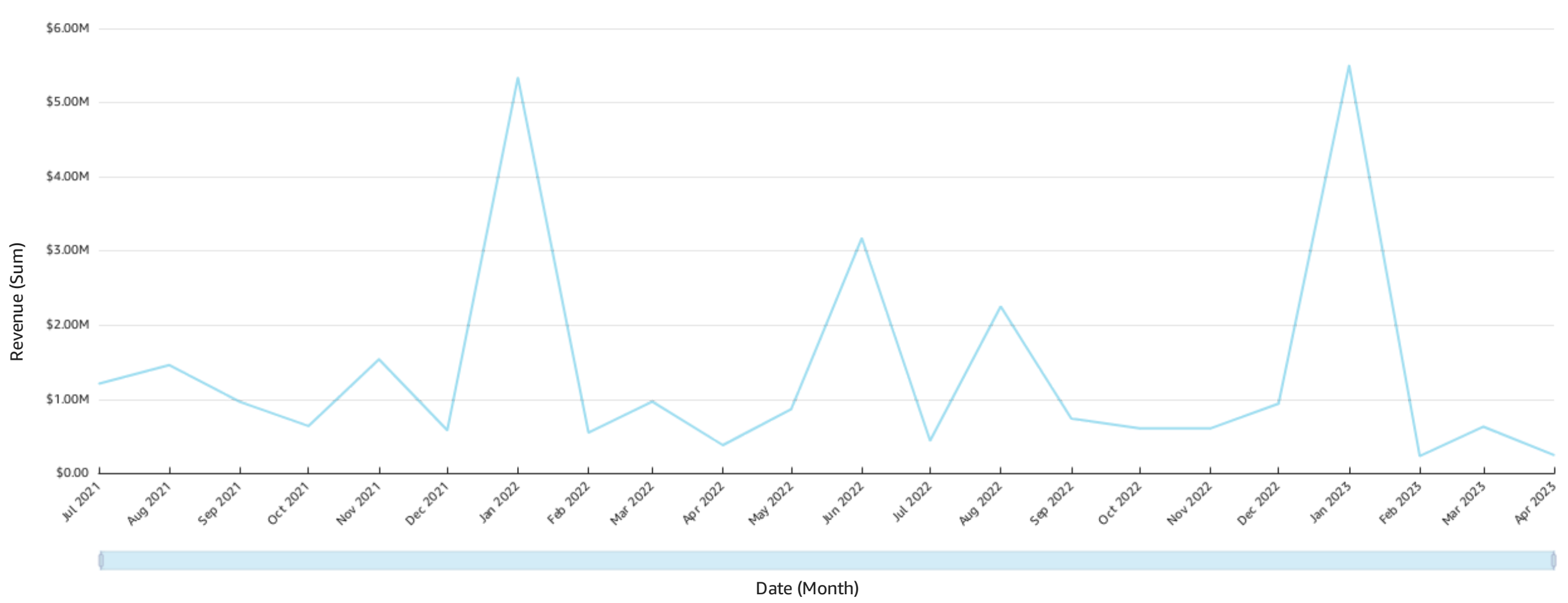
Fiscal Year Revenue  
**FY2023**  
\$12,214,044.30

# \$12,214,044.30

### Fiscal Year Revenue to Budget Comparison

Fund	Revenue Type	Fiscal Year		
		FY2023 Revenue	FY Budget	% of Budget
Adult Education/GED	Other	\$0.00	\$15,000.00	0%
	<b>Subtotal</b>	\$0.00	\$15,000.00	0%
Auxiliary	Bookstore	\$187,003.20	\$233,168.42	80.2%
	Dorms	\$453,277.74	\$753,999.96	60.11%
	Fab Lab	\$130,794.34	\$85,000.00	153.87%
	Inge Center/Festival	\$59,970.23	\$115,900.00	51.74%
	Meals	\$799,285.00	\$904,892.00	88.32%
	<b>Subtotal</b>	\$1,630,330.51	\$2,092,960.38	77.89%
Federally Funded Programs	Carl Perkins	\$18,009.80	\$20,000.00	90.04%
	HEERF	\$300,204.52	\$350,000.00	85.77%
	Rural Development	\$256,580.48	\$350,000.00	73.3%
	Student Support Services	\$220,653.05	\$320,000.00	68.95%
	Title III	\$241,609.42	\$365,900.00	66.03%
	Upward Bound	\$304,316.32	\$260,000.00	117.04%
	Veteran Success	\$114,401.04	\$125,000.00	91.52%
	<b>Subtotal</b>	\$1,455,774.63	\$1,790,900.00	81.28%
General Fund	Federal Income	\$0.00	\$44,690.00	0%
	Local Income	\$4,556,922.38	\$6,203,807.22	73.45%
	Other	\$469,994.08	\$860,967.99	54.58%
	State of Kansas	\$1,456,919.00	\$1,444,254.00	100.87%
	Student Revenue	\$1,581,807.50	\$2,704,506.70	58.48%
	<b>Subtotal</b>	\$8,065,642.96	\$11,258,225.91	71.64%
	ICC Foundation	Scholarship Support	\$27,130.00	\$150,000.00
<b>Subtotal</b>	\$27,130.00	\$150,000.00	18.08%	
Plant Funds	West Main	\$90,811.42	\$25,000.00	363.24%
	<b>Subtotal</b>	\$90,811.42	\$25,000.00	363.24%
Postsecondary Technical Education	Other	\$9,396.84	\$212,626.40	4.41%
	State of Kansas	\$702,488.00	\$668,707.00	105.05%
	Student Revenue	\$146,003.00	\$538,723.89	27.1%
	<b>Subtotal</b>	\$857,887.84	\$1,420,057.29	60.41%
West Main	Foundation Support	\$86,466.94	\$80,000.00	108.08%
	<b>Subtotal</b>	\$86,466.94	\$80,000.00	108.08%
<b>Total Revenue</b>		\$12,214,044.30	\$16,832,143.58	72.56%

### Revenue by Month



INDEPENDENCE COMMUNITY COLLEGE  
2022-2023  
Unaudited  
Budget Summary-Expenditures  
For Month End:4/30/2023

	2022-23	2022-23	2022-23	Estimated
	Published Budget	Operating Budget	Current YTD Expenses	% Budget Recorded
<b>General Fund (11)</b>				
<b>Academic Instruction</b>				
11-1100 General Instruction	\$395,215.00	\$395,215.00	\$2.59	0.00%
11-1140 Online Instruction	36,350.00	36,350.00	0.00	0.00%
11-1141 Health & Wellness	31,799.96	31,799.96	18,873.93	59.35%
11-1142 Practical Athletic Training	0.00	0.00	2,887.00	0.00%
11-1150 Theatre	191,046.68	191,046.68	183,607.26	96.11%
11-1151 Music	127,830.52	127,830.52	144,517.23	113.05%
11-1152 Foreign Language	0.00	0.00	0.00	0.00%
11-1154 English	279,306.12	279,306.12	264,158.40	94.58%
11-1155 Art	73,227.42	73,227.42	61,685.65	84.24%
11-1156 Communications/Journalism	85,783.12	85,783.12	75,963.06	88.55%
11-1160 Workforce Development	4,500.00	4,500.00	749.25	16.65%
11-1161 Community Education	73,811.04	73,811.04	46,225.09	62.63%
11-1173 Social Sciences	316,841.84	316,841.84	352,462.60	111.24%
11-1174 Physical Science	76,191.32	76,191.32	70,102.56	92.01%
11-1175 Chemistry	86,227.20	86,227.20	60,625.87	70.31%
11-1176 Biology	172,725.16	172,725.16	143,511.47	83.09%
11-1177 Math	164,774.60	164,774.60	165,474.08	100.42%
11-1187 Accounting	73,392.08	73,392.08	64,484.27	87.86%
11-1188 Business	4,300.04	4,300.04	24,023.46	558.68%
11-1223 Fab Lab/Entrepreneur	161,990.81	161,990.81	177,789.17	109.75%
Total Academic Instruction	2,355,312.91	2,355,312.91	1,857,142.94	78.85%
<b>Academic Support</b>				
11-4100 Library	166,449.68	166,449.68	115,034.54	69.11%
11-4200 Academic Affairs	269,758.09	269,758.09	226,033.22	83.79%
11-4210 Online Administration	0.00	0.00	0.00	0.00%
11-4220 ICC West	82,832.24	82,832.24	44,870.37	54.17%
11-4230 Academic Advising	0.00	0.00	0.00	0.00%
11-4240 Online Administration	18,649.96	18,649.96	0.00	0.00%
11-4250 Tutoring	29,799.27	29,799.27	20,362.59	68.33%
Total Academic Support	567,489.24	567,489.24	406,300.72	71.60%
<b>Total Instruction</b>	<b>2,922,802.15</b>	<b>2,922,802.15</b>	<b>2,263,443.66</b>	<b>77.44%</b>
<i>Postsecondary Technical Education (see detail below)</i>				
<b>Student Services</b>				
11-5200 Financial Aid	257,590.62	257,590.62	175,019.85	67.94%
11-5300 Admissions	0.00	0.00	7,222.30	0.00%
11-5310 Navigators	65,337.96	65,337.96	49,275.60	75.42%
11-5400 Registrar	134,692.96	134,692.96	96,300.05	71.50%
11-5500 Athletic Administration	604,320.24	604,320.24	467,691.46	77.39%
11-5510 Football	462,517.36	462,517.36	387,245.03	83.73%
11-5520 Men's Basketball	137,303.95	137,303.95	113,148.74	82.41%
11-5530 Volleyball	66,322.54	66,322.54	64,441.53	97.16%
11-5540 Women's Basketball	159,910.60	159,910.60	128,792.80	80.54%
11-5560 Softball	110,973.28	110,973.28	94,473.88	85.13%
11-5580 Powerlifting	42,295.08	42,295.08	30,588.63	72.32%
11-5590 Cheer & Dance	103,426.51	103,426.51	76,862.90	74.32%
11-5595 Athletic Training	158,599.20	158,599.20	118,880.59	74.96%
11-5600 ICC NOW	15,905.00	15,905.00	9,889.21	62.18%

	2022-23	2022-23	2022-23	Estimated
	Published Budget	Operating Budget	Current YTD Expenses	% Budget Recorded
11-6510 Esports	87,289.80	87,289.80	29,828.93	34.17%
11-5700 Student Life	276,238.60	276,238.60	291,577.18	105.55%
<b>Total Student Services</b>	<b>2,682,723.70</b>	<b>2,682,723.70</b>	<b>2,141,238.68</b>	<b>79.82%</b>
<b>Institutional Support</b>				
11-6000 Board of Trustees	61,749.96	61,749.96	74,104.58	120.01%
11-6100 President's Office	361,260.12	361,260.12	307,031.00	84.99%
11-6110 Human Resources	283,379.56	283,379.56	206,500.52	72.87%
11-6200 Financial Services	502,583.76	502,583.76	433,084.63	86.17%
11-6300 Public Relations - Marketing	247,711.56	247,711.56	211,939.36	85.56%
11-6310 Recruiting-International	157,822.08	157,822.08	130,369.79	82.61%
11-6420 Institutional Research	79,684.52	79,684.52	67,901.37	85.21%
11-6500 Institutional Support	1,444,999.54	1,444,999.54	886,602.11	61.36%
11-6600 Computing Department	503,739.84	503,739.84	347,842.84	69.05%
11-8900 Grant Writing	84,867.60	84,867.60	63,841.80	75.23%
<b>Total Institutional Support</b>	<b>3,727,798.54</b>	<b>3,727,798.54</b>	<b>2,729,218.00</b>	<b>73.21%</b>
<b>Scholarships</b>				
11-8100 Scholarships	880,500.00	880,500.00	973,214.96	110.53%
<b>Total Scholarships</b>	<b>880,500.00</b>	<b>880,500.00</b>	<b>973,214.96</b>	<b>110.53%</b>
<b>Transfers</b>				
11-9200 Transfers and Carryovers	542,700.00	542,700.00	406,400.00	74.88%
<b>Operations and Maintenance</b>				
11-7100 Repairs & Maintenance	611,414.72	611,414.72	493,021.22	80.64%
11-7200 Transportation	225,496.33	225,496.33	137,511.45	60.98%
11-7300 Grounds-Security	82,086.76	82,086.76	69,001.58	84.06%
11-7500 Campus Improvements	322,723.00	322,723.00	83,475.69	25.87%
<b>Total Operations and Maintenance</b>	<b>1,241,720.81</b>	<b>1,241,720.81</b>	<b>783,009.94</b>	<b>63.06%</b>
<b>Transfer PTE Indirect Costs</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Total Fund 11 (does not include PTE amount above)</b>	<b>11,998,245.20</b>	<b>11,998,245.20</b>	<b>9,296,525.24</b>	<b>77.48%</b>
<b>Postsecondary Technical Education (12)</b>				
Indirect Costs	0.00	0.00	0.00	0.00%
12-1200 General Instruction	0.00	0.00	0.00	0.00%
12-1220 Veterinary Nursing	196,983.89	196,983.89	152,867.11	77.60%
12-1221 Culinary	0.00	0.00	0.00	0.00%
12-1222 Automotive Technology	0.00	0.00	0.00	0.00%
12-1268 Welding	0.00	0.00	6,210.43	0.00%
12-1272 Administrative Office Management	0.00	0.00	0.00	0.00%
12-1273 Cosmetology	167,778.96	167,778.96	161,789.82	96.43%
12-1274 Early Childhood Development	0.00	0.00	16,869.60	0.00%
12-1276 Mid-Management/Economics	0.00	0.00	0.00	0.00%
12-1277 Micro Computers	86,818.00	86,818.00	82,058.42	94.52%
12-1287 EMT	83,526.30	83,526.30	63,168.10	75.63%
12-1288 Allied Health/Long Term Care	85,543.68	85,543.68	77,499.50	90.60%
<b>Total Fund 12</b>	<b>620,650.83</b>	<b>620,650.83</b>	<b>560,462.98</b>	<b>90.30%</b>
<b>Adult Education</b>				
<b>Fund 13</b>				
13-1301 ABE/GED	52,288.00	52,288.00	52,288.00	100.00%
<b>Total Fund 13</b>	<b>52,288.00</b>	<b>52,288.00</b>	<b>52,288.00</b>	<b>100.00%</b>
<b>Total Funds 11, 12 and 13</b>	<b>12,671,184.03</b>	<b>12,671,184.03</b>	<b>9,909,276.22</b>	<b>78.20%</b>
<b>Auxiliary</b>				
16-9300 Bookstore	475,129.36	475,129.36	299,005.95	62.93%
16-9500 Dorms	610,500.08	610,500.08	555,737.26	91.03%

	2022-23	2022-23	2022-23	Estimated
	Published Budget	Operating Budget	Current YTD Expenses	% Budget Recorded
17-9500 Dorms-Bluffstone	506,599.92	506,599.92	322,850.25	63.73%
16-9600 Meals	798,501.04	798,501.04	697,063.85	87.30%
34-1100 Inge Center	11,000.00	11,000.00	7,534.45	68.50%
34-1200 Inge Festival	102,966.56	102,966.56	67,614.87	65.67%
37-1223 Fab Lab	0.00	0.00	103,041.98	0.00%
48-4800 Technology	0.00	0.00	0.00	0.00%
48-4800 Student Athlete Fee	0.00	0.00	0.00	0.00%
<b>Total Auxiliary</b>	<b>2,504,696.96</b>	<b>2,504,696.96</b>	<b>2,052,848.61</b>	<b>81.96%</b>
<b>Plant Funds</b>				
61-1271 Capital Outlay, Culinary Program	0.00	0.00	0.00	0.00%
61-9900 Capital Outlay, ICC West payment	0.00	0.00	0.00	0.00%
<b>Total Plant Funds</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Foundation</b>				
36-6120 Foundation Expenses	0.00	0.00	75,825.00	0.00%
36-8100 Foundation Scholarships	0.00	0.00	52,475.00	0.00%
<b>Total Foundation</b>	<b>0.00</b>	<b>0.00</b>	<b>128,300.00</b>	<b>0.00%</b>
<b>Federally Funded Programs</b>				
25-8100 Veterans Success Center	134,713.80	134,713.80	116,581.65	86.54%
28-0100 Rural Operating Grant	350,040.28	350,040.28	253,857.68	72.52%
29-0100 Title III Grant	383,700.00	383,700.00	276,135.13	71.97%
31-8500 Upward Bound	336,147.09	336,147.09	198,257.74	58.98%
32-8300 Student Support Services	291,935.88	291,935.88	216,794.18	74.26%
39-1269 Carl Perkins	0.00	0.00	29,647.28	0.00%
<b>Total Federally Funded Programs</b>	<b>1,496,537.05</b>	<b>1,496,537.05</b>	<b>1,091,273.66</b>	<b>72.92%</b>
<b>Total College Operations</b>	<b>16,672,418.04</b>	<b>16,672,418.04</b>	<b>13,181,698.49</b>	<b>79.06%</b>

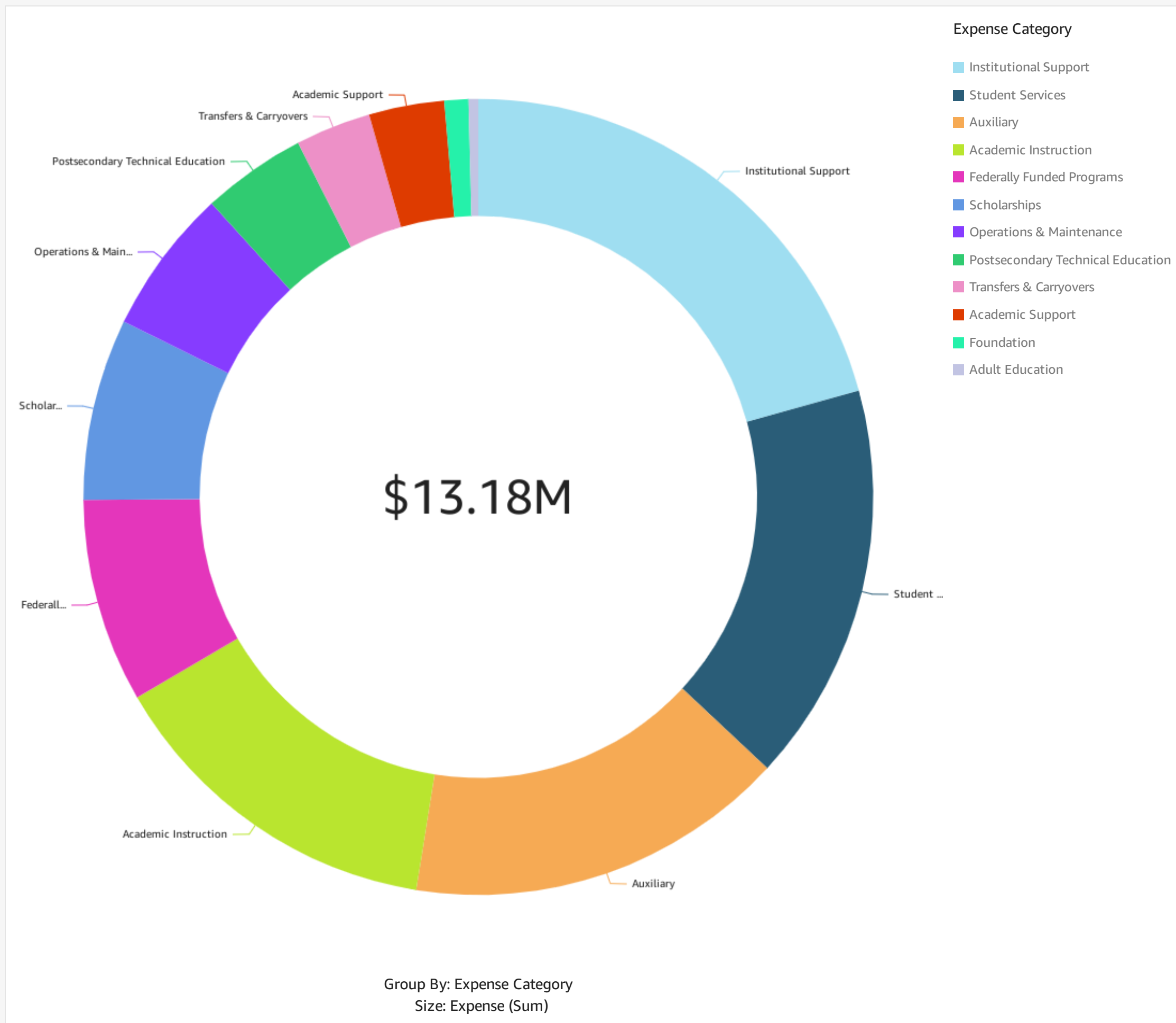
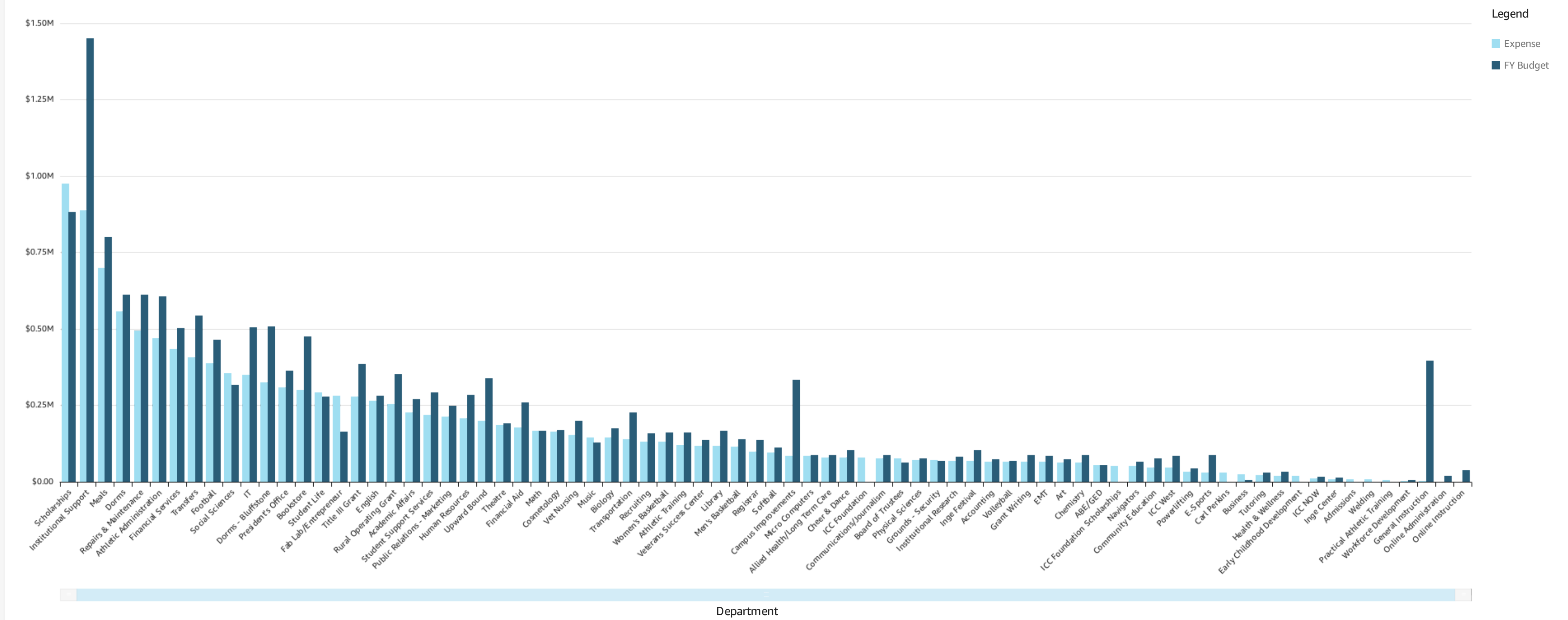
# Expense Overview

Fiscal Year Expenses  
**FY2023**  
 13,181,698.49

Date between  
 07/01/2022 – 04/30/2023

## 13,181,698.49

Fiscal Year Expenses vs Budget



Department	Expense Description	Fiscal Year		
		FY2023 Expense	FY Budget	% of Budget
ABE/GED		\$52,288.00	\$52,288.00	100%
Academic Affairs		\$226,033.22	\$269,758.01	83.79%
Accounting		\$64,484.27	\$73,392.08	87.86%
Admissions		\$7,222.30		
Allied Health/Long Term Care		\$77,499.50	\$85,543.68	90.59%
Art		\$61,685.65	\$73,227.42	84.23%
Athletic Administration		\$467,691.46	\$604,320.24	77.39%
Athletic Training		\$118,880.59	\$158,599.20	74.95%
Biology		\$143,511.47	\$172,725.16	83.08%
Board of Trustees		\$74,104.58	\$61,749.96	120%
Bookstore		\$299,005.95	\$475,129.36	62.93%
Business		\$24,023.46	\$4,300.04	558.67%
Campus Improvements		\$83,475.69	\$332,723.04	25.08%
Carl Perkins		\$29,647.28	\$0.00	
Cheer & Dance		\$76,862.90	\$103,426.51	74.31%
Chemistry		\$60,625.87	\$86,227.20	70.3%
Communications/Journalism		\$75,963.06	\$85,783.12	88.55%
Community Education		\$46,225.09	\$73,811.04	62.62%
Cosmetology		\$161,789.82	\$167,778.96	96.43%
Dorms		\$555,737.26	\$610,500.08	91.02%
Dorms - Bluffstone		\$322,850.25	\$506,599.92	63.72%
E-Sports		\$29,828.93	\$87,289.80	34.17%
EMT		\$63,168.10	\$83,526.30	75.62%
Early Childhood Development		\$16,869.60		
English		\$264,158.40	\$279,306.12	94.57%
Fab Lab/Entrepreneur		\$280,831.15	\$161,990.81	173.36%
Financial Aid		\$175,019.85	\$257,590.62	67.94%
Financial Services		\$433,084.63	\$502,583.76	86.17%
Football		\$387,245.03	\$462,517.36	83.72%
General Instruction		\$2.59	\$395,215.00	0%
Grant Writing		\$63,841.80	\$84,867.60	75.22%
Grounds - Security		\$69,001.58	\$68,086.76	101.34%
Health & Wellness		\$18,873.93	\$31,799.96	59.35%
<b>Total</b>		<b>\$13,181,698.49</b>	<b>\$16,672,418.00</b>	<b>79.06%</b>

**Independence Community College Account Summary**  
**For Month End: April 30, 2023**

<u>Account Number</u>	<u>Account Type</u>	<u>Beginning Balance (04/01/2023)</u>	<u>Ending Balance (04/30/2023)</u>	<u>Interest Rate</u>	<u>Monthly Int. Paid</u>	<u>Status</u>
xxx213	Checking	\$ 1,001.00	\$ 1,001.00	N/A	N/A	Open
xxx387	Checking	\$ 975,243.74	\$ 694,926.32	N/A	N/A	Open
xxx264	Checking	\$ 24,464.71	\$ 24,563.71	N/A	N/A	Open
xxx620	Checking	\$ 1,000.00	\$ 1,000.00	N/A	N/A	Open
xxx976	Checking	\$ 1.00	\$ 1.00	N/A	N/A	Open
xxx720	Checking	\$ 1.00	\$ 1.00	N/A	N/A	Open
xxx826	Money Market	\$ 2,000,682.36	\$ 1,000,386.40	0.30%	\$ 386.40	Open
xxx396	Board Reserve	\$ 250,423.26	\$ 250,485.01	0.30%	\$ 61.75	Open

<b>Total Balance</b>		<b>\$ 3,252,817.07</b>	<b>\$ 1,972,364.44</b>	
<b>Variance</b>				<b>\$ (1,280,452.63)</b>

**Securities Pledged**

**Amount**

**Market Value**

<u>Total Deposits</u>	<u>Total Withdrawals</u>
<b>\$321,144.86</b>	<b>\$1,601,597.49</b>

**Letters of Credit**

**Expiration Date**

**Amount**

FHLB #80062      6/29/2023      \$      2,000,000.00

**\$2,000,000.00**

<b>Total Pledged</b>	<b>\$2,000,000.00</b>
<b>FDIC Insurance</b>	<b>\$ 250,000.00</b>
<b>Total Coverage</b>	<b>\$ 2,250,000.00</b>
<b>Overage/Shortage</b>	<b>\$ 277,635.56</b>

# Personnel Report – May 2023

## New Hires

Effective Date	Name	Job Title	Schedule	Rate of Pay
04/03/2023	Nicole Munoz	Financial Aid Specialist	H-3	\$16.00

## Correction

Effective Date	Name	Job Title	Schedule	Previous Salary	Correct Salary
03/21/2023	Matthew Kittrell	Senior Director of Industry & Employer Engagement	S-4	\$69,000	\$62,000

## Separations

Effective Date	Name	Job Title	Schedule	Rate of Pay	Date of Hire
04/14/2023	Trentavious Howard	Assistant Football Coach – linebacker	A-3	\$23,000	04/10/2023
04/20/2023	Mary Smith	Custodian (part-time)	H-1	\$12.50	01/11/2021
04/24/2023	James Turgeon	Head Women’s Basketball Coach	A-6	\$65,500	08/25/2020
04/28/2023	Jasmine Anglin	Assistant Women’s Volleyball Coach	A-3	\$25,000 +R+M	02/27/2023

## Current Staffing

	FULL-TIME SALARY	FULL-TIME HOURLY	PART-TIME	VOLUNTEERS	CONTRACT	OPEN POSITIONS	TOTAL EMPLOYEES
PRESIDENT’S OFFICE	4	0	0	0	0	0	4
FOUNDATION	1	0	0	0	0	0	1
MARKETING/RECRUITING	4	0	0	0	0	0	4
HUMAN RESOURCES	2	0	0	0	0	0	2
STUDENT AFFAIRS	6	0	1	0	0	0	7
FINANCE/ADMINISTRATION	10	11	0	0	0	2	23
ATHLETICS	16	0	1	3	0	5	25
ACADEMIC AFFAIRS	20	2	2	0	2	2	28
FACULTY	28	0	0	0	0	2	28
<b>TOTALS</b>	<b>91</b>	<b>13</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>11</b>	<b>122</b>

Grant-Funded Positions 19

## Open Positions

Controller

Assistant Football Coach – Defensive Back

Assistant Football Coach – Defensive Line

Assistant Football Coach – Linebacker

Assistant Women’s Volleyball Coach

Head Women’s Basketball Coach

Title III Coordinator/Supplemental Instructor

Title III Professional Tutor (part-time)

Associate Professor for Visual Arts & Design

Associate Professor for Physical Science



## Grants Summary May 1, 2023

Ref. No.	Grant Name	Description	Potential Funding	Comments
<b>Activity Since Last Report</b>				
<b>1</b>	Kansas Dept. of Commerce DRAW--Delivering Residents and Workforce	For building an on-campus welding training facility.	\$1,000,000.00	Submitted 4.28.23. Anticipated June notification.
<b>2</b>	Kansas Dept. of Commerce Community Tax Credits	For Inge Theatre renovations.	\$200,000.00	Submitted 4.27.23 under ICC Foundation. Anticipated June notification.
<b>3</b>	Kansas Building a Stronger Economy 2.0 (BASE)	For campus entry access and cybersecurity system	\$555,932.26	Notified 4.26.23 of decline. Submitted 1.31.23.
<b>Submitted Grants Under Current Review</b>				
<b>1</b>	National Endowment for the Arts, Arts Projects	For playwright residencies 2023-24	\$20,000.00	Submitted 7.19.22. Anticipated April 2023 notification.
<b>2</b>	Kansas Dept. of Commerce DRAW--Delivering Residents and Workforce	For building an on-campus welding training facility.	\$1,000,000.00	Submitted 4.28.23. Anticipated June notification.
<b>3</b>	Kansas Dept. of Commerce Community Tax Credits	For Inge Theatre renovations.	\$200,000.00	Submitted 4.27.23 under ICC Foundation. Anticipated June notification.

<b>4</b>	National Science Foundation-- Enabling Partnerships to Increase Innovation (EPIIC)	Phase II grant to partner with industries and other colleges for student training opportunities	\$400,000.00	Notified 3.15.23 of acceptance of Phase I. Anticipated notification for Phase II in June.
<b>5</b>	National Science Foundation-- Advanced Technical Education (ATE)	For mathematics department, local industry, and fab lab learning collaboration	\$258,088.00	Submitted 10.5.22. Anticipated June 2023 notification.
<b>6</b>	Dickey's Foundation	Allied Health equipment	\$2,910.00	Submitted 11.4.22. Anticipated spring 2023 notification.
<b>7</b>	Delmas Foundation	For online portal dissemination and rights clearance consultant for Inge Collection	\$85,660.00	Submitted 11.17.22. Anticipated spring 2023 notification.
<b>8</b>	"America's Treasures" Historic Preservation Fund Dept. of Interior	For Archivist rights clearance consultant and online portal dissemination for Inge Collection	\$58,580.00	Submitted 12.14.22. Anticipated July 2023 notification.
<b>9</b>	Kansas Creative Arts Industries Commission--Technology grant	For updated Inge Theatre communications system. 1:1 match	\$6,103.00	Submitted 3.10.23. Anticipated June notification.
<b>10</b>	Kansas Creative Arts Industries Commission--Visiting Artists	For guest artists in music and theater AY 23-24	\$3,320.00	Submitted 3.12.23. Anticipated May notification.

<b>11</b>	Kansas Creative Arts Industries Commission--Murals	For artist to paint mural on campus. 1:1 match	\$5,325.00	Submitted 3.12.23. Anticipated May notification.
<b>12</b>	Kansas Dept. of Commerce SPRINT--State Park Revitalization and Investment in Notable Tourism	For Fine Arts Building Expansion	\$883,234.00	Submitted 3.14.23. Anticipated June notification.
<b>13</b>	National Endowment for the Arts, Arts Projects	For playwright artist residencies 2024-25	\$20,000.00	Submitted 2.21.23. Anticipated November notification.
<b>Total Submitted Now Under Review</b>			<b>\$2,943,220.00</b>	

### Grants Awarded for Funding AY 2022-23

	Grant Name	Description	Funding for AY 2022-23	Comments
<b>1</b>	U.S. Department of Education, Centers for Excellence for Veteran Student Success	Grant for three years to establish and run a Veterans Success Center starting AY 21-22. No match required.	\$163,260.00	Acceptance 12.30.20. Expenditure FY 21-22: \$109,460; 22-23: \$163,260; 23-24: \$164,852. Total all 3 years: \$437,852.

<b>2</b>	U.S. Department of Education: Rural Postsecondary Education Program	Improve student outcomes for students at rural serving colleges-- extensive outreach and academic and career counseling	\$344,281.00	Notified 12.27.21 of acceptance. Calendar year 2022: \$354,180; 2023: \$334,381; 2024: \$343,547. Total all 3 years: \$1,032,565.
<b>3</b>	Kansas Creative Arts Industries Commission Equipment Grant	For assistive listening system in Inge Theater; 1:1 match	\$2,605.00	Notified 6.27.22 of approval.
<b>4</b>	Kansas Creative Arts Industries Commission Guest Artists	For a "Guest Artist Series" of six different guest artists in arts, music, and theater. Match from Fine Arts budget	\$7,500.00	Notified 5.17.22 of acceptance. Award of \$7,500 for AY 22-23.
<b>5</b>	Title III eligibility--2022-23	Application to renew Title III status; provides waiver from having to match certain federal funding. For FY 22-23	\$33,000.00	Notified 4.6.22 of acceptance. Value is exactly \$33,000 for academic year 22-23.
<b>6</b>	U.S. Dept. of Education: HEERF III, Supplemental Grants	Additional COVID related impact relief	\$215,424.00	Notified 7.18.22 of acceptance.
<b>7</b>	Wal Mart Community Grants	Support for Pirate Pantry	\$500.00	Notified 5.27.22 of acceptance. For AY 22-23 \$500.00.
<b>8</b>	U.S. Dept. of Education, Title III Strengthening Institutions grant	Supports for student success, technological platforms	\$424,325.00	Notified 9.21.22 of acceptance. AY22-23: \$424,325. AYs 23, 24, 25 and 26: \$425,000 each year. Total all 5 years: \$2,124,325
<b>9</b>	FY23 Perkins Performance Incentive	For CTE programs	\$8,000.00	Notified 11.30.22 of acceptance.

10	National Fitness Campaign	Toward construction of a sport court	\$50,000.00	Notified 11.18.22 of acceptance.
11	USDA Rural Health Care Recovery Grants Track One	For Health Center equipment and services	\$30,100.00	Notified 1.16.22 of acceptance. Submitted 10.31.22.
12	Governor's Emergency Education Relief (via KBOR)	For student services through food pantry	\$20,000.00	Submitted 11.13.22. Notified 11.28.22 of acceptance.
13	Title III eligibility--2023-24	Renew status as Title III institution, which allows college exemption from having to match certain federal student aid	\$0.00	Approved 3.7.23. Submitted 2.22.23. For AY 2023-24. Approx. \$30,000, precise figure pending financial aid to be distributed.
14	National Science Foundation-- Enabling Partnerships to Increase Innovation (EPIIC)	Two-phase application. Phase I is services of a consultant. Second phase is to apply for a grant to partner with industries and other colleges for student training opportunities	\$10,000.00	Notified 3.15.23 of acceptance of Phase I. Approx. value \$10,000. Submitted 2.15.23. After Phase I, may be eligible to apply for approx. \$400,000 Phase II project.
15	Perkins Industry and Labor Force Expansion Grant	For Veterinarian Nursing equipment	\$53,890.00	Notified 1.6.23 of acceptance. Submitted 12.13.22.
16	Kansas Dept. of Commerce Jobs and Innovative Industry Skills Training (JIIST)	Welding program improvements	\$22,726.00	Notified 3.23.23 of acceptance. Submitted 2.28.23.
<b>Total Awarded for spending FY 22-23</b>			<b>\$1,385,611.00</b>	

ICC					
Highlighted Expenses Eligible for Grant Reimbursement					
Payables Month Ending April 30, 2023					
CheckNumber	VendorName	Description	TRXDATE	Amount	Account
0018529	JuCo football Scouting	JuCo scouting package	4/4/2023	\$ 1,000.00	11-5510-617-000
0018530	Carolina Biological Supply	Instructional Supplies	4/4/2023	\$ 111.62	11-1176-700-000
0018530	Carolina Biological Supply	Instructional Supplies	4/4/2023	\$ 99.55	11-1176-700-000
0018531	Ward's Science	Instructional Supplies	4/4/2023	\$ 45.00	11-1176-700-000
0018531	Ward's Science	Instructional Supplies	4/4/2023	\$ 88.40	11-1176-700-000
0018532	Swanson House, Inc.	Campaign Counsel Fee - April (Inv. 2868)	4/4/2023	\$ 3,000.00	11-6500-663-000
0018533	Red Tiger Hay Inc.	Tire repair	4/4/2023	\$ 20.00	11-7200-649-000
0018534	Toyota Financial Services	Fleet Vehicle Lease	4/4/2023	\$ 586.93	11-7200-645-000
0018535	T-Mobile USA Inc.	Dorms Hotspots	4/4/2023	\$ 249.20	11-6500-719-001
0018536	Firex, Inc	Annual Fire Inspection	4/4/2023	\$ 352.00	11-7300-661-000
0018537	Jocks Nitch	Team compression tops, socks	4/4/2023	\$ 597.00	11-5540-699-000
0018537	Jocks Nitch	Team polo's	4/4/2023	\$ 692.00	11-5540-699-000
0018537	Jocks Nitch	Team replacement jerseys	4/4/2023	\$ 344.00	11-5540-699-000
0018537	Jocks Nitch	Team replacement jerseys	4/4/2023	\$ 828.00	11-5540-699-000
0018537	Jocks Nitch	Team shoes	4/4/2023	\$ 1,134.00	11-5540-699-000
0018538	MV Sport	MVSPORT - ICC Gear	4/4/2023	\$ 643.69	16-9300-742-000
0018538	MV Sport	MVSPORT - ICC Gear	4/4/2023	\$ 273.60	16-9300-742-000
0018539	Republic Services #376	Admin & Fuel Recovery Fee	4/4/2023	\$ 1,597.34	11-6500-679-000
0018539	Republic Services #376	Sanitation Service Cessna Bldg	4/4/2023	\$ 305.43	11-6500-679-000
0018539	Republic Services #376	Sanitation Service-Cafeteria	4/4/2023	\$ 806.50	16-9600-679-000
0018539	Republic Services #376	Sanitation Service-Dorms	4/4/2023	\$ 1,178.51	16-9500-679-000
0018539	Republic Services #376	Sanitation Service-Fine Arts	4/4/2023	\$ 134.28	11-6500-679-000
0018539	Republic Services #376	Sanitation Service-Maintenance	4/4/2023	\$ 421.18	11-6500-679-000
0018539	Republic Services #376	Waste Container Rental	4/4/2023	\$ 304.15	11-6500-679-000

0018539	Republic Services #376	Waste Container Rental	4/4/2023	\$ 47.00	11-6500-679-000
0018539	Republic Services #376	Waste Container Rental	4/4/2023	\$ 46.50	11-6500-679-000
0018539	Republic Services #376	Waste Container Rental-Dorms	4/4/2023	\$ 304.15	16-9500-679-000
0018540	Sayers Ace Hardware, Inc.	Ice maker repair supplies	4/4/2023	\$ 6.59	11-7100-824-000
0018541	AmeriDyn	GP Consultant	4/4/2023	\$ 195.00	11-6200-663-000
0018542	Joe Smith Company	Snacks for Resale-Joe Smith	4/4/2023	\$ 386.04	16-9300-740-000
0018543	Automatic Doors of Kansas	Interior door service	4/4/2023	\$ 273.50	11-7100-725-000
0018544	Cintas Corporation No. 2	Custodial Uniforms	4/4/2023	\$ 35.00	11-7100-708-000
0018545	Sparklight	DIA Fiber	4/13/2023	\$ 1,064.52	11-6500-636-000
0018546	Ward's Science	Instructional Supplies	4/13/2023	\$ 1,199.70	11-1176-649-000
0018547	Toyota Financial Services	Fleet Vehicle Lease	4/13/2023	\$ 543.69	28-0100-645-000
0018548	Smith, Allen Dwayne	Game day help	4/13/2023	\$ 580.00	11-5500-719-000
0018549	VOXO LLC	Phone and Fax Service	4/13/2023	\$ 2,562.00	11-6500-631-000
0018550	Sophie K Entertainment	Lafayette Wright Student Performance	4/13/2023	\$ 2,500.00	11-5700-646-000
0018551	Peters, Troy Alan	Student Event	4/13/2023	\$ 1,700.00	11-5700-646-000
0018552	Adams, Philip L.	Phil Adams - Tune Music Piano's	4/13/2023	\$ 235.00	11-1151-661-000
0018553	Labette Health Foundation	Donation for Safety Kids Camp	4/13/2023	\$ 150.00	11-6100-693-000
0018554	Hinkle Law Firm LLC	Legal Services	4/13/2023	\$ 200.00	11-6000-662-000
0018555	Joe Smith Company	Snacks for resale	4/13/2023	\$ 262.59	16-9300-740-000
0018555	Joe Smith Company	Snacks for resale	4/13/2023	\$ 8.45	16-9300-740-000
0018555	Joe Smith Company	Snacks for Resale-Joe Smith	4/13/2023	\$ 381.12	16-9300-740-000
0018555	Joe Smith Company	Snacks for Resale-Joe Smith	4/13/2023	\$ 333.58	16-9300-740-000
0018555	Joe Smith Company	Snacks for Resale-Joe Smith	4/13/2023	\$ 16.08	16-9300-740-000
0018556	Virtual Care Group, LLC	Behavior Health/Counseling - Inv. 2492	4/13/2023	\$ 1,011.52	11-6500-719-000
0018557	Miller, Terry P.	Game day help	4/13/2023	\$ 540.00	11-5500-719-000
0018558	Marquez, Paul	Game day help	4/13/2023	\$ 200.00	11-5500-719-000
0018559	Allison, Laura	Reimbursement KCCLI Meal	4/13/2023	\$ 31.38	11-6110-717-000
0018560	McKenzie, Robert	Purchase reimbursement	4/13/2023	\$ 7.87	16-9300-719-000

0018561	Packard, Dillon	Reimbursement pizza for studen	4/14/2023	\$	329.05	11-5300-602-000
0018562	Ouray Sportswear	Ouray - ICC Gear	4/19/2023	\$	1,082.56	16-9300-742-000
0018563	TouchTone Communications	Long distance phone service	4/19/2023	\$	47.03	11-6500-631-000
0018564	Toyota Financial Services	Fleet Vehicle Lease	4/19/2023	\$	543.69	28-0100-645-000
0018564	Toyota Financial Services	Fleet Vehicle Lease	4/19/2023	\$	545.24	28-0100-645-000
0018564	Toyota Financial Services	Fleet vehicle lease	4/19/2023	\$	531.60	11-7200-645-000
0018564	Toyota Financial Services	Fleet Vehicle Lease	4/19/2023	\$	545.24	28-0100-645-000
0018565	Architect One	Inge Theatre Renovation	4/19/2023	\$	3,800.00	11-7500-820-000
0018565	Architect One	Pedestrian Bridge Renovation	4/19/2023	\$	2,707.50	11-7500-820-000
0018566	Doole, Robert	Payment for Judging	4/19/2023	\$	332.72	71-1151-285-011
0018567	Patterson Fisk, Paula Kay	Payment for Judging	4/19/2023	\$	185.75	71-1151-285-011
0018568	Nelson, Heather	Payment for Judging	4/19/2023	\$	296.27	71-1151-285-011
0018569	Cleaver Farm Supply	Cleaver Farm & Home - Welding	4/19/2023	\$	529.48	12-1222-700-000
0018570	My Town Media, Inc.	Radio Advertisements	4/19/2023	\$	1,100.00	11-6300-615-000
0018571	Digital Connections, Inc.	Digital Connections	4/19/2023	\$	165.41	71-1223-285-000
0018572	Montgomery County Chronicle	3-9 AND 3-16	4/19/2023	\$	945.00	11-6300-615-000
0018572	Montgomery County Chronicle	GENERAL ENROLLMENT	4/19/2023	\$	346.50	11-6300-615-000
0018573	Ane Maes Coffee And Sandwich Shop	DEI Consulting Lunch Meeting	4/19/2023	\$	110.00	11-5700-693-000
0018574	Farthing, Jr., Donald B.	Payment for Judging	4/19/2023	\$	245.50	71-1151-285-011
0018575	McCarty, Gary N.	Payment for Judging	4/19/2023	\$	333.44	71-1151-285-011
0018576	Thompson Bros. Supplies	Thompson Brothers - Vet Nursing	4/19/2023	\$	87.90	12-1220-646-000
0018576	Thompson Bros. Supplies	Thompson Brothers - Vet Nursing	4/19/2023	\$	45.90	12-1220-700-000
0018577	Service Office	Service Office-Office Supplies	4/19/2023	\$	29.53	16-9300-701-000
0018578	Pittcraft Printing, Inc.	Pittcraft - Office Supplies	4/19/2023	\$	62.67	16-9300-701-000
0018579	Wood, Michael	Music Band Practice	4/19/2023	\$	50.00	11-1151-661-000
0018580	Reid, Steven W.	Guitar Fab Spring 2023 Facilitator	4/19/2023	\$	701.25	71-1223-285-000
0018581	Sewing Concepts Inc.	Sewing Concepts - Flags	4/19/2023	\$	760.50	16-9300-742-000
0018582	Jocks Nitch	NJCAA Thunder heat leather softballs	4/19/2023	\$	382.00	11-5560-698-000



0018583	MV Sport	MV Sport/The Game - ICC Gear	4/19/2023	\$ 277.54	16-9300-742-000
0018584	Inflatables-To-Go	Spring Fling inflatables	4/19/2023	\$ 1,175.00	11-5700-646-000
0018585	Village Travel LLC	FB travel to Hutchinson	4/19/2023	\$ 5,400.90	11-5500-601-000
0018586	Foulston Siefkin LLP	Services regarding Trademarks	4/26/2023	\$ 2,880.00	11-6000-662-000
0018587	Sparklight	Dorms Fiber	4/26/2023	\$ 2,936.80	11-6500-636-000
0018587	Sparklight	ICC West Cable TV	4/26/2023	\$ 342.81	11-6500-636-000
0018587	Sparklight	ICC West Internet	4/26/2023	\$ 2,219.97	11-6500-636-000
0018587	Sparklight	Main campus internet	4/26/2023	\$ 2,847.43	11-6500-636-000
0018587	Sparklight	SIP Existing Fiber	4/26/2023	\$ 1,500.00	11-6500-636-000
0018587	Sparklight	Student Union Cable TV	4/26/2023	\$ 326.73	11-6500-636-000
0018588	Grass Roots Design Group, Inc.	Grass Roots - T'Shirts	4/26/2023	\$ 558.90	11-4200-693-000
0018588	Grass Roots Design Group, Inc.	Printing of Posters and Mugs	4/26/2023	\$ 1,022.95	34-1200-615-000
0018589	Oak Hall Industries,L.P.	Oak Hall - Student Cap and Gowns	4/26/2023	\$ 1,696.60	11-5400-708-000
0018590	Weeks, Susan	Grant Evaluator	4/26/2023	\$ 500.00	25-8100-646-000
0018591	Independence Main Street	William Inge Theatre Festival Guest Artist Per Diem	4/26/2023	\$ 6,400.00	34-1200-602-000
0018592	Toyota Financial Services	Fleet vehicle lease	4/26/2023	\$ 499.00	11-7200-645-000
0018592	Toyota Financial Services	Fleet vehicle lease	4/26/2023	\$ 489.00	11-7200-645-000
0018592	Toyota Financial Services	Fleet vehicle lease	4/26/2023	\$ 590.11	11-7200-645-000
0018592	Toyota Financial Services	Fleet vehicle lease	4/26/2023	\$ 586.67	11-7200-645-000
0018593	Blind Designs By Angie	Lower level of union (Adams/Westerhold office)	4/26/2023	\$ 1,560.00	11-7500-820-000
0018594	Design Mechanical Inc.	Library Repair (HVAC Repair) (Inv. 218185)	4/26/2023	\$ 55.00	11-7100-824-000
0018594	Design Mechanical Inc.	Library RTU Repair (HVAC) (Inv. 217773)	4/26/2023	\$ 412.50	11-7100-824-000
0018595	Hodges, David	Payment for Judge	4/26/2023	\$ 321.20	71-1151-285-011
0018596	Perl Auto Center, Inc	Mini truck repair	4/26/2023	\$ 964.25	11-7200-647-000
0018597	Newton's True Value	Student Union Toilet Repair	4/26/2023	\$ 24.98	11-7100-824-000
0018598	D & A Electrical Systems LLC	monthly monitoring for Fire Alarm system	4/26/2023	\$ 283.50	11-7300-661-000
0018599	Arlan Co. Inc.	SB field supplies	4/26/2023	\$ 218.15	11-5560-649-000
0018600	Jocks Nitch	Gildan Dryblend T-W/2 color front print	4/26/2023	\$ 347.00	11-5540-699-000

0018601	KJCCC	MBB & WBB Playoff Games	4/26/2023	\$	627.00	11-5500-723-000
0018602	Kansas State High School Activities Assoc	KSHSAA Payment	4/26/2023	\$	436.27	71-1151-285-011
0018603	Quality Automotive of Independence/Toyota	Fleet vehicle service	4/26/2023	\$	68.48	11-7200-647-000
0018603	Quality Automotive of Independence/Toyota	Van #2 Tire Rotation	4/26/2023	\$	22.51	11-7200-647-000
0018604	Eric's Plumbing	Cleanout North of Fine Arts (PVC Pipe, etc...) (Inv. 4749)	4/26/2023	\$	1,980.00	11-7100-824-000
0018605	Thompson Bros. Supplies	Welding Supplies	4/26/2023	\$	713.90	12-1222-700-000
0018605	Thompson Bros. Supplies	Thompson Brothers - Welding	4/26/2023	\$	4,967.05	12-1222-850-000
0018606	Pittcraft Printing, Inc.	Wall Graphics	4/26/2023	\$	2,451.19	11-6300-615-000
0018607	Cintas Corporation No. 2	Custodial Uniforms	4/26/2023	\$	35.00	11-7100-708-000
0018607	Cintas Corporation No. 2	Custodial Uniforms	4/26/2023	\$	35.00	11-7100-708-000
0018607	Cintas Corporation No. 2	Custodial Uniforms	4/26/2023	\$	35.00	11-7100-708-000
0018608	OCLC, Inc.	EZproxy software	4/26/2023	\$	701.30	11-6600-852-000
0018609	Turgeon, James	Team meal on the NW Tech road game	4/26/2023	\$	260.80	11-5540-602-000
0018610	Trieschmann Miller, Catherine	KCAIC partnership/grant New Play Lab Masterclass Consultant stipend	4/26/2023	\$	2,150.00	34-1200-663-000
0018611	Livengood, Jonathan	Mileage Reimbursement Travel to Chicago Senior Shootout	4/26/2023	\$	859.91	11-5520-617-000
0018612	Bruington, Toni	Reimbursement for items purcha	4/26/2023	\$	191.14	16-9300-719-001
002347	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	52.50	31-8501-540-000
002348	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	90.00	31-8501-540-000
002349	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	75.00	31-8501-540-000
002350	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	82.50	31-8501-540-000
002351	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	82.50	31-8501-540-000
002352	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	90.00	31-8501-540-000
002353	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	82.50	31-8501-540-000
002354	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	82.50	31-8501-540-000
002355	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	52.50	31-8501-540-000
002356	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	22.50	31-8501-540-000
002357	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	82.50	31-8501-540-000
002358	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$	75.00	31-8501-540-000

002359	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 82.50	31-8501-540-000
002360	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 75.00	31-8501-540-000
002361	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 67.50	31-8501-540-000
002362	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 67.50	31-8501-540-000
002363	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 45.00	31-8501-540-000
002364	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 82.50	31-8501-540-000
002365	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 82.50	31-8501-540-000
002366	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 60.00	31-8501-540-000
002367	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 82.50	31-8501-540-000
002368	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 30.00	31-8501-540-000
002369	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 30.00	31-8501-540-000
002370	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 90.00	31-8501-540-000
002371	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 45.00	31-8501-540-000
002372	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 67.50	31-8501-540-000
002373	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 67.50	31-8501-540-000
002374	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 37.50	31-8501-540-000
002375	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 82.50	31-8501-540-000
002376	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 45.00	31-8501-540-000
002377	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 22.50	31-8501-540-000
002378	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 75.00	31-8501-540-000
002379	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 90.00	31-8501-540-000
002380	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 45.00	31-8501-540-000
002381	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 90.00	31-8501-540-000
002382	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 37.50	31-8501-540-000
002383	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 22.50	31-8501-540-000
002384	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 52.50	31-8501-540-000
002385	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 45.00	31-8501-540-000
002386	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 52.50	31-8501-540-000

002387	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 22.50	31-8501-540-000
002388	ICC Student	Upward Bound Student StipendsDec-Feb	4/11/2023	\$ 30.00	31-8501-540-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 1,782.28	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 892.28	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 1,580.00	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 2,142.47	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 420.00	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 2,095.00	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 1,314.00	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 300.01	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 205.00	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 839.00	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 1,492.00	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 102.00	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 389.00	11-0000-203-000
002389	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 1,046.12	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 1,475.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 930.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 242.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 990.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 560.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 607.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 552.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 615.54	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 1,101.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 169.66	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 1,083.23	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 930.00	11-0000-203-000

002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 458.63	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 1,349.86	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 930.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 930.00	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 421.92	11-0000-203-000
002390	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/11/2023	\$ 30.27	11-0000-203-000
002391	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 113.03	11-0000-203-000
002392	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 536.00	11-0000-203-000
002393	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 693.28	11-0000-203-000
002393	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 55.00	11-0000-203-000
002394	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 898.00	11-0000-203-000
002395	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 1,031.28	11-0000-203-000
002396	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 1,219.00	11-0000-203-000
002397	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 738.00	11-0000-203-000
002398	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 849.00	11-0000-203-000
002399	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 519.00	11-0000-203-000
002400	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 590.27	11-0000-203-000
002401	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 396.92	11-0000-203-000
002402	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 62.00	11-0000-203-000
002403	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 469.34	11-0000-203-000
002404	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 34.00	11-0000-203-000
002405	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 93.72	11-0000-203-000
002406	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 93.72	11-0000-203-000
002407	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 50.00	11-0000-203-000
002408	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 195.00	11-0000-203-000
002409	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 93.72	11-0000-203-000
002410	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 1,158.63	11-0000-203-000
002411	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 887.00	11-0000-203-000

002412	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 47.84	11-0000-203-000
002413	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 155.00	11-0000-203-000
002414	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 148.00	11-0000-203-000
002415	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 141.65	11-0000-203-000
002415	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 471.77	11-0000-203-000
002416	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 204.14	11-0000-203-000
002418	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 5.00	11-0000-203-000
002419	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 1,177.00	11-0000-203-000
002420	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 11.21	11-0000-203-000
002421	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 500.00	11-0000-203-000
002422	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 71.28	11-0000-203-000
002423	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 554.00	11-0000-203-000
002424	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 516.28	11-0000-203-000
002425	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 195.00	11-0000-203-000
002426	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 666.73	11-0000-203-000
002427	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 384.00	11-0000-203-000
002429	ICC Student	ICC Student Previous Balance Refund	4/11/2023	\$ 15.00	11-0000-203-000
002430	ICC Student	ICC Student Previous Balance Refund	4/11/2023	\$ 803.08	11-0000-203-000
002431	ICC Student	ICC Student Previous Balance Refund	4/11/2023	\$ 269.00	11-0000-203-000
002432	ICC Student	ICC Student Previous Balance Refund	4/11/2023	\$ 570.88	11-0000-203-000
002433	ICC Student	ICC Student Previous Balance Refund	4/11/2023	\$ 3.00	11-0000-203-000
002434	ICC Student	ICC Student Previous Balance Refund	4/11/2023	\$ 252.50	11-0000-203-000
002435	ICC Student	ICC Student Previous Balance Refund	4/11/2023	\$ 988.79	11-0000-203-000
002436	ICC Student	ICC Student Previous Balance Refund	4/11/2023	\$ 50.00	11-0000-203-000
002437	ICC Student	ICC Student Financial Aid Refund	4/19/2023	\$ 718.60	11-0000-203-000
002438	ICC Student	ICC Student Financial Aid Refund	4/19/2023	\$ 2,792.78	11-0000-203-000
002439	ICC Student	ICC Student Financial Aid Refund	4/25/2023	\$ 1,118.00	11-0000-203-000
002440	ICC Student	ICC Student Financial Aid Refund	4/25/2023	\$ 460.70	11-0000-203-000

EFT000000000065	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 104.14	11-0000-203-000
EFT000000000065	ICC Student	ICC Student Financial Aid Refund	4/11/2023	\$ 1,219.00	11-0000-203-000
EFT000000004475	City Of Independence	Sanitation Service West	4/4/2023	\$ 200.00	11-6500-679-000
EFT000000004475	City Of Independence	Water & Sewer Fee-Cessna Bldg	4/4/2023	\$ 71.89	11-6500-632-000
EFT000000004475	City Of Independence	Water & Sewer Fee-Main	4/4/2023	\$ 1,208.97	11-6500-632-000
EFT000000004475	City Of Independence	Water & Sewer Fee-Main	4/4/2023	\$ 429.90	11-6500-632-000
EFT000000004475	City Of Independence	Water & Sewer ICC West	4/4/2023	\$ 96.46	11-6500-632-000
EFT000000004475	City Of Independence	Water Practice Field	4/4/2023	\$ 24.95	11-6500-632-000
EFT000000004475	City Of Independence	Water Practice Field	4/4/2023	\$ 24.95	11-6500-632-000
EFT000000004476	Woods Lumber of Independence, Ks. INC	Floor supplies	4/4/2023	\$ 43.00	11-7500-820-000
EFT000000004476	Woods Lumber of Independence, Ks. INC	supplies for repairs	4/4/2023	\$ 2.88	11-7100-824-000
EFT000000004476	Woods Lumber of Independence, Ks. INC	Supplies for repairs	4/4/2023	\$ 25.64	11-7100-824-000
EFT000000004478	Napolitano, Daniella Ann	KCAIC Grant - Guest Artist	4/13/2023	\$ 1,000.00	11-1155-617-000
EFT000000004479	Indy Print Services	Managed Print Service	4/13/2023	\$ 2,400.00	11-6500-646-000
EFT000000004479	Indy Print Services	Xerox pages blk & color clicks	4/13/2023	\$ 504.52	11-6500-646-000
EFT000000004480	Ranson Financial Group LLC	Continuing Disclosure	4/13/2023	\$ 750.00	11-6200-663-000
EFT000000004481	Fleetpool USA, LLC	Fleet Rental (Multiple Months)	4/13/2023	\$ 1,495.00	11-7200-645-000
EFT000000004481	Fleetpool USA, LLC	Fleet Rental (Multiple Months)	4/13/2023	\$ 2,150.56	11-7200-645-000
EFT000000004481	Fleetpool USA, LLC	Fleet Rental	4/13/2023	\$ 805.00	11-7200-645-000
EFT000000004481	Fleetpool USA, LLC	Fleet Rental	4/13/2023	\$ 805.00	11-7200-645-000
EFT000000004481	Fleetpool USA, LLC	Fleet Rental	4/13/2023	\$ 805.00	11-7200-645-000
EFT000000004481	Fleetpool USA, LLC	Fleet Rental	4/13/2023	\$ 805.00	11-7200-645-000
EFT000000004481	Fleetpool USA, LLC	Fleet Rental	4/13/2023	\$ 985.00	11-7200-645-000
EFT000000004482	Consolidated Management LLC	Board Charges	4/13/2023	\$ 60,134.40	16-9600-602-000
EFT000000004483	McCutcheon, Walter Kealan	Personal reimbursement event	4/13/2023	\$ 38.89	11-6510-602-000
EFT000000004483	McCutcheon, Walter Kealan	Reimbursement-lodging for even	4/13/2023	\$ 129.92	11-6510-601-000
EFT000000004483	McCutcheon, Walter Kealan	Reimbursement-travel meal	4/13/2023	\$ 30.49	11-6510-602-000
EFT000000004484	Academic Office Credit Card	Amazon - Art	4/5/2023	\$ 59.95	11-1155-700-000

EFT000000004484	Academic Office Credit Card	Amazon - Business Dept.	4/5/2023	\$	22.89	11-1188-700-000
EFT000000004484	Academic Office Credit Card	Amazon - Table Cloths Woods Room	4/5/2023	\$	124.08	71-6500-285-000
EFT000000004484	Academic Office Credit Card	B&C Barbeque - Conference Meal Zachary Cooke	4/5/2023	\$	22.57	11-4200-717-001
EFT000000004484	Academic Office Credit Card	Blick Art Supplies	4/5/2023	\$	121.61	11-1155-700-000
EFT000000004484	Academic Office Credit Card	Cane's - Student Conference Meal	4/5/2023	\$	91.71	11-4250-602-000
EFT000000004484	Academic Office Credit Card	Carolina Biologic Supply	4/5/2023	\$	469.15	11-1175-700-000
EFT000000004484	Academic Office Credit Card	Chick-fil-A - Student Conference Meal	4/5/2023	\$	10.64	11-4250-602-000
EFT000000004484	Academic Office Credit Card	Chick-fil-A Student Conference Meal	4/5/2023	\$	10.75	11-4250-602-000
EFT000000004484	Academic Office Credit Card	Cinnamon's Deli - Conference Meal Zachary Cooke	4/5/2023	\$	17.60	11-4200-717-001
EFT000000004484	Academic Office Credit Card	Conference Cloths - Foundation Reimbursement	4/5/2023	\$	21.88	11-4250-719-000
EFT000000004484	Academic Office Credit Card	Conference Cloths - Foundation Reimbursement	4/5/2023	\$	477.54	11-4250-719-000
EFT000000004484	Academic Office Credit Card	Conference Cloths - Foundation Reimbursement	4/5/2023	\$	202.58	11-4250-719-000
EFT000000004484	Academic Office Credit Card	Courtyard- Hotel for Conference/Zachary Cooke	4/5/2023	\$	369.69	11-4200-717-001
EFT000000004484	Academic Office Credit Card	Dempsey's Burger Pub - Conference Meal Zachary Cooke	4/5/2023	\$	24.73	11-4200-717-001
EFT000000004484	Academic Office Credit Card	Drury Hotel - PTK Conference	4/5/2023	\$	1,220.40	11-4200-720-000
EFT000000004484	Academic Office Credit Card	Flinn Scientific	4/5/2023	\$	454.10	11-1175-700-000
EFT000000004484	Academic Office Credit Card	Holiday Inn - Student Conference	4/5/2023	\$	384.78	11-5700-693-000
EFT000000004484	Academic Office Credit Card	Holiday Inn - Student Conference	4/5/2023	\$	384.78	11-5700-693-000
EFT000000004484	Academic Office Credit Card	Holiday Inn - Student Conference	4/5/2023	\$	384.78	11-5700-693-000
EFT000000004484	Academic Office Credit Card	Holiday Inn - Student Conference	4/5/2023	\$	384.78	11-5700-693-000
EFT000000004484	Academic Office Credit Card	Malinda Conference Fee	4/5/2023	\$	100.00	11-1173-601-000
EFT000000004484	Academic Office Credit Card	Panda Express - Student Conference Meal	4/5/2023	\$	12.33	11-4250-602-000
EFT000000004484	Academic Office Credit Card	Panda Express - Student Conference Meal	4/5/2023	\$	16.70	11-4250-602-000
EFT000000004484	Academic Office Credit Card	Panda Express Student Conference Meal	4/5/2023	\$	12.12	11-4250-602-000
EFT000000004484	Academic Office Credit Card	Quiktrip - Conference Breakfast Zachary Cooke	4/5/2023	\$	6.38	11-4200-717-001
EFT000000004484	Academic Office Credit Card	QuikTrip - Conference Breakfast Zachary Cooke	4/5/2023	\$	13.93	11-4200-717-001
EFT000000004484	Academic Office Credit Card	Southwest Flight - SSS Vegas Conference	4/5/2023	\$	707.45	32-8303-606-000
EFT000000004484	Academic Office Credit Card	Southwest Flight - SSS Vegas Conference	4/5/2023	\$	707.45	32-8303-606-000



EFT000000004484	Academic Office Credit Card	Southwest Flight - SSS Vegas Conference	4/5/2023	\$	707.45	32-8303-606-000
EFT000000004484	Academic Office Credit Card	Southwest Flight - SSS Vegas Conference	4/5/2023	\$	707.45	32-8303-606-000
EFT000000004484	Academic Office Credit Card	Southwest Flight - SSS Vegas Conference	4/5/2023	\$	707.45	32-8303-606-000
EFT000000004484	Academic Office Credit Card	Southwest Flight - SSS Vegas Conference	4/5/2023	\$	707.45	32-8303-606-000
EFT000000004484	Academic Office Credit Card	Wal-Mart - Meals Student Conference	4/5/2023	\$	154.88	11-4250-602-000
EFT000000004484	Academic Office Credit Card	Wal-Mart EMT Oximeter	4/5/2023	\$	77.96	12-1287-700-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	Fescue Titan	4/5/2023	\$	725.00	11-7300-649-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	File cabinet keys for Accounting	4/5/2023	\$	12.73	11-7100-701-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	Fire Marshall Visit	4/5/2023	\$	28.39	11-7100-602-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	Fleet vehicle car wash	4/5/2023	\$	4.00	11-7200-649-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	Fleet vehicle car wash	4/5/2023	\$	12.00	11-7200-649-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	Fleet vehicle car wash	4/5/2023	\$	16.00	11-7200-649-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	Fleet vehicle car wash	4/5/2023	\$	5.00	11-7200-649-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	Fleet vehicle car wash	4/5/2023	\$	8.00	11-7200-649-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	Paint Supplies	4/5/2023	\$	173.62	11-7100-825-000
EFT000000004485	Beurskens, Benny Purchase Card 4.20.2022	Team meeting	4/5/2023	\$	43.76	11-7100-602-000
EFT000000004486	Bailey, Chelsea Purchase Card	Amazon - Cosmetology	4/5/2023	\$	53.01	12-1273-700-000
EFT000000004486	Bailey, Chelsea Purchase Card	Amazon - Cosmetology	4/5/2023	\$	30.64	12-1273-700-000
EFT000000004486	Bailey, Chelsea Purchase Card	Amazon - Cosmetology	4/5/2023	\$	10.94	12-1273-700-000
EFT000000004486	Bailey, Chelsea Purchase Card	Amazon - Cosmetology	4/5/2023	\$	29.52	12-1273-700-000
EFT000000004486	Bailey, Chelsea Purchase Card	Apprentice License - Daisy James	4/5/2023	\$	15.38	12-1273-715-001
EFT000000004486	Bailey, Chelsea Purchase Card	Ennoview - March Renewal	4/5/2023	\$	165.00	12-1273-682-000
EFT000000004486	Bailey, Chelsea Purchase Card	State Beauty Supply	4/5/2023	\$	23.70	12-1273-700-000
EFT000000004486	Bailey, Chelsea Purchase Card	State Beauty Supply	4/5/2023	\$	427.91	12-1273-700-000
EFT000000004486	Bailey, Chelsea Purchase Card	State Beauty Supply - Cosmetology	4/5/2023	\$	10.26	12-1273-700-000
EFT000000004486	Bailey, Chelsea Purchase Card	State Beauty Supply - Cosmetology	4/5/2023	\$	52.61	12-1273-700-000
EFT000000004486	Bailey, Chelsea Purchase Card	Wal-Mart Cosmetology	4/5/2023	\$	58.78	12-1273-700-000
EFT000000004487	Stockton, Cherie Purchase Card	Gear for Faculty/Staff (Gym Renaming Celebration)	4/5/2023	\$	2,425.50	11-6100-693-000

EFT000000004487	Stockton, Cherie Purchase Card	Kiosk and PCAP Display at ICC West	4/5/2023	\$	3,261.93	11-7500-820-000
EFT000000004487	Stockton, Cherie Purchase Card	Office supplies	4/5/2023	\$	86.10	11-6100-701-000
EFT000000004488	Cameron, Chris Purchase Card	Lodging for recruiting	4/5/2023	\$	381.72	11-6310-601-000
EFT000000004488	Cameron, Chris Purchase Card	Recruiting meal	4/5/2023	\$	21.37	11-6310-617-000
EFT000000004488	Cameron, Chris Purchase Card	Recruiting Meal	4/5/2023	\$	27.35	11-6310-617-000
EFT000000004488	Cameron, Chris Purchase Card	Recruiting Meal	4/5/2023	\$	8.43	11-6310-617-000
EFT000000004488	Cameron, Chris Purchase Card	Recruiting Meal	4/5/2023	\$	27.57	11-6310-617-000
EFT000000004488	Cameron, Chris Purchase Card	Recruiting Meal	4/5/2023	\$	17.90	11-6310-617-000
EFT000000004488	Cameron, Chris Purchase Card	Student Activity	4/5/2023	\$	120.00	11-6310-660-000
EFT000000004488	Cameron, Chris Purchase Card	Student Activity	4/5/2023	\$	25.54	11-6310-660-000
EFT000000004489	Westerhold, Cody Credit Card	Black History Month Posters	4/5/2023	\$	74.90	11-5700-710-000
EFT000000004489	Westerhold, Cody Credit Card	Conference food NACA	4/5/2023	\$	22.46	11-5700-602-000
EFT000000004489	Westerhold, Cody Credit Card	Conference food NACA	4/5/2023	\$	42.90	11-5700-602-000
EFT000000004489	Westerhold, Cody Credit Card	Conference food NACA	4/5/2023	\$	13.64	11-5700-602-000
EFT000000004489	Westerhold, Cody Credit Card	Conference food NACA	4/5/2023	\$	23.30	11-5700-602-000
EFT000000004489	Westerhold, Cody Credit Card	Conference food NACA	4/5/2023	\$	47.32	11-5700-602-000
EFT000000004489	Westerhold, Cody Credit Card	Conference food NACA	4/5/2023	\$	33.68	11-5700-602-000
EFT000000004489	Westerhold, Cody Credit Card	Conference food NACA	4/5/2023	\$	14.31	11-5700-602-000
EFT000000004489	Westerhold, Cody Credit Card	Conference food NACA	4/5/2023	\$	27.23	11-5700-602-000
EFT000000004489	Westerhold, Cody Credit Card	Conference food NACA	4/5/2023	\$	15.11	11-5700-602-000
EFT000000004489	Westerhold, Cody Credit Card	Conference Hotel	4/5/2023	\$	675.66	11-5700-601-000
EFT000000004489	Westerhold, Cody Credit Card	Conference Registration	4/5/2023	\$	1,605.00	11-5700-626-000
EFT000000004489	Westerhold, Cody Credit Card	NACA Hotel	4/5/2023	\$	618.66	11-5700-601-000
EFT000000004489	Westerhold, Cody Credit Card	Student Activity	4/5/2023	\$	38.16	11-5700-660-000
EFT000000004489	Westerhold, Cody Credit Card	Student Activity	4/5/2023	\$	29.12	11-5700-660-000
EFT000000004489	Westerhold, Cody Credit Card	Title IX software	4/5/2023	\$	99.99	11-5700-646-000
EFT000000004489	Westerhold, Cody Credit Card	Title IX Software	4/5/2023	\$	262.67	11-5700-646-000
EFT000000004489	Westerhold, Cody Credit Card	Title IX Training	4/5/2023	\$	290.00	11-5700-626-000

EFT000000004490	Adams, David Purchase Card	First Gen Workshop	4/5/2023	\$	69.30	11-5700-626-000
EFT000000004490	Adams, David Purchase Card	Intl. Visitor Lunches	4/5/2023	\$	62.55	11-5700-660-000
EFT000000004490	Adams, David Purchase Card	Pirate Pantry Supplies	4/5/2023	\$	77.37	11-5700-631-000
EFT000000004490	Adams, David Purchase Card	Pirate Pantry Supplies	4/5/2023	\$	154.20	11-5700-631-000
EFT000000004490	Adams, David Purchase Card	Pirate Pantry Supplies	4/5/2023	\$	31.19	11-5700-631-000
EFT000000004490	Adams, David Purchase Card	Pirate Pantry Supplies	4/5/2023	\$	953.12	11-5700-631-000
EFT000000004490	Adams, David Purchase Card	Pirate Pantry Supplies	4/5/2023	\$	520.39	11-5700-631-000
EFT000000004490	Adams, David Purchase Card	Pirate Pantry Supplies	4/5/2023	\$	516.81	11-5700-631-000
EFT000000004490	Adams, David Purchase Card	Pirate Pantry Supplies	4/5/2023	\$	684.93	11-5700-631-000
EFT000000004490	Adams, David Purchase Card	Pizza for Student Meetings	4/5/2023	\$	163.26	11-5700-693-000
EFT000000004490	Adams, David Purchase Card	Security Calling Service	4/5/2023	\$	697.68	11-6500-724-000
EFT000000004490	Adams, David Purchase Card	Security Phone Calling Service	4/5/2023	\$	304.88	11-6500-724-000
EFT000000004490	Adams, David Purchase Card	Student Activity Goal Setting	4/5/2023	\$	46.34	11-5700-660-000
EFT000000004490	Adams, David Purchase Card	Student Program	4/5/2023	\$	32.46	11-5700-660-000
EFT000000004490	Adams, David Purchase Card	Student Program	4/5/2023	\$	23.42	11-5700-660-000
EFT000000004490	Adams, David Purchase Card	Student Program	4/5/2023	\$	12.45	11-5700-660-000
EFT000000004490	Adams, David Purchase Card	Student Program	4/5/2023	\$	55.28	11-5700-660-000
EFT000000004490	Adams, David Purchase Card	Student Program	4/5/2023	\$	102.34	11-5700-660-000
EFT000000004491	Molnar-Byrd, Dee	Theatre Communications Group (TCG)	4/5/2023	\$	275.00	34-1200-663-000
EFT000000004491	Molnar-Byrd, Dee	Website Hosting for ingecenter.org	4/5/2023	\$	240.00	34-1200-704-000
EFT000000004492	Packard, Dillon Credit Card	Monthly subscription fee for Constant Contact	4/5/2023	\$	95.00	11-5300-682-000
EFT000000004493	Webb, Dominic Purchase Card	Meal on recruiting	4/5/2023	\$	14.45	11-5510-601-000
EFT000000004493	Webb, Dominic Purchase Card	Meal recruiting	4/5/2023	\$	9.71	11-5510-601-000
EFT000000004493	Webb, Dominic Purchase Card	Meal recruiting	4/5/2023	\$	15.79	11-5510-601-000
EFT000000004493	Webb, Dominic Purchase Card	Meal recruiting	4/5/2023	\$	13.59	11-5510-601-000
EFT000000004493	Webb, Dominic Purchase Card	Meal recruiting	4/5/2023	\$	22.66	11-5510-601-000
EFT000000004493	Webb, Dominic Purchase Card	Meal recruiting	4/5/2023	\$	15.25	11-5510-601-000
EFT000000004494	Robinson, Elizabeth Purchase Card	Hotel and Room Reservation	4/5/2023	\$	167.79	32-8303-606-000

EFT000000004494	Robinson, Elizabeth Purchase Card	Hotel and Room Reservation	4/5/2023	\$	146.26	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	Hotel and Room Reservation	4/5/2023	\$	146.26	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	Hotel and Room Reservation	4/5/2023	\$	146.26	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	BIG XII student conference, 3 days	4/5/2023	\$	384.78	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	BIG XII student conference, 3 days	4/5/2023	\$	384.78	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	BIG XII student conference, 3 days	4/5/2023	\$	384.78	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	BIG XII student conference, 3 days	4/5/2023	\$	384.78	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	BIG XII student conference, 3 days	4/5/2023	\$	384.78	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	BIG XII student conference, 3 days	4/5/2023	\$	384.78	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	BIG XII student conference, 3 days	4/5/2023	\$	384.78	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	dinner at conference	4/5/2023	\$	24.67	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	dinner for conference	4/5/2023	\$	12.12	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	dinner for conference	4/5/2023	\$	24.40	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	dinner for conference	4/5/2023	\$	9.99	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	dinner for conference	4/5/2023	\$	10.85	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	dinner for conference	4/5/2023	\$	12.64	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	dinner for conference	4/5/2023	\$	12.64	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	dinner for conference	4/5/2023	\$	12.89	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	meals for 8 participants, 1 sponsor, travel for conference	4/5/2023	\$	131.94	32-8303-606-000
EFT000000004494	Robinson, Elizabeth Purchase Card	Office supplies	4/5/2023	\$	10.82	32-8303-701-000
EFT000000004494	Robinson, Elizabeth Purchase Card	SSS TRIO Day Event	4/5/2023	\$	15.92	32-8303-719-000
EFT000000004494	Robinson, Elizabeth Purchase Card	TRIO Day Lunch, feeds 12 people	4/5/2023	\$	301.78	11-4200-602-000
EFT000000004495	Cope, Erica Purchase Card	Dinner after Region 6 competition 3/5	4/5/2023	\$	334.50	11-5590-602-000
EFT000000004495	Cope, Erica Purchase Card	Dinner before Region 6 Competition 3/4	4/5/2023	\$	259.82	11-5590-602-000
EFT000000004495	Cope, Erica Purchase Card	Hotel for Region 6 competition	4/5/2023	\$	1,360.63	11-5590-606-000
EFT000000004495	Cope, Erica Purchase Card	Snacks for Region 6 competition	4/5/2023	\$	83.95	11-5590-602-000
EFT000000004495	Cope, Erica Purchase Card	Socks for both cheer and dance competition uniform	4/5/2023	\$	52.99	11-5590-698-000
EFT000000004496	Mueller, Hailey Purchase Card	Facebook Ads - Vet Nursing	4/5/2023	\$	12.00	71-1220-285-002
EFT000000004497	Bennett, India Purchase Card	Display Boards	4/5/2023	\$	43.52	25-8100-701-000

EFT000000004497	Bennett, India Purchase Card	Adobe Subscription	4/5/2023	\$	21.89	25-8100-681-000
EFT000000004497	Bennett, India Purchase Card	SVA T-shirts	4/5/2023	\$	400.00	11-6500-719-000
EFT000000004497	Bennett, India Purchase Card	Signup Genius	4/5/2023	\$	107.89	25-8100-681-000
EFT000000004498	IT Department Purchase Card	Certification course for Azure AZ104	4/5/2023	\$	19.99	11-6600-617-000
EFT000000004499	Turgeon, James Purchase Card	Flowers for Sophomore night	4/5/2023	\$	16.33	11-5540-698-000
EFT000000004499	Turgeon, James Purchase Card	Hotel room Dodge City	4/5/2023	\$	129.59	11-5540-606-000
EFT000000004499	Turgeon, James Purchase Card	Hotel room Dodge City	4/5/2023	\$	129.59	11-5540-606-000
EFT000000004499	Turgeon, James Purchase Card	Hotel room Dodge City	4/5/2023	\$	129.59	11-5540-606-000
EFT000000004499	Turgeon, James Purchase Card	Hotel room Dodge City	4/5/2023	\$	129.59	11-5540-606-000
EFT000000004499	Turgeon, James Purchase Card	Hotel room Dodge City	4/5/2023	\$	129.59	11-5540-606-000
EFT000000004499	Turgeon, James Purchase Card	Hotel room Dodge City	4/5/2023	\$	129.59	11-5540-606-000
EFT000000004499	Turgeon, James Purchase Card	Hotel room Dodge City	4/5/2023	\$	129.59	11-5540-606-000
EFT000000004499	Turgeon, James Purchase Card	Hotel room Dodge City	4/5/2023	\$	129.59	11-5540-606-000
EFT000000004499	Turgeon, James Purchase Card	Hotel room Dodge City	4/5/2023	\$	129.59	11-5540-606-000
EFT000000004499	Turgeon, James Purchase Card	Meal on recruiting trip	4/5/2023	\$	6.27	11-5540-617-000
EFT000000004499	Turgeon, James Purchase Card	Picture frames for Sophomore night	4/5/2023	\$	112.49	11-5540-698-000
EFT000000004499	Turgeon, James Purchase Card	Pictures for Sophomore night	4/5/2023	\$	9.84	11-5540-698-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - hotel room for region tournament	4/5/2023	\$	259.18	11-5500-723-000

EFT000000004499	Turgeon, James Purchase Card	Playoffs - Team meal Dodge City	4/5/2023	\$	340.00	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - Team meal Dodge City	4/5/2023	\$	222.65	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Playoffs - Team meal Dodge City game	4/5/2023	\$	161.57	11-5500-723-000
EFT000000004499	Turgeon, James Purchase Card	Scouting and play design app	4/5/2023	\$	500.00	11-5540-698-000
EFT000000004499	Turgeon, James Purchase Card	Team meal Dodge City	4/5/2023	\$	234.00	11-5540-602-000
EFT000000004499	Turgeon, James Purchase Card	Team meal Dodge City	4/5/2023	\$	118.36	11-5540-602-000
EFT000000004499	Turgeon, James Purchase Card	Team meal Dodge City	4/5/2023	\$	269.00	11-5540-602-000
EFT000000004499	Turgeon, James Purchase Card	Team meal for Butler game	4/5/2023	\$	135.90	11-5540-602-000
EFT000000004500	Williams, Joel Purchase Card	CAST PARTY MUCH ADO	4/5/2023	\$	103.10	11-1150-602-000
EFT000000004500	Williams, Joel Purchase Card	scenic supplies for much ado	4/5/2023	\$	37.99	11-1150-692-000
EFT000000004500	Williams, Joel Purchase Card	scenic supplies for much ado	4/5/2023	\$	173.37	11-1150-692-000
EFT000000004500	Williams, Joel Purchase Card	scenic supplies for much ado	4/5/2023	\$	44.94	11-1150-692-000
EFT000000004500	Williams, Joel Purchase Card	scenic supplies for much ado	4/5/2023	\$	103.99	11-1150-692-000
EFT000000004500	Williams, Joel Purchase Card	scenic supplies for much ado	4/5/2023	\$	162.21	11-1150-692-000
EFT000000004501	Livengood, Jonathan Purchase Card 2.23	Recruiting meal	4/5/2023	\$	11.84	11-5520-602-000
EFT000000004502	Sadhoo, Jonathan Purchase Card New	Maintenance Parts/Supplies	4/5/2023	\$	207.50	11-7200-647-000
EFT000000004502	Sadhoo, Jonathan Purchase Card New	CTO Lunch Interviews	4/5/2023	\$	120.00	11-6600-602-000
EFT000000004502	Sadhoo, Jonathan Purchase Card New	Maintenance Parts	4/5/2023	\$	10.00	11-7200-681-000
EFT000000004502	Sadhoo, Jonathan Purchase Card New	Maintenance Fleet Vehicles Servicing	4/5/2023	\$	282.00	11-7200-719-000
EFT000000004502	Sadhoo, Jonathan Purchase Card New	Monitoring Service	4/5/2023	\$	16.00	11-7200-681-000
EFT000000004502	Sadhoo, Jonathan Purchase Card New	Monthly Zoom Membership	4/5/2023	\$	15.96	11-6200-646-000
EFT000000004503	Carlson, Jordan Purchase Card	Laundry detergent	4/5/2023	\$	10.40	11-5560-698-000
EFT000000004504	Mann, Justin Purchase Card New	Hotel for Dodge City game	4/5/2023	\$	128.52	11-5520-606-000
EFT000000004504	Mann, Justin Purchase Card New	Hotel for Dodge City game	4/5/2023	\$	128.52	11-5520-606-000
EFT000000004504	Mann, Justin Purchase Card New	Hotel room at Dodge City	4/5/2023	\$	128.52	11-5520-606-000
EFT000000004504	Mann, Justin Purchase Card New	Hotel room for Dodge City game	4/5/2023	\$	128.52	11-5520-606-000
EFT000000004504	Mann, Justin Purchase Card New	Hotel room for Dodge City game	4/5/2023	\$	128.52	11-5520-606-000
EFT000000004504	Mann, Justin Purchase Card New	Hotel room for Dodge City game	4/5/2023	\$	128.52	11-5520-606-000

EFT000000004504	Mann, Justin Purchase Card New	Hotel room for Dodge City game	4/5/2023	\$	128.52	11-5520-606-000
EFT000000004504	Mann, Justin Purchase Card New	Laundry pods	4/5/2023	\$	13.68	11-5520-698-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Dinner the night before Garden City game	4/5/2023	\$	262.82	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Butler	4/5/2023	\$	98.80	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Butler game	4/5/2023	\$	98.80	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Butler game	4/5/2023	\$	98.80	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Butler game	4/5/2023	\$	98.80	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Butler game	4/5/2023	\$	98.80	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Butler game	4/5/2023	\$	98.80	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Butler game	4/5/2023	\$	100.30	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Hotel room for Garden City game	4/5/2023	\$	103.99	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Lunch for Butler game	4/5/2023	\$	77.53	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Post game meal after Butler	4/5/2023	\$	77.89	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Post game meal after Garden City	4/5/2023	\$	98.20	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Post game meal after Garden City	4/5/2023	\$	44.76	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: Pregame meal for Butler	4/5/2023	\$	199.58	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Playoffs: pregame meal for Garden City game	4/5/2023	\$	266.46	11-5500-723-000
EFT000000004504	Mann, Justin Purchase Card New	Postgame meal after Dodge City	4/5/2023	\$	128.50	11-5520-606-000
EFT000000004504	Mann, Justin Purchase Card New	Postgame meal at Dodge City	4/5/2023	\$	19.99	11-5520-606-000
EFT000000004504	Mann, Justin Purchase Card New	Postgame meal for Butler game	4/5/2023	\$	81.58	11-5520-606-000

EFT000000004504	Mann, Justin Purchase Card New	Pregame meal before Dodge City	4/5/2023	\$	219.49	11-5520-606-000
EFT000000004504	Mann, Justin Purchase Card New	Recruiting NFHS online State Tournament	4/5/2023	\$	11.99	11-5520-617-000
EFT000000004504	Mann, Justin Purchase Card New	Recruiting Oklahoma State Playoffs	4/5/2023	\$	23.00	11-5520-617-000
EFT000000004504	Mann, Justin Purchase Card New	Recruiting trip to Tulsa meal	4/5/2023	\$	27.85	11-5520-617-000
EFT000000004504	Mann, Justin Purchase Card New	Sophomore night photographs	4/5/2023	\$	174.98	11-5520-698-000
EFT000000004504	Mann, Justin Purchase Card New	Team meal night before Dodge City gam	4/5/2023	\$	240.09	11-5520-606-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Breakfast at Professional Development	4/5/2023	\$	16.50	11-6510-602-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Dinner at professional development event	4/5/2023	\$	18.58	11-6510-602-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Entry to Tulsa tournament	4/5/2023	\$	48.00	11-6510-626-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Esports Cleaning Supplies	4/5/2023	\$	17.26	11-6510-701-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Esports Game for School Switch	4/5/2023	\$	65.69	11-6510-852-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Food at professional development	4/5/2023	\$	9.71	11-6510-602-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Food at transfer/scrimmage trip	4/5/2023	\$	22.11	11-6510-602-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Food for Esports Competition	4/5/2023	\$	22.06	11-6510-602-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Food in the middle of tournament	4/5/2023	\$	6.07	11-6510-602-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Food while at transfer trip	4/5/2023	\$	130.00	11-6510-602-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Food while out for competition	4/5/2023	\$	46.29	11-6510-602-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Food while travelling	4/5/2023	\$	10.83	11-6510-602-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Game for Esports Competition (Switch)	4/5/2023	\$	62.37	11-6510-852-000
EFT000000004505	McCutcheon, Kealan Purchase Card	League Entry Fee for TeamMeta	4/5/2023	\$	500.00	11-6510-681-000
EFT000000004505	McCutcheon, Kealan Purchase Card	Team Food for Event (Travel)	4/5/2023	\$	13.39	11-6510-602-000
EFT000000004506	Donerson, Keith New Purchase Card	Student Hotel Room	4/5/2023	\$	79.01	11-5510-601-000
EFT000000004507	Ferguson, Kristie Purchase Card	BPM Monthly Fee	4/5/2023	\$	325.00	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Graduation Balloons	4/5/2023	\$	9.55	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	graduation displays	4/5/2023	\$	83.57	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Hugo Signage	4/5/2023	\$	108.00	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Inge Festival Pens	4/5/2023	\$	282.56	11-6100-693-000
EFT000000004507	Ferguson, Kristie Purchase Card	International Service Fee	4/5/2023	\$	3.25	11-6300-615-000



EFT000000004507	Ferguson, Kristie Purchase Card	Large Format Printed signs	4/5/2023	\$	23.13	11-6300-613-000
EFT000000004507	Ferguson, Kristie Purchase Card	Laser engraving for Field House renaming	4/5/2023	\$	15.00	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Light Banner for Flags	4/5/2023	\$	240.81	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Marketing Printing	4/5/2023	\$	328.58	11-5500-613-000
EFT000000004507	Ferguson, Kristie Purchase Card	Military friendly school outdoor signs	4/5/2023	\$	99.80	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	National Conference	4/5/2023	\$	700.00	11-6300-681-000
EFT000000004507	Ferguson, Kristie Purchase Card	Plaque for Vet. Services	4/5/2023	\$	75.83	25-8100-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Promotional Ads	4/5/2023	\$	17.80	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Recruiting/Admissions Folders	4/5/2023	\$	521.56	11-6310-613-000
EFT000000004507	Ferguson, Kristie Purchase Card	Signage	4/5/2023	\$	69.82	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Social Ads (Jan. 17 thru Feb. 11)	4/5/2023	\$	125.00	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Stetson Sponsorship	4/5/2023	\$	300.00	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Supplies for student activity	4/5/2023	\$	50.67	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	Y9C Gift	4/5/2023	\$	10.00	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	YEC Gifts	4/5/2023	\$	200.00	11-6300-615-000
EFT000000004507	Ferguson, Kristie Purchase Card	YEC Gifts	4/5/2023	\$	50.00	11-6300-615-000
EFT000000004508	Allison, Laura Purchase Card	KASF AA Annual Conference Registration	4/5/2023	\$	135.00	11-5200-717-000
EFT000000004508	Allison, Laura Purchase Card	KCCLI Lodging	4/5/2023	\$	121.27	11-6110-717-000
EFT000000004508	Allison, Laura Purchase Card	KCCLI Meals	4/5/2023	\$	12.77	11-6110-717-000
EFT000000004508	Allison, Laura Purchase Card	KCCLI MEALS	4/5/2023	\$	10.47	11-6110-717-000
EFT000000004508	Allison, Laura Purchase Card	KCCLI Parking	4/5/2023	\$	3.10	11-6110-717-000
EFT000000004509	Donovan, Lindsey Purchase Card	3 Nights Lodging for P1 Training in TN - L. Donovan	4/5/2023	\$	506.22	31-8501-601-000
EFT000000004509	Donovan, Lindsey Purchase Card	3 Nights Lodging for P1 Training in TN - L. Donovan	4/5/2023	\$	506.22	31-8501-601-000
EFT000000004509	Donovan, Lindsey Purchase Card	February Workshop Snacks 1	4/5/2023	\$	33.93	31-8501-719-000
EFT000000004509	Donovan, Lindsey Purchase Card	February Workshop Supplies 1	4/5/2023	\$	22.12	31-8501-700-000
EFT000000004509	Donovan, Lindsey Purchase Card	Office Supplies - Hole Punch, Hanging Files, Etc.	4/5/2023	\$	48.20	31-8501-701-000
EFT000000004509	Donovan, Lindsey Purchase Card	Training Ground Transportation 1 for L. Donovan & S. Graves	4/5/2023	\$	14.05	31-8501-601-000
EFT000000004509	Donovan, Lindsey Purchase Card	Training Ground Transportation 2 for L. Donovan & S. Graves	4/5/2023	\$	19.98	31-8501-601-000

EFT000000004509	Donovan, Lindsey Purchase Card	Training Ground Transportation 3 for L. Donovan & S. Graves	4/5/2023	\$	18.98	31-8501-601-000
EFT000000004509	Donovan, Lindsey Purchase Card	Training Ground Transportation 4 for L. Donovan & S. Graves	4/5/2023	\$	32.94	31-8501-601-000
EFT000000004509	Donovan, Lindsey Purchase Card	Training Ground Transportation 5 for L. Donovan & S. Graves	4/5/2023	\$	28.99	31-8501-601-000
EFT000000004509	Donovan, Lindsey Purchase Card	Training Ground Transportation 6 for L. Donovan & S. Graves	4/5/2023	\$	48.00	31-8501-601-000
EFT000000004509	Donovan, Lindsey Purchase Card	Training/Travel: Lunch for 1 staff member - L. Donovan	4/5/2023	\$	12.06	31-8501-601-000
EFT000000004509	Donovan, Lindsey Purchase Card	Training/Travel: Lunch for 1 staff member - L. Donovan	4/5/2023	\$	27.82	31-8501-601-000
EFT000000004509	Donovan, Lindsey Purchase Card	UB Senior Trip - 3 Chaperone Tickets to Cirque du Soleil's Corteo	4/5/2023	\$	423.18	31-8501-601-000
EFT000000004510	Boots, Lori Purchase Card	Auto MVR approval	4/5/2023	\$	27.70	11-6110-681-000
EFT000000004510	Boots, Lori Purchase Card	Communication Studies On Site Interview	4/5/2023	\$	68.49	11-6110-602-000
EFT000000004510	Boots, Lori Purchase Card	CTO Interviews	4/5/2023	\$	184.29	11-6110-602-000
EFT000000004510	Boots, Lori Purchase Card	CTO on site interviews	4/5/2023	\$	108.41	11-6110-602-000
EFT000000004510	Boots, Lori Purchase Card	CTO on site Interviews	4/5/2023	\$	68.99	11-6110-602-000
EFT000000004510	Boots, Lori Purchase Card	Dr. Director Industry interviews	4/5/2023	\$	86.72	11-6110-602-000
EFT000000004510	Boots, Lori Purchase Card	Instrumental Band onsite Interview	4/5/2023	\$	34.75	11-6110-602-000
EFT000000004510	Boots, Lori Purchase Card	Instrumental Music Interviews	4/5/2023	\$	71.94	11-6110-602-000
EFT000000004510	Boots, Lori Purchase Card	Job Advertising	4/5/2023	\$	56.54	11-6110-615-000
EFT000000004510	Boots, Lori Purchase Card	Monthly Subscription	4/5/2023	\$	16.41	11-6110-681-000
EFT000000004510	Boots, Lori Purchase Card	Office supplies	4/5/2023	\$	52.96	11-6110-701-000
EFT000000004510	Boots, Lori Purchase Card	Office Supplies	4/5/2023	\$	5.38	11-6110-701-000
EFT000000004510	Boots, Lori Purchase Card	Office Supplies	4/5/2023	\$	40.50	11-6110-701-000
EFT000000004510	Boots, Lori Purchase Card	Office Supplies	4/5/2023	\$	600.53	11-6110-701-000
EFT000000004510	Boots, Lori Purchase Card	Office Supplies	4/5/2023	\$	80.64	11-6110-701-000
EFT000000004511	Maintenance Toll Credit Card	Fleet vehicle car wash	4/5/2023	\$	12.00	11-7200-719-000
EFT000000004511	Maintenance Toll Credit Card	Fleet vehicle maintenance supplies	4/5/2023	\$	16.52	11-7200-719-000
EFT000000004511	Maintenance Toll Credit Card	Tag Renewal	4/5/2023	\$	21.40	11-7200-719-000
EFT000000004512	Byrd, Mallory Credit Card	CNA SPRING 1ST TESTING 2023	4/5/2023	\$	184.50	71-1288-285-001
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Idexx Laboratories-Instructional Supplies	4/5/2023	\$	285.63	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Idexx Laboratories-Service Agreement	4/5/2023	\$	381.04	12-1220-646-000

EFT000000004513	Perez, Maria Purchase Card 01.23.23	Idexx Laboratories	4/5/2023	\$ 1,001.51	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Independence Animal Hospital	4/5/2023	\$ 19.50	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Maria's - Nursing Student Dinner	4/5/2023	\$ 32.49	71-1220-285-002
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 56.55	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 6.60	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 7.10	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 7.10	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 111.73	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 182.17	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 1,460.08	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 6.96	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 14.40	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 59.42	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 8.32	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 32.57	12-1220-700-000
EFT000000004513	Perez, Maria Purchase Card 01.23.23	Patterson Veterinary	4/5/2023	\$ 66.61	12-1220-700-000
EFT000000004514	Anderson, Melissa Purchase Card	Basketball Concessions Supplies	4/5/2023	\$ 121.85	11-5500-602-000
EFT000000004514	Anderson, Melissa Purchase Card	Airport parking while recruiting	4/5/2023	\$ 56.00	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Athletic training's tracking software	4/5/2023	\$ 987.84	11-5500-719-000
EFT000000004514	Anderson, Melissa Purchase Card	Breakfast while recruiting	4/5/2023	\$ 32.64	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Breakfast while recruiting	4/5/2023	\$ 8.07	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Cake for home game hospitality room	4/5/2023	\$ 69.96	11-5500-602-000
EFT000000004514	Anderson, Melissa Purchase Card	Transportation Fee	4/5/2023	\$ 5.43	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Cookies for the home game hospitality room	4/5/2023	\$ 60.53	11-5500-602-000
EFT000000004514	Anderson, Melissa Purchase Card	Dinner after attending cheer at region 6 competition	4/5/2023	\$ 65.45	11-5500-602-000
EFT000000004514	Anderson, Melissa Purchase Card	Dinner after watching softball in Bartlesville, ok	4/5/2023	\$ 8.60	11-5500-602-000
EFT000000004514	Anderson, Melissa Purchase Card	dinner at the basketball games in el Dorado Ks	4/5/2023	\$ 43.33	11-5500-602-000
EFT000000004514	Anderson, Melissa Purchase Card	Dinner basketball conference tournament	4/5/2023	\$ 17.06	11-5500-602-000

EFT000000004514	Anderson, Melissa Purchase Card	Dinner while recruiting	4/5/2023	\$	28.89	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Dinner while recruiting	4/5/2023	\$	19.25	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Dinner while recruiting	4/5/2023	\$	12.89	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Dinner while recruiting	4/5/2023	\$	102.78	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Lunch while recruiting	4/5/2023	\$	26.24	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Lunch while recruiting	4/5/2023	\$	15.10	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Massage guns for the athletic training room	4/5/2023	\$	269.29	11-5500-850-000
EFT000000004514	Anderson, Melissa Purchase Card	MBB basketball livestream @ Pratt	4/5/2023	\$	8.54	11-5500-719-000
EFT000000004514	Anderson, Melissa Purchase Card	Monthly athletics game day music subscription	4/5/2023	\$	9.99	11-5500-719-000
EFT000000004514	Anderson, Melissa Purchase Card	Past due bill for Covid test in spring 2021	4/5/2023	\$	201.30	11-5500-622-000
EFT000000004514	Anderson, Melissa Purchase Card	Past due bills for covid tests in spring of 2021	4/5/2023	\$	100.00	11-5500-622-000
EFT000000004514	Anderson, Melissa Purchase Card	Pizza for students during a home basketball game	4/5/2023	\$	142.00	11-5500-602-000
EFT000000004514	Anderson, Melissa Purchase Card	Supplies for Samantha Quay at the men's basketball tournament	4/5/2023	\$	4.83	11-5500-602-000
EFT000000004514	Anderson, Melissa Purchase Card	Transportation Fee	4/5/2023	\$	3.82	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Transportation back to the hotel after recruiting showcase	4/5/2023	\$	24.34	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Transportation from hotel to recruiting showcase	4/5/2023	\$	19.95	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Transportation from the airport to hotel while recruiting	4/5/2023	\$	25.47	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Transportation to airport after recruiting	4/5/2023	\$	18.97	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	Transportation to Las Vegas Classic Volleyball tournament to recruit	4/5/2023	\$	22.90	11-5530-617-000
EFT000000004514	Anderson, Melissa Purchase Card	WBB livestream @ Pratt	4/5/2023	\$	8.54	11-5500-719-000
EFT000000004515	Ashford, Melissa Credit Card	Amazon - Micro Computers	4/5/2023	\$	71.16	12-1277-700-000
EFT000000004516	Chaplin, Nathan Purchase Card	Instructional Supplies	4/5/2023	\$	2.28	11-1176-700-000
EFT000000004516	Chaplin, Nathan Purchase Card	Instructional Supplies	4/5/2023	\$	7.23	11-1176-700-000
EFT000000004516	Chaplin, Nathan Purchase Card	Instructional Supplies	4/5/2023	\$	15.36	11-1176-700-000
EFT000000004517	McIntosh, Nicole Purchase Card	Abode subscription	4/5/2023	\$	21.89	11-6200-681-000
EFT000000004518	Molnar, Paul Purchase Card New	Costumes MUCH ADO	4/5/2023	\$	18.56	11-1150-696-000
EFT000000004518	Molnar, Paul Purchase Card New	Costumes MUCH ADO	4/5/2023	\$	58.01	11-1150-696-000
EFT000000004518	Molnar, Paul Purchase Card New	Costumes MUCH ADO	4/5/2023	\$	10.94	11-1150-696-000

EFT000000004518	Molnar, Paul Purchase Card New	Costumes MUCH ADO	4/5/2023	\$	80.76	11-1150-696-000
EFT000000004518	Molnar, Paul Purchase Card New	Costumes MUCH ADO	4/5/2023	\$	243.48	11-1150-696-000
EFT000000004518	Molnar, Paul Purchase Card New	Tech Rehearsal Meal MUCH ADO	4/5/2023	\$	132.64	11-1150-602-000
EFT000000004518	Molnar, Paul Purchase Card New	Zoom Membership Theatre Department	4/5/2023	\$	17.03	11-1150-700-000
EFT000000004519	Beckman, Robert Purchase Card	Materials for Sophomore night	4/5/2023	\$	65.61	11-5540-698-000
EFT000000004519	Beckman, Robert Purchase Card	Recruiting meal	4/5/2023	\$	13.34	11-5540-617-000
EFT000000004519	Beckman, Robert Purchase Card	Recruiting meal	4/5/2023	\$	11.40	11-5540-617-000
EFT000000004519	Beckman, Robert Purchase Card	Recruiting meal	4/5/2023	\$	19.12	11-5540-617-000
EFT000000004519	Beckman, Robert Purchase Card	Team water	4/5/2023	\$	5.74	11-5540-602-000
EFT000000004519	Beckman, Robert Purchase Card	ticket for HS basketball playoffs - recruiting	4/5/2023	\$	10.00	11-5540-617-000
EFT000000004520	Graves, Samatha Purchase Card	February Monthly Meet Workshop Activity Supplies 2	4/5/2023	\$	37.78	31-8501-700-000
EFT000000004520	Graves, Samatha Purchase Card	February Monthly Meet Workshop Snacks 2	4/5/2023	\$	31.56	31-8501-719-000
EFT000000004520	Graves, Samatha Purchase Card	Training Airport Parking, 3 Days for L. Donovan & S. Graves	4/5/2023	\$	36.00	31-8501-601-000
EFT000000004520	Graves, Samatha Purchase Card	Training/Travel: Breakfast for 1 staff member - S. Graves	4/5/2023	\$	10.32	31-8501-601-000
EFT000000004520	Graves, Samatha Purchase Card	Training/Travel: Breakfast for 2 staff members - L. Donovan & S. Graves	4/5/2023	\$	11.69	31-8501-601-000
EFT000000004520	Graves, Samatha Purchase Card	Training/Travel: Breakfast for 2 staff members - L. Donovan & S. Graves	4/5/2023	\$	16.13	31-8501-601-000
EFT000000004520	Graves, Samatha Purchase Card	Training/Travel: Dinner for 2 staff members - L. Donovan & S. Graves	4/5/2023	\$	50.35	31-8501-601-000
EFT000000004520	Graves, Samatha Purchase Card	Training/Travel: Dinner for 2 staff members - L. Donovan & S. Graves	4/5/2023	\$	63.83	31-8501-601-000
EFT000000004520	Graves, Samatha Purchase Card	Training/Travel: Dinner for 2 staff members - L. Donovan & S. Graves	4/5/2023	\$	54.66	31-8501-601-000
EFT000000004520	Graves, Samatha Purchase Card	Training/Travel: Lunch for 1 staff member - S. Graves	4/5/2023	\$	15.99	31-8501-601-000
EFT000000004520	Graves, Samatha Purchase Card	Training/Travel: Lunch for 1 staff member - S. Graves	4/5/2023	\$	11.69	31-8501-601-000
EFT000000004520	Graves, Samatha Purchase Card	UB Senior Trip - 11 Student Tickets to Cirque du Soleil's Corteo	4/5/2023	\$	1,535.18	31-8501-606-000
EFT000000004521	Blaes, Tamara Purchase Card	Walmart purchase of gifts for Senior Surveys	4/5/2023	\$	632.08	28-0100-700-000
EFT000000004522	Crawshaw, Taylor Purchase Card	Bank International Service Fee	4/5/2023	\$	2.40	11-4250-700-000
EFT000000004522	Crawshaw, Taylor Purchase Card	CareerSafe - OSHA/Trevor Rinne	4/5/2023	\$	59.00	11-4200-717-000
EFT000000004522	Crawshaw, Taylor Purchase Card	Givebutter - Zachary Conference Masterclass	4/5/2023	\$	52.30	11-1151-601-000
EFT000000004522	Crawshaw, Taylor Purchase Card	J.W. Pepper	4/5/2023	\$	5.00	11-1151-690-000
EFT000000004522	Crawshaw, Taylor Purchase Card	J.W. Pepper - Music	4/5/2023	\$	150.35	11-1151-690-000

EFT000000004522	Crawshaw, Taylor Purchase Card	J.W. Pepper - Music	4/5/2023	\$	225.74	11-1151-690-000
EFT000000004522	Crawshaw, Taylor Purchase Card	Jack in the box - Hamilton Play	4/5/2023	\$	233.25	11-4250-602-000
EFT000000004522	Crawshaw, Taylor Purchase Card	Kahoot	4/5/2023	\$	240.00	11-4250-700-000
EFT000000004522	Crawshaw, Taylor Purchase Card	Parking for Hamilton Play	4/5/2023	\$	10.38	11-4250-601-000
EFT000000004522	Crawshaw, Taylor Purchase Card	Parking for Hamilton Play	4/5/2023	\$	10.38	11-4250-601-000
EFT000000004523	Haynes, Timothy Credit Card	COFFEEMAKER AND AIRPOT	4/5/2023	\$	192.21	71-1223-285-000
EFT000000004523	Haynes, Timothy Credit Card	COFFEEMAKER WATERFILTERS	4/5/2023	\$	7.49	71-1223-285-000
EFT000000004523	Haynes, Timothy Credit Card	ENTREPRENEURSHIPBOOK	4/5/2023	\$	19.01	71-1223-285-000
EFT000000004523	Haynes, Timothy Credit Card	Lunch meeting USD 446 Grant collaboration	4/5/2023	\$	74.35	11-1223-602-000
EFT000000004523	Haynes, Timothy Credit Card	MERCH FOR RESALE AND BOOTCAMP SUPPLIES	4/5/2023	\$	372.23	71-1223-285-000
EFT000000004523	Haynes, Timothy Credit Card	MUTOH PRINTER INK	4/5/2023	\$	189.95	71-1223-285-000
EFT000000004523	Haynes, Timothy Credit Card	PRINTER CLEANING SUPPLIES	4/5/2023	\$	12.99	71-1223-285-000
EFT000000004523	Haynes, Timothy Credit Card	REPLACEMENT WATER FILTER UNDERSINK	4/5/2023	\$	49.39	71-1223-285-000
EFT000000004524	Ellis, Tommy Purchase Card	Kansas Flag	4/5/2023	\$	102.07	11-7300-649-002
EFT000000004525	Bruington, Toni Purchase Card	Alibris - textbooks	4/5/2023	\$	119.98	16-9300-740-000
EFT000000004525	Bruington, Toni Purchase Card	Concepts Sport - ICC Gear	4/5/2023	\$	626.88	16-9300-742-000
EFT000000004525	Bruington, Toni Purchase Card	Core Commerce - Website fees	4/5/2023	\$	46.35	16-9300-646-000
EFT000000004525	Bruington, Toni Purchase Card	CPS-Parts for Cap. machine	4/5/2023	\$	64.46	16-9300-719-000
EFT000000004525	Bruington, Toni Purchase Card	ECWID - Website fees	4/5/2023	\$	39.00	16-9300-646-000
EFT000000004525	Bruington, Toni Purchase Card	PirateShip - Mailing Textbooks	4/5/2023	\$	7.39	16-9300-611-000
EFT000000004525	Bruington, Toni Purchase Card	Quality Art - Sketchbooks	4/5/2023	\$	192.00	16-9300-740-000
EFT000000004525	Bruington, Toni Purchase Card	WalMart - Drinks for Resale	4/5/2023	\$	140.07	16-9300-740-000
EFT000000004525	Bruington, Toni Purchase Card	WalMart - Drinks for Resale	4/5/2023	\$	150.02	16-9300-740-000
EFT000000004526	Bowhay, Vincent Purchase Card	Canva Annual Subscription	4/5/2023	\$	119.40	11-6100-682-000
EFT000000004526	Bowhay, Vincent Purchase Card	Chamber Annual Membership	4/5/2023	\$	895.00	11-6100-682-000
EFT000000004526	Bowhay, Vincent Purchase Card	CTO Interview Committee	4/5/2023	\$	83.04	11-6100-602-000
EFT000000004526	Bowhay, Vincent Purchase Card	CTO Interview Committee Meal	4/5/2023	\$	80.14	11-6100-602-000
EFT000000004526	Bowhay, Vincent Purchase Card	INA Alert Endowment Meeting	4/5/2023	\$	51.87	11-6100-602-000

EFT000000004526	Bowhay, Vincent Purchase Card	Marketing Dept. Subscription	4/5/2023	\$	378.00	11-6100-682-000
EFT000000004526	Bowhay, Vincent Purchase Card	OKWU Leadership Meeting	4/5/2023	\$	500.00	11-6100-626-000
EFT000000004526	Bowhay, Vincent Purchase Card	PTK Award Supplies	4/5/2023	\$	215.95	11-6100-693-000
EFT000000004526	Bowhay, Vincent Purchase Card	PTK Regional Conference Lodging	4/5/2023	\$	140.29	11-6100-601-000
EFT000000004526	Bowhay, Vincent Purchase Card	PTK Regional Conference Meal	4/5/2023	\$	21.29	11-6100-602-000
EFT000000004526	Bowhay, Vincent Purchase Card	Zoom Monthly Membership	4/5/2023	\$	120.00	11-6100-682-000
EFT000000004527	Allen, Samantha Credit Card	Team Meal	4/5/2023	\$	97.41	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Bats	4/5/2023	\$	1,042.36	11-5560-698-000
EFT000000004527	Allen, Samantha Credit Card	New bat	4/5/2023	\$	548.31	11-5560-698-000
EFT000000004527	Allen, Samantha Credit Card	Porta Toilet	4/5/2023	\$	165.08	11-5500-646-000
EFT000000004527	Allen, Samantha Credit Card	Team Hotel	4/5/2023	\$	97.41	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team Hotel	4/5/2023	\$	97.41	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team hotel 12	4/5/2023	\$	97.41	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team hotels	4/5/2023	\$	680.16	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team meal	4/5/2023	\$	156.06	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team meal	4/5/2023	\$	230.25	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team meal	4/5/2023	\$	87.01	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team meal	4/5/2023	\$	143.06	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team meal	4/5/2023	\$	53.94	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team meals	4/5/2023	\$	97.41	11-5560-606-000
EFT000000004527	Allen, Samantha Credit Card	Team meals	4/5/2023	\$	97.41	11-5560-606-000
EFT000000004528	Ellucian Company, L.P.	CC Transition Service	4/19/2023	\$	986.75	11-6600-646-000
EFT000000004528	Ellucian Company, L.P.	CC Transition Service	4/19/2023	\$	15,961.25	29-8101-646-000
EFT000000004528	Ellucian Company, L.P.	March 2023 Transition Services	4/19/2023	\$	8,333.00	29-8101-646-000
EFT000000004529	Nelnet	Hosting and maintenance	4/19/2023	\$	780.25	11-6500-695-000
EFT000000004530	Bowhay, Vincent	Personal reimbursement transportation for conference	4/19/2023	\$	79.15	11-6100-601-000
EFT000000004531	Consolidated Management LLC	Pantry Food- Milk for dorms	4/19/2023	\$	37.70	11-5700-631-000
EFT000000004531	Consolidated Management LLC	Pantry Restock for Spring Break	4/19/2023	\$	2,980.92	11-5700-631-000

EFT000000004532	ICC Student	Student Refunds	4/19/2023	\$	547.00	11-0000-203-000
EFT000000004533	Atmos Energy	Gas Service-Maintenance Shop	4/3/2023	\$	210.57	11-6500-633-000
EFT000000004534	Atmos Energy	Gas Service-3890 CR 3730 S Bld	4/3/2023	\$	225.87	11-6500-633-000
EFT000000004535	Atmos Energy	Gas Service-3890 CR 3730 N Bld	4/3/2023	\$	267.44	11-6500-633-000
EFT000000004536	Atmos Energy	Gas Service-Admissions Bldg	4/3/2023	\$	289.56	11-6500-633-000
EFT000000004537	Atmos Energy	Gas Service-Field House	4/3/2023	\$	958.61	11-6500-633-000
EFT000000004538	Atmos Energy	Gas Service-Student Union Bldg	4/3/2023	\$	965.86	11-6500-633-000
EFT000000004539	Atmos Energy	Gas Service-Academic Bldg	4/3/2023	\$	1,173.04	11-6500-633-000
EFT000000004540	Atmos Energy	Gas Service-Fine Arts Bldg	4/3/2023	\$	1,745.35	11-6500-633-000
EFT000000004541	Purchase Power	Postage for meter	4/4/2023	\$	1,800.00	11-6500-611-000
EFT000000004542	Atmos Energy	Gas Service-2615 W Main	4/7/2023	\$	829.38	11-6500-633-000
EFT000000004543	WEX BANK	Fleet Fuel Card Payment	4/11/2023	\$	3,430.94	11-7200-721-000
EFT000000004544	Philadelphia Insurance Companies	Specialty/Training Insurance	4/25/2023	\$	8,724.06	11-6500-622-000
EFT000000004545	Kansas Department of Revenue-Sales Tax	Kansas Sales Tax March	4/25/2023	\$	334.52	11-0100-216-000
EFT000000004547	Evergy	Electricity-2615 W Main Sign	4/25/2023	\$	24.51	11-6500-635-000
EFT000000004548	Evergy	Electricity-4000 Rd/Pond/Fount	4/25/2023	\$	35.17	11-6500-635-000
EFT000000004550	Evergy	Electricity-2615 W Main	4/25/2023	\$	1,617.74	11-6500-635-000
EFT000000004551	United Parcel Service	Shipping Charges	4/25/2023	\$	64.00	11-6500-611-000
EFT000000004552	Kansas Department of Revenue-Sales Tax	Kansas sales tax	4/26/2023	\$	65.23	11-0100-216-000
EFT000000004553	UMB Bank, NA	Admin Fees COP 2019	4/18/2023	\$	938.00	16-9500-761-000
EFT000000004553	UMB Bank, NA	COP Series 2019	4/18/2023	\$	459,545.81	16-9500-760-000
EFT000000004554	Evergy	Electricity-Brick A	4/24/2023	\$	167.20	16-9500-635-000
EFT000000004554	Evergy	Electricity-Brick B	4/24/2023	\$	159.21	16-9500-635-000
EFT000000004554	Evergy	Electricity-Brick C	4/24/2023	\$	50.61	16-9500-635-000
EFT000000004554	Evergy	Electricity-Brick D	4/24/2023	\$	167.60	16-9500-635-000
EFT000000004554	Evergy	Electricity-Captain Quarters	4/24/2023	\$	4,105.07	16-9500-635-000
EFT000000004554	Evergy	Electricity-Main Campus	4/24/2023	\$	8,187.49	11-6500-635-000
EFT000000004554	Evergy	Electricity-service fee	4/24/2023	\$	256.74	11-6500-635-000



EFT000000004555	Evergy	Electricity Service Fee	4/24/2023	\$ 14.74	11-6500-635-000
EFT000000004555	Evergy	Electricity-Cessna Bldg	4/24/2023	\$ 737.06	11-6500-635-000
<b>Total Accounts Payable:</b>				<b>\$ 829,284.54</b>	

<b>Payroll Expenses</b>		
Payroll		\$ 392,580.60
Employee Benefits (Medical/Dental/Vision)		\$ 122,559.79
Payroll Taxes - Federal		\$ 124,829.96
Payroll Taxes - State		\$ 23,563.92
KPERS		\$ 32,308.99
<b>Total Payroll</b>		<b>\$ 695,843.26</b>
<b>Total Payables</b>		<b>\$ 1,525,127.80</b>



# Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, EdD  
Vice President for Administration & Finance

Date: May 15, 2023

Re: Recommendation for HVAC System Replacement

---

## **1. Purchase Item Agreements (>\$10K)**

### **1.1. Purchase of Services/Equipment**

Recommendation to contract with the following vendors in order to provide required maintenance and updates to the HVAC mechanical system in the Captain's Quarters:

**Kan-Tech Inc. (Wichita, KS) – Project shall not exceed \$20,000**

**Building Controls and Services, Inc. [BCS] (Wichita, KS) – Project shall not exceed \$5,000**

An analysis of the existing liquid in the system was processed on 04/26/2023. The results indicate that the system needs to be flushed, purged, and re-treated with a propylene glycol mixture. There is an excessive amount of dissolved iron in the sample. This iron turbidity can foul the equipment and coils on the chiller system. In addition, the current liquid does not contain the appropriate amount of freeze protection.

**Kan-Tech Inc. will provide the following services:**

- Labor, equipment and chemical to flush and clean the closed loop system
- Labor, equipment and purified water to purge the closed loop
- Add 30% inhibited propylene glycol solution to closed loop
- GFA 50-1-1 Automatic Glycol Feeder and installation
- Written water analysis of the closed loop upon completion

**BCS Inc. will provide the following services:**

- Installation of a 1.5-inch tap on the suction and discharge side of the circulating pump
- Labor to clean the strainers
- Installation of a 1.5-inch tap on the domestic water line for flushing the closed loop system



# Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, EdD  
Vice President for Administration & Finance

Date: May 15, 2023

Re: Recommendation for Procurement of Fleet Vehicle

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## **1. Purchase Item Agreements (>\$10K)**

### **1.1. Purchase of Services/Equipment**

Recommendation for Independence Community College to purchase a fleet vehicle from the following vendor:

#### **FleetPool USA, Inc. (Olathe, KS) – \$46,350**

The vehicle is a 2021 Ford 15-Passenger Transit 350 XLT Mid-Roof w/AWD & Navigation. Current mileage on the unit is 33,789. This vehicle is a returned rental unit from the previous FleetPool rental agreement, and ICC has been the only client to have possession of the vehicle. Vehicle auction value in clean condition is estimated to be \$54K-\$58K based on values as of 05/01/2023.



## Memo

To: Independence Community College Board of Trustees

From: Dr. Vincent Bowhay, President

Date: May 15, 2023

Re: Rave Mobile Safety Renewal

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### 1. Purchase Item Agreements (>\$10K)

#### 1.1. Purchase of Services/Equipment

Recommendation to enter into a service agreement for consultative services:

Rave Mobile Safety – \$14,250

**Background:** This proposal is to renew our contract with Rave Mobile Safety for three academic years. Rave quickly and reliably sends mass text alerts across multiple modes of communication and is ICC's text alert system for emergencies.

# Memo

To: Independence Community College Board of Trustees

From: Taylor Crawshaw  
Vice President for Academic Affairs

Date: 05/01/2023

Re: Upward Bound Educational Experience

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It is recommended the Board approve the bid received from Gerber Tours and approve Upward Bound to spend up to an average of \$1000 per person, but no more than \$40,000 total for transportation, lodging, and cultural events for the 2023 Upward Bound Summerfest trip.

## Memo

To: Independence Community College Board of Trustees

From: Taylor Crawshaw  
Vice President for Academic Affairs

Date: 05/01/2023

Re: 2022-2023 Comprehensive Program Review

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At Independence Community College, Academic Program Review, Planning and Development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: Comprehensive Academic Program Review and Annual Program Review. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

- Ensure that academic programs remain focused on student success and serving the needs of the community;
- Increase coherence of academic program development and apply continuous quality improvement;
- Enhance the quality of academic programs by assessing program strengths and challenges;
- Align academic program needs and campus priorities with the planning and budget process; and
- Ensure that program priorities are consistent with the college's mission and strategic plan.

All credit academic programs and instructional support units that offer any of the following are included in the processes of program review, planning and development:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or Certificate at ICC
- Courses or sequence of courses designed to fulfill general education degree requirements at ICC leading to an Associate of Arts; Associate of Fine Arts, Associate of Science; or Associate of General Studies

- Courses or sequence of courses designed to support broad goals related to ICC's mission (examples include Developmental Education);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities
- Program Review Committee designates lead authors and co-authors for all program reviews .

### **Validity Category Descriptions**

**Potential Enhancement Opportunities:** Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

- A. Program exceeds ICC's comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
- B. Program shows a clear and consistent upward trend in majors and student credit hour production.
- C. Program is above ICC comparative discipline data on average for student retention, transfer and/or graduation.
- D. Cost per student is at or below national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is at or below other comparative numbers available for this type of program.
- F. Indication of unmet demand and that the program could grow further with additional resources.
- G. Qualitative indicators suggest high program quality and student outcomes.
- H. Program is well aligned with ICC mission, strategic plan and KPI's.
- I. There is evidence to suggest that there is sufficient demand to initiate a new program.
- J. Resource requirements are reasonable, and evidence suggests that appropriate support will be provided for new program.

**Maintain Current Levels of Support/Continuous Improvement:** Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.



Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:

- A. Program is on par with ICC comparative discipline data medians/averages on most criteria.
- B. Program shows a stable trend in majors and SCH production.
- C. Program is near ICC comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is close to national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is at or slightly above other comparative numbers available for this type of program.
- F. Indication that program is meeting need with adequate resources.
- G. Qualitative indicators suggest appropriate program quality and student outcomes.
- H. Program is aligned with ICC mission, strategic plan and KPI's.

**Revitalization Opportunities or Needs:** At times, programs may find that more substantial change is needed to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented. Some guidelines which indicate a program should be given a Category 3 vitality recommendation are:

- A. Program is below the ICC comparative discipline data medians/averages on most criteria.
- B. Program shows a declining pattern in majors and SCH production.
- C. Program is below the ICC comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is well above national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is below other comparative numbers available for this type of program.
- F. Indication that program is not meeting needs and requiring substantial resources.
- G. Qualitative indicators give insufficient data to suggest quality program and student outcomes.

**Phase Out:** A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA

would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence, or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources. Some guidelines which indicate a program should be given a Category 4 vitality recommendation are:

- A. There was a serious attempt to improve program effectiveness and efficiency, but efforts were unsuccessful or shown insufficient improvement.
- B. There was no serious attempt to improve program effectiveness and efficiency since last annual or *Comprehensive Academic Program Review*.
- C. No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. was identified.
- D. Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.

The Board of Trustees (BOT) is responsible for reviewing *Comprehensive Academic Program Reviews* with all recommendations from each level. They may ask any clarifying questions of the President and VPAA as needed. The BOT will choose to accept reviews, or to send them back to the PRC for more information. The BOT will also make the final decision regarding programs that are recommended for phase-out.

I recommend the ICC Board of Trustees accept the following Comprehensive Program Reviews as written:

Administrative Office Management

Business Administration

Computer Science

Computer Information Technology

Early Childhood Education

Web Design and Development



**Independence**  
COMMUNITY COLLEGE

Comprehensive  
Program  
Of  
Administrative  
Office Management  
For  
AY21-22

Prepared by  
Melissa Ashford  
Co-Authors  
Jody Coy



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## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

#### Narrative:

This program provides a Kansas Board of Regents approved Certificate B and an approved Associates of Applied Science degree in Administrative Office Management. The current program focuses on providing general office management skills, including but not limited to, computer application software, human relations, and business math skills. This program prepares students for entry into the workforce in an entry-level office assistant or management trainee.

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Chart:

		2020-2021	2021-2022
--	--	-----------	-----------

<b>Number of Faculty:</b>			
	Full time	1	1
	Adjunct	0	0
<b>Enrollment &amp; Student credit hours by Faculty type:</b>			
	Full Time	1	1
	Adjunct	0	0
<b>Average Class size:</b>			
	Face-to-Face classes	0	0
	Online classes	1	6
	All courses	1	6
<b>Completion Rates:</b>			
	Face-to-Face classes	0	0
	Online classes	100%	83%
	All courses	100%	83%
<b>Pass ('D' or better) rates:</b>			
	Face-to-Face classes	0	0
	Online classes	100%	100%
	All courses	100%	100%
<b>Pass ('C' or better) rates:</b>			
	Face-to-Face classes	0	0
	Online classes	100	80%
	All courses	100	80%
<b>Number of Majors:</b>		1	0
<b>Degrees Awarded:</b>		0	0
<b>Retention within Program</b>		0	0

Narrative:

The one major student from AY21 could not return due to financial issues. The student hoped to enter the workforce with skills obtained. In AY22 all 6 students took the one credit hour class because they needed one additional hour in their schedules, for various reasons. There does not appear to be student interest in the current program. This fact, as well as conversations that faculty have had with prior advisory committee members and members of the business community at large has led to the decision to totally revamp this program.



## 2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

### 2.1: Program Advisory Committee:

#### Narrative:

Representatives from Penmac, Kansas Works, and Express Employment met to discuss the future of the Administrative Office Management program. Faculty have also had many informal conversations with various business owners and managers regarding the need for more basic soft skills and to perhaps specialize in an area for this program. The conversations repeatedly turn to Bookkeeping as a valuable technical skill for employees to have. These conversations have led to the current changes being proposed by faculty for this program.

### 2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write “N/A.”

#### Narrative:

Currently there is no outside accreditation for this program.

### 2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

The following HLC goals are being addressed in this review:

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded:

- This program meets this component by offering the first two years completion of a 4-year degree.

2. This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment through the following:

- Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continually improve.

- Responsiveness: Have addressed the changes for an accounting education by updating this program to meet the KBOR articulation agreement, which meets the program requirements of the Kansas Regent Universities.

- Diversity/Enrichment: Students are exposed to International Accounting and informed of the different processes of business they may encounter based on another country's culture.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

Faculty members constantly reflect on assessment information to make appropriate changes to courses and programs. There was only one major student in one class during this program review time period. That student was successful in completing the work. That student could not complete the program due to a financial hardship.

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

Course outcome reports can be found in Appendix B for the course taught to the one major student. The other course taught in this program during this cycle was not taken by any major student. That course was completed by students who needed the credit hour for various reasons.

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

#### Narrative:

There are no course level changes planned based on assessment reports. Changes are being planned for the program based on student interest and conversations with advisory members and local business owners and managers.

## 4.0 Curriculum Reflection

### 4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

#### Narrative:

The curriculum for this program is going to face a major overhaul. Faculty are taking the changes to Academic Council and once approved by that body work will begin to make the changes at the Kansas Board of Regent level. The hope is that these changes will make the program more attractive to students and better prepare them for the workforce with specific skills.

### 4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

#### Narrative:

Students learn about dealing with the general public, being aware of the various viewpoints and beliefs that people in society today bring to the table.

Students are exposed to International Accounting and informed of the different processes of business they may encounter based on another country's culture.

## 4.3 Mission and Strategic Plan Alignment

Narrative:

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

The Administrative Office Management Program meets ICC mission and vision by promoting academic excellence and cultural enrichment, with opportunities of student interactions with diverse backgrounds and providing students with degree/certificate enhancing student skills and employment opportunities.

The Administrative Office Management Program aligns itself with the Higher Learning Commission's

Criterion 3: Teaching and Learning: Quality, Resources, and Support.

3. A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and requires levels of performance by students appropriate to the degree or certificate awarded.

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

5. Instructors are accessible for student inquiry.

Criterion 4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support service, and it evaluates their effectiveness for student learning through process designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

3. The institution uses the information gained from assessment to improve student learning.

## 5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

Faculty in the Business Technology Department have engaged in professional development opportunities focusing on brainstorming, leadership, and innovation in the classroom. This includes attending conferences specific to accounting and business, including breakout sessions on management. Faculty are currently working on outside industry certifications. Member of KS BAT/BOT/BT Networking Group (Business Administrative/Office Technology Programs).



## 6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

**Potential Enhancement Opportunities:** Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

**Maintain Current Levels of Support/Continuous Improvement:** Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

**Revitalization Opportunities or Needs:** At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

**Phase Out:** A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

*(See Section 6.1 in the Program Review Handbook for more information.)*

### 6.1 Academic Program Vitality Reflection

Narrative:

**Please highlight the cell in the table below indicating the Vitality Indicator for your Program.**



Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	------------------------------------	------------------------------------	-----------

Explain why:

The curriculum for this program is going to face a major overhaul. Faculty are taking the changes to Academic Council and once approved by that body work will begin to make the changes at the Kansas Board of Regent level. The hope is that these changes will make the program more attractive to students and better prepare them for the workforce with specific skills.

This program is being revamped to offer Bookkeeping courses and a nationally recognized certification to students interested in becoming a Certified Bookkeeper.

## 6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (*See Section 6.2 in the Program Review Handbook for more information.*)

Narrative:

1. Faculty to attend at least one Accounting and one business conference each year with bookkeeping and general office management in mind. This will allow faculty to stay up to date with what the industry wants and needs are. Ongoing each year.
2. Complete ICC paperwork to make changes to degree plan: take changes to the division for approval and if approved take on to Academic Council with the goal of the catalog being changed in AY 23-24. These changes will make the program more attractive to students and the training received will make graduates more attractive to employers. To be completed by May 2023.
3. Complete CA-2 paperwork for KBOR. In order to officially change the program, the Board of Regents must also approve the suggested changes. This goal cannot be met until goal #1 is met. Meeting this goal is the final step in improving the degree plan for both students and potential employers. To be completed by June 2023.
4. Add mastering bookkeeping curriculum to aid students in receiving the industry standard certification for public bookkeepers. Receiving this certification will provide students with better

opportunities when looking for and applying for bookkeeping jobs. To be completed by Summer 2025.

5. Take students to one of the testing centers to get certified. Include the test fee in the cost of the curriculum. Students receive one test voucher when they purchase the consumable books. Receiving this certification will provide students with better opportunities when looking for and applying for bookkeeping jobs. AY25-26.
6. Work with industry partners to develop an externship program where students can job shadow and begin working in offices. This will give students more real job experience outside of the classroom. It will also allow employers to see the potential talent coming out of this program. Summer 27.

## 7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

**Programs should not include salary or fringe benefits here**

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

## 7.1 Budget Requests/Adjustments

### Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

### Immediate Budget Requests

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>
Instructional Supplies	3&4	1000.00	11-1188-700-000
Travel	1	2500.00	11—1188-601-000

### Long Term Requests/Needs

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>

### Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (i.e., an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Ag animal programs**)
- program-specific consumable materials (i.e., the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens**,
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

## 8.0 Authorship and Oversight

### 8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

This program review was written by Professor Melissa Ashford, Co-Author Professor Jody Coy.

The data for student information on enrollment and completion rates was provided by the Institutional Research office, Anita Chappuie.

### 8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

PRC Member: I have read this review and agree with program faculty's finding. --Anita Chappuie

Division Chair: I have read this review and agree with this program need for revitalization. Brian Southworth, Division Chair of Math & Science.

VPAA: I have read this review and agree with the recommendation of revitalization and opportunity needs. Program faculty have submitted paperwork to submit to KBOR for program changes. Taylor C. Crawshaw, VPAA

## 9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

### Appendix A

## Assessment Report for Records Management OTC 1051

Term: Fall 2020

Prepared By: Jody Coy

**Class Summary:** This course offered in the Fall 2020 semester made up of a student population of 1 non-traditional, in the AOM degree program.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Identify various kinds of physical and electronic record formats, describe the life cycle of records and information.

Assignment Activity 1-2

Online: 100%      On-ground: **N/A**

Assignment Activity 1-2

Online: 100%      On-ground: **N/A**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded expectation, no plans to change methods at this time.

2. Identify and define electronic business activities. Identify common problems and challenges for records system.

Assignment Applications 2-1

Online: 100%      On-ground: **N/A**

Assignment Applications 2-2

Online: 100%      On-ground: **N/A**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded expectation, no plans to change methods at this time.

3. Learn and explain the need for indexing rules in alphabetic storage

Assignment Applications 3-1

Online: 99.3%                      On-ground: **N/A**

Assignment Applications 3-2

Online: 100%                      On-ground: **N/A**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded expectation, no plans to change methods at this time.

4. Discuss the advantages and disadvantages of the alphabetic method of records, storing and retrieving records stored by subject (8) storage of records (6) Apply procedures for storing physical documents (6) geographic storage method (10)

Assignment Applications 6-1

Online: 100%                      On-ground: **N/A**

Assignment Applications 6-2

Online: 100%                      On-ground: **N/A**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded expectation, no plans to change methods at this time.

5. Describe a records retention schedule and explain its purpose, discuss records inventory, why it's done and what it includes. (7) Explain how computer indexes and database software can be used with numeric records management. (9)

Assignment Chapter 7 Terms

Online: 100%                      On-ground: **N/A**

Assignment Chapter 7 True/False

Online: 100%                      On-ground: **N/A**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded expectation, no plans to change methods at this time.

6. Describe each stage of the electronic records life cycle. Discuss retention disposition and active and inactive electronic records. (11) define and describe the purpose of a records audit. (14) Discuss records safety and security (12) Describe how ECM tools must meet business wants and RIM requirements. (13)

Assignment Activity 11-1

Online: 100%                      On-ground: **N/A**

Assignment Activity 11-2

Online: 100%                      On-ground: **N/A**



**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded expectation, no plans to change methods at this time.

Comprehensive  
Program  
Of  
Business  
Administration  
For  
2020-2022

Prepared by  
Melissa Ashford

March 1, 2023



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

#### Narrative:

The Business/Entrepreneurship degree plan provides a track for those who want to transfer to a 4-year business school, as well as a track for those who want to gain skills to begin their own business after completing a two year program.

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

Chart:

		2019-2020	2020-2021
<b>Number of Faculty:</b>			
	Full time	1	3
	Adjunct	1	1
<b>Enrollment &amp; Student credit hours by Faculty type:</b>			
	Full Time	48 credit hours/194 students	84 credit hours/422 students
	Adjunct	3 credit hours/4 students	3 credit hours/4 students
<b>Average Class size:</b>			
	Face-to-Face classes	12	14.8
	Online classes	12.6	14.4
	All courses	12.4	14.7
<b>Completion Rates:</b>			
	Face-to-Face classes	98.6%	93.97%
	Online classes	80.2%	82.64%
	All courses	86.9%	90.14%
<b>Pass ('D' or better) rates:</b>			
	Face-to-Face classes	93.0%	87.92%
	Online classes	88.1%	90.76%
	All courses	90.1%	88.08%
<b>Pass ('C' or better) rates:</b>			
	Face-to-Face classes	88.7%	85.28%
	Online classes	88.1%	89.08%
	All courses	88.4%	86.46%
<b>Number of Majors:</b>		43	51
<b>Degrees Awarded:</b>		4	7
<b>Retention within Program</b>		12	16

Narrative:

It is important to note that this degree often has more majors than it does graduates or retention. Students will often come to ICC to take the major courses to help them enter business school and then transfer on. They are not always focused on graduating with a two-year Business Degree.

It is also important to note that many of the business courses become general education or free electives for students in other degree plans. This will inflate our enrollment numbers as not all students taking these courses are majors.

## 2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

### 2.1: Program Advisory Committee:

Narrative:

No advisory committee. Transfer degree.

### 2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write "N/A."

Narrative:

No special accreditation

### 2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

The AS Business/Entrepreneurship meets the Kansas Board or Regents articulation requirement for students transferring to any Kansas regents University. If this program is followed, students should be

able to transfer to any of the Regent's schools. All the core classes for the AS Business Administration degree have met the Kansas Core Outcomes approval as equal transfer class to all Kansas colleges and universities. This shows alignment with KBOR and HLC's accreditation requirements.

The following HLC goals are being addressed in this review:

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded:

- This program meets this component by offering the first two years completion of a 4-year degree.

2. This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment through the following:

- Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continually improve.
- Responsiveness: Have addressed the changes for a general business administration education by updating this program to meet the KBOR articulation agreement, which meets the program requirements of the Kansas Regent Universities.
- Diversity/Enrichment: Students are exposed to International Accounting and informed of the different processes of business they may encounter based on another country's culture.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

#### Narrative:

Assessment samples of the core course in the current degree plan are found in the appendix. Every student, regardless of which track they choose, must take Introduction to Business.



### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

Students often struggle with interactive engaging style of learning. Open ended projects and team activities seem to be a real struggle for students. Many express the desire to just be told what page it is on in the book. The problem is that is not how the business world works. Faculty have a higher order thinking expectation for these courses as they are business school core.

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

#### Narrative:

Faculty continue to attend conferences both in person and virtually in the hopes of finding a variety of ways of getting the information into the students and helping students critically think and apply the knowledge they are gaining in a real-world type of classroom setting.

## 4.0 Curriculum Reflection

### 4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

#### Narrative:

Program faculty constantly review the requirements for University level business schools. This means the program may often change to reflect the needs of the average student who intends on attending business school upon completion of the ICC Business Entrepreneurship program. Focus is also given to those students who are desirous of starting their own private business.

Most of the BUS courses have been aligned at the state level and provide not only credit in other business departments but also provided system wide general education transfer credits. Providing students with new ways to meet the outcomes that meet their individual learning styles is always a challenge.

Faculty provide class activities, teamwork, individual work, project-based learning, and traditional exams all in an effort to meet their broad learning styles.

## 4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

### Narrative:

Students are provided opportunities to express freely their diverse viewpoints and opinions. The business classroom is a safe space where freedom of thought is encouraged, and all ideas are respected and valued even when opposed. Faculty teach how to process thoughts not what to think. Faculty show the importance of using data wisely when making business decisions but also don't discount the "gut" factor has its place in some situations.

## 4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

### Narrative:

As with all academic programs at ICC, the Business Administration program aligns with the ICC mission by providing academic excellence. Cultural enrichment is circumstantial with interaction between students with diverse backgrounds and discussions of international business and the effects on accounting. Economic development depends on the students' plans and what they intend on doing after receiving their degree.

## 5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

The program faculty attends multiple conferences and is a part of area specific organizations for both best teaching practices and industry practices, to stay current. Past and current faculty have assisted with Fab Lab, ICC projects and volunteered in the community to engage middle school and high school students through various programs put on by the school district and public library.

Professor Ashford is a member of KBEA and NBEA (Kansas and National Business Educators Association), as well as a member of TACTYC and AICPA (Accounting Associations). She attends conferences put on by the organizations above each summer to keep up on the latest in the field, as well as proven practices for the classroom.

## 6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

**Potential Enhancement Opportunities:** Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

**Maintain Current Levels of Support/Continuous Improvement:** Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

**Revitalization Opportunities or Needs:** At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

**Phase Out:** A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

*(See Section 6.1 in the Program Review Handbook for more information.)*

### 6.1 Academic Program Vitality Reflection

Narrative:

**Please highlight the cell in the table below indicating the Vitality Indicator for your Program.**

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	------------------------------------	------------------------------------	-----------

Explain why:

This program is an excellent, versatile program for students who do not wish to be Liberal Studies or General Studies majors. It can provide all students with a well-rounded education. They could move right into business school upon completion. Those who are unsure of what they want to do for a career path can learn skills to help in that decision making process.

## 6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

Narrative:

1. Short/Long /Ongoing – attend a minimum of one conference per year either virtually or in person to aid in new classroom techniques and to keep up with continuing education in the Accounting and Business field. This will provide students with up to date classroom activities and innovative ideas for learning. SU23, SU24, SU25
2. Short – Develop more hands-on activities for learning economics. Mixture of worksheets and hands on may help make the material more real to students. FA23
3. Short – New podcasts and video demos for Accounting and Economics. This will keep students up to date with material they need to know to be successful. Students are apprehensive readers currently. Podcasts as an option might help get the material into their minds if they choose not to read. FA23
4. Long – work with Fab Lab to develop the structure for college level entrepreneurship challenge – This is an old goal we are revisiting. Covid put a hold and fully developing this. Students would get a real world experience if they have a business idea. FA24
5. Long Wish – develop a store (pod mall) Look for a grant to help with this. Develop curriculum that could be used in a variety of courses and allow students freedom to practice what they are learning. Students build it and run it. Incorporate all parts of campus. Theatre, arts, coffee, crafts, a real community. 26-27

Traction was made on previous goals. There have been major improvements to the physical classroom space and some improvements made to the technology. Faculty hope to incorporate more use of technology in the coming AY.

## 7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

**Programs should not include salary or fringe benefits here**

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

## 7.1 Budget Requests/Adjustments

### Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

### Immediate Budget Requests

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>
Instructional Supplies	2 & 3	800.00	11-1188-700-000
Travel	1	2500.00	11-1188-601-000

### Long Term Requests/Needs

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>

### Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Ag animal programs**)



- **program-specific consumable materials** (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens**,
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

<b>Item</b>	<b>Year</b>	<b>Year</b>

## 8.0 Authorship and Oversight

### 8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Professor Melissa Ashford wrote the review. Data was provided by Anita Chappuie, Director of IR.

### 8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

PRC Member: I have read this review and agree with program faculty's analysis. AC

Division Chair: I have read this review and agree with the program faculty's review of program assessment. – Heather Mydosh, Arts and Letters Division Chair

VPAA: I have read this review and agree with the recommendation of maintaining current levels of support. Taylor C. Crawshaw, VPAA

## 9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

**COMPLETE 12/10/20**

### Assessment Report for Introduction to Business

Term: Fall 2020

Prepared By: Melissa Ashford

**Class Summary:** Due to Covid-19 restrictions all business classes during Fall 2020 were held either online or as a 2 day a week, for 8 weeks hybrid class. This meant students were responsible for a large amount of learning on their own. In Introduction to Business, students were asked to watch/listen to lecture material, and read the chapter on their own time. Class time was spent playing Kahoot and working on activities in socially distanced teams.

There is a hybrid section (TR 1-2:20) and one online section of this course made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies.

#### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. **Demonstrate sound reasoning in ethical decision making.**

#1.2ACT: To Take or Not to Take the Gift or To Surf or Not To Surf activity

Online: **100%**                      On-ground: **100%**

#1.6ACT: What Should I Do Activity In Class: Group Brainstorm – 100% participation

Online: **100%**                      On-ground: **100%**

**Outcome Result: Met**

**Summary Reflection:** Met with 100% success across all measures. No plans to change at this time.

2. **Define basic general business terminology**

#2.CH1RF: Chapter 1 Research Following Company

Online: **100%**                      On-ground: **100%**

#2.Ex7-8: Exam over chapters 7 and 8

Online: **100%**                      On-ground: **100%**

**Outcome Result: Met**

**Summary Reflection:** Both met with 100% success across all measures. No further action planned at this time.

**3. Identify business structures and explain how they differ.**

#3.4ACT: Brain Food anyone activity for chapter 4.

Online: **100%** On-ground: **100%**

#3.5RF: Research on the company students are following for the semester chapter 5 activity

Online: **100%** On-ground: **100%**

**Outcome Result: Met**

**Summary Reflection:** Online and onground classes met with 100% success. No plans to change at this time.

**4. Apply basic accounting, financial, and legal principles**

#4.15ACT: Balance Sheet activity in chapter 15

Online: **75%** On-ground: **67%**

#4.16ACT: Cupcakes for All activity in chapter 16

Online: **100%** On-ground: **Not completed in Fall 20**

**Outcome Result: Partially Met**

**Summary Reflection:** Online met this outcome with 87% and onground did not meet with 67%. The Balance sheet activity is always a difficult one. I have made a video, but I did not walk through the entire sheet. I directed students to the page in their book. I suspect they simply did not take the time. This is one of the last assignments we complete. I might consider moving the section on finance in business to an early time in the semester plans.

**5. Understand and apply effective communication skills.**

#5.9ACT: Working and Playing Well with others or Job Search Activity/Worksheet in Chapter 9

Online: **100%** On-ground: **63%**

#5.10ACT: Management in Practice Activity in chapter 10 or Motivation Exercise

Online: **100%** On-ground: **100%**

**Outcome Result: Met**

**Summary Reflection:** Online met with 100% and on ground met with 81% success across the measures. On ground did not meet the expectation of the Job Search activity. Many of them simply did not follow directions or only completed half of the assignment. No plans to change at this time, with the exception of spending more time explaining the Job Search activity and reminding on ground students to watch the video instructions for more details if they forget.

**6. Demonstrate essential marketing and branding techniques**

#6.8ACT: Let's Improve the Product activity for chapter 8 or Just How Good Is It

Online: **100%** On-ground: **100%**

#6.11ACT: Describe the Market activity for chapter 11

Online: **100%** On-ground: **67%**

**Outcome Result: Met**

**Summary Reflection:** Online met with 100% and on ground met with 83% success. Students seem to enjoy the marketing portion. Working on the curriculum for the Principles of Marketing class to hopefully get it on the schedule in Fall 2021 or Spring 2022.

This course provides data and is tied to both the Accounting and Business Administration 2-year AS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Business Program Outcome:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to business.

**Measure: Final Project or Exam – overall grade is 70% or higher**

**Outcome Result: Fully Met**

**Summary Reflection:** Students were given option of project or exam due to Covid-19. Some students simply do not have the technology required to successfully complete the project outside of classroom and due to time constraints due to 8 week class and leaving campus early we did not have the usual time available to work on the project in class.

**Accounting Program Outcome:** Students will apply critical thinking skills in an ethical context.

**Measure: Final Project or Exam -overall grade is 70% or higher**

**Outcome Result: Fully Met**

**Summary Reflection:** Consider using Intermediate Accounting course for accounting majors to partner with the students in small business approach to do finance side of project for competition.

## **COMPLETE 5/12/21**

### Assessment Report for Introduction to Business

Term: SPRING 2021

Prepared By: Melissa

Ashford

**Class Summary:** The data in this report covers three sections. One 16-week online section and two 8 week hybrid sections. The online section is made up of a diverse population of traditional, non-traditional, athletic, gen studies, and business majors. The two on ground sections were mainly male students on the football team. There were a couple of theatre students and in the second session there were 3 females: one cheer, the other two were Liberal Studies students.

### **Learning Outcomes, Measures, and Data**

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Overall Course Reflection:** This course seems to be a favorite among most students. It is very hands on and engaging. Students were required to read and watch 10-15 minute lecture videos prior to coming to class (onground) or prior to completing assignments (online). Students were given Kahoot challenges to help re-enforce learning of terms and themes in each chapter and

then were quizzed over the chapters at the end of each module (week on ground) (two weeks online). On ground students worked in teams to complete thematic activities each day. During the 8 week sessions we complete a chapter each day. Those students were then assigned an individualized homework research activity that was a part of their final project. Online students completed the same work but without working in a team. I have attempted to create teams before, and I have found at the freshman & sophomore level online teams do not work very well. They simply do not understand how to accomplish it and students usually become frustrated. During this Spring session I have found the first session students turned in amazing work and were very engaged. However, many second session students seemed disinterested or burnt out. When questioned they stated the 8 week sessions were very exhausting and contained too much work. This seemed to be a theme I heard from many students, especially during the 2<sup>nd</sup> session. I have decided to return to a more traditional format in the Fall21 semester, with two exceptions. I will offer a first session late afternoon hybrid course as well as a full semester on-ground and online course. I will also be offering a major business course (not gen ed) as a first session. I am anxious to see and hear feedback and see how students do compared to this year. I am also looking at creating another very personalized project that will take the place of most of the in class activities. This will be a project students can work on during class in their teams with me guiding them. Online students will be given the option to work with a partner or work alone. I am hopeful this will cut down even more on the cheating I have experienced in this class. One activity I believe had over 20 people cheating. The wrong answers were all the same and showed evidence of someone doing the work and sharing with everyone. A more personalized assignment will just help remove that type of cheating.

1. **Demonstrate sound reasoning in ethical decision making.**

#1.2ACT: To Take or Not to Take the Gift or To Surf or Not To Surf activity

Online: **100%**                      On-ground: **100%**

#1.6ACT: What Should I Do Activity In Class: Group Brainstorm – 100% participation

Online: **100%**                      On-ground: **100%**

**Outcome Result: Met**

**Summary Reflection:** Overall action for this course is discussed in the course reflection above.

2. **Define basic general business terminology**

#2.CH1RF: Chapter 1 Research Following Company

Online: **100%**                      On-ground: **94%**

#2.Ex7-8: Exam over module 3

Online: **100%**                      On-ground: **94%**

**Outcome Result: Met**

**Summary Reflection:** Overall action for this course is discussed in the course reflection above.

3. **Identify business structures and explain how they differ.**

#3.4ACT: Brain Food anyone activity for chapter 4.

Online: **88%**                      On-ground: **100%**

#3.5RF: Research on the company students are following for the semester chapter 5 activity

Online: **100%**                      On-ground: **97%**

**Outcome Result: Met**

**Summary Reflection:** Overall action for this course is discussed in the course reflection above.

**4. Apply basic accounting, financial, and legal principles**

#4.15ACT: Balance Sheet activity in chapter 15

Online: **59%**                      On-ground: **65% (second session pulled this down)**

#4.16ACT: Cupcakes for All activity in chapter 16

Online: **100%**                      On-ground: **100%**

**Outcome Result: Partially Met**

**Summary Reflection:** Overall action for this course is discussed in the course reflection above. This outcome contains the assignment mentioned above where I believe mass cheating took place and many incorrect answers were given. The saddest part is I made a video walking them through the assignment. If they had just watched it they would have most likely received somewhere between 80-100%. Only the students who used the video (the students stated they watched it) received a decent grade.

**5. Understand and apply effective communication skills.**

#5.9ACT: Working and Playing Well with others or Job Search Activity/Worksheet in Chapter 9

Online: **100%**                      On-ground: **100%**

#5.10ACT: Management in Practice Activity in chapter 10 or Motivation Exercise

Online: **100%**                      On-ground: **100%**

**Outcome Result: Met**

**Summary Reflection:** Overall action for this course is discussed in the course reflection above.

**6. Demonstrate essential marketing and branding techniques**

#6.8ACT: Let's Improve the Product activity for chapter 8 or Just How Good Is It

Online: **100%**                      On-ground: **94%**

#6.11ACT: Describe the Market activity for chapter 11

Online: **100%**                      On-ground: **100%**

**Outcome Result: Met**

**Summary Reflection:** Overall action for this course is discussed in the course reflection above.

Working on the curriculum for the Principles of Marketing class to be added to the schedule in Spring 2022.

This course provides data and is tied to both the Accounting and Business Administration 2-year AS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Business Program Outcome:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to business.

**Measure: Final Project or Exam – overall grade is 70% or higher**

**Outcome Result: Fully Met**

**Summary Reflection:** Students in both modalities completed the same business presentation project. On ground students were give a week during class to work on the project. In the second session many would come to class, check in, and leave, stating they could work better in the dorm. I see this as an excuse. I believe projects would be improved if students worked in the classroom. In future semesters I

will not allow them to work anywhere they wish. I now have enough laptops they can stay in the classroom.

**Accounting Program Outcome:** Students will apply critical thinking skills in an ethical context.

**Measure: Final Project or Exam -overall grade is 70% or higher**

**Outcome Result: Fully Met**

**Summary Reflection:** Adding a more appropriate component in future project. I am finding students struggle with critical thinking. They seem to prefer a checklist with very detailed instructions. They seem to lack ability to freely think and apply knowledge. This will be a focus for the next AY.

## Assessment Report for Introduction to Business

Term: Fall 2021

Prepared By: Melissa Ashford

### List of Learning Outcomes:

1. Demonstrate sound reasoning in ethical decision making
2. Define basic general business terminology
3. Identify business structures and explain how they differ
4. Apply basic accounting, financial, and legal principles
5. Understand and apply effective communication skills
6. Demonstrate essential marketing and branding techniques

This course is KBOR Aligned: Yes

### Outcomes, Measures, Data, and Results:

**For all measures; goal of 70% of the students will meet expectations. The expectation for each student to achieve outcome is 70% or better on any assignment tied to outcome.**

1. **<Met/Not Met/Partially Met>**: Demonstrate sound reasoning in ethical decision making (Chapter 2).

1. Measure: Ethical Decision-Making activity #1.2
2. On-Ground Results: 100 %
3. Online Results: 94 %

Summary: No further action planned.

2. **<Met/Not Met/Partially Met>**: Define basic general business terminology (Chapter 1).

1. Measure: Chapter 1 Activity # 2.1
2. On-Ground Results: 100 %
3. Online Results: 100 %

Summary: No further action planned

3. **<Met/Not Met/Partially Met>**: Identify business structures and explain how they differ (chapter 4).

1. Measure: Brain Food Activity



2. On-Ground Results: 100 %

3. Online Results: 100 %

Summary: No further action planned.

4. <Met/Not Met/Partially Met >: Apply basic accounting, financial, and legal principles (Chapter 15).

1. Measure: Balance Sheet Activity

2. On-Ground Results: 100 %

3. Online Results: 100 %

Summary: No further action planned

5. <Met/Not Met/Partially Met>: Understand and apply effective communication skills (Chapter 9)

1. Measure: Working and Playing Well With Others activity

2. On-Ground Results: 100 %

3. Online Results: 100 %

Summary: No further action planned

6. <Met/Not Met/Partially Met>: Demonstrate essential marketing and branding techniques (Chapter 8).

1. Measure: Improve that Product activity

2. On-Ground Results: 100 %

3. Online Results: 100 %

Summary: No further action planned

Final Comments: This is the third year using these measures and teaching methods. Everything seems to still resonate with students and their student satisfaction surveys indicate they enjoy the format. I will be updating the book in the fall of 2022 and there will be a slight change in outcomes due to a change at KCOG 2021. For the most part the course will remain similar. I will just update assignments and add in a few new things.

## Assessment Report for Introduction to Business

Term: Spring 2022

Prepared By: Melissa Ashford

### List of Learning Outcomes:

1. Demonstrate sound reasoning in ethical decision making
2. Define basic general business terminology
3. Identify business structures and explain how they differ

4. Apply basic accounting, financial, and legal principles
5. Understand and apply effective communication skills
6. Demonstrate essential marketing and branding techniques

This course is KBOR Aligned: Yes

Outcomes, Measures, Data, and Results:

**For all measures; goal of 70% of the students will meet expectations. The expectation for each student to achieve outcome is 70% or better on any assignment tied to outcome.**

1. <Met/Not Met/Partially Met>: Demonstrate sound reasoning in ethical decision making (Chapter 2).

1. Measure: Chapter 2 Quiz (EX1-2)
2. On-Ground Results: 95 %
3. Online Results: N/A

Summary: No further action planned.

2. <Met/Not Met/Partially Met>: Define basic general business terminology (Chapter 1).

1. Measure: Chapter 1 Activity # 2.1
2. On-Ground Results: 100 %
3. Online Results: 100 %

Summary: No further action planned

3. <Met/Not Met/Partially Met>: Identify business structures and explain how they differ (chapter 4).

1. Measure: Brain Food Activity
2. On-Ground Results: 100 %
3. Online Results: 100 %

Summary: No further action planned.

4. <Met/Not Met/Partially Met >: Apply basic accounting, financial, and legal principles (Chapter 15).

1. Measure: Balance Sheet Activity
2. On-Ground Results: 100 %
3. Online Results: 100 %

Summary: No further action planned

5. <Met/Not Met/Partially Met>: Understand and apply effective communication skills (Chapter 9)

1. Measure: Working and Playing Well With Others activity
2. On-Ground Results: 100 %

3. Online Results: 100 %  
Summary: No further action planned

6. <Met/Not Met/Partially Met>: Demonstrate essential marketing and branding techniques (Chapter 8).

1. Measure: Improve that Product activity
2. On-Ground Results: 100 %
3. Online Results: 100 %

Summary: No further action planned

Final Comments: This is the third year using these measures and teaching methods. Everything seems to still resonate with students and their student satisfaction surveys indicate they enjoy the format. I will be handing this course off to another faculty member in the Fall of 2022. This semester there were two on ground sections, both taught at 1 p.m.

**Comprehensive  
Program  
Of  
Associate of Science  
Computer Science  
For  
2022-2023**

Prepared by

Jody Coy

Co-Authors

Melissa Ashford



**Independence**  
COMMUNITY COLLEGE

Course:

Term:

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**Course:**

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## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

#### Narrative:

The AS in Computer Science prepares students for a general degree in Computer Science or Information Systems by providing the basic courses for transfer to a four-year college or university. This program is intended to meet the requirements of the first two years of a sequence of courses leading to a bachelor's degree or prepares a student to enter the job market in Computer Science or Information Systems.

#### **Computer Science (CSE) Degree: Associate of Science**

The Computer Science program prepares students for a degree in Computer Science or Information Systems by providing the basic courses for transfer to a four-year college or university. This program is intended to meet the requirements of the first two years of a sequence of courses leading to a bachelor's degree or prepares a student to enter the job market in Computer Science or Information Systems.

#### **Analysis & Oral Communication (9 hours) Credit Hours**

English Composition I (ENG 1003)	3
English Composition II (ENG 1013)	3
Public Speaking (COM 1203)	3

#### **Mathematics (3 hours) Credit Hours**

College Algebra (MAT1023) or higher	3
-------------------------------------	---

#### **Sciences (10 hours) Credit Hours**

##### **Natural Sciences (1 required course)**

General Biology (non-majors) (BIO 1005)	5
---	---

##### **Physical Science (Select 1 required course)**

Chemistry for non-majors (PHS 1015)	5
Descriptive Astronomy (PHS 1085)	5
Physical Science (PHS 1005)	5

Course:

Term:

**Fine Arts & Aesthetic Studies (3 hours) Credit Hours**

Art Appreciation (ART 1043)	3
Drawing and Composition (ART 1023)	3
Music Appreciation (MUE 1303)	3
Music Theory I (MUE 1093)	3
Creative Writing (ENG 2023)	3
Theatre Appreciation (THR 1013)	3
Acting I (THR 1023)	3
Stagecraft I (THR 1033)	3

**Cultural Studies (3 hours) Credit Hours**

Spanish I, II, III (FRL 1025, 1035, 2035)	5
World Regional Geography (GEO 2013)	3
Intro to Race and Ethnic Relations (SOC 2113)	3
African American History (HIS 1163)	3
World History I (HIS 1003)	3
World History II (HIS 1013)	3
World Religions (REL 1053)	3

**Health & Well-Being (3 hours) Credit Hours**

Psychological	
General Psychology (BEH 1003)	3

**Human Heritage (9 hours) Credit Hours**

History (Select 1)	
US History I (HIS 1023)	3
US History II (HIS 1063)	3

**Literature (Select 1)**

Introduction to Literature (ENG 1073)	3
---------------------------------------	---

**Philosophy and Religion (Select 1)**

Introduction to Philosophy (PHI 2003)	3
Ethics (PHI 1073)	3
Logical and Classical Reasoning (PHI 2073)	3
World Religions (REL 1053)	3

**Social Awareness (3 hours) Credit Hours**

Introduction to Sociology (SOC 1003)	3
Social Problems (SOC 2023)	3

**Political Awareness (3 hours) Credit Hours**



Course:

Term:

American Government (POL 1023)	3
Introduction to Political Science (POL 1013)	3
<b>Business and Technology (6 hours)</b>	<b>Credit Hours</b>
<b>(Select 1)</b>	
Microeconomics (BUS 2023)	3
Macroeconomics (BUS 2033)	3
<b>(Select 1)</b>	
Computer Concepts & Applications (CIT 1003)	3
Computer Information Systems (CIT 2003)	3
<b>Major Courses (9 hours)</b>	<b>Credit Hours</b>
Programming Language Elective**	3
Program Electives	6
<b>TOTAL:</b>	<b>61</b>

Suggested Program Electives:

Calculus I (MAT 1055)	5
Elementary Statistics (MAT 1103)	3
Introduction to Computer Science (CSE 1033)	3
Web Design and Development (CIT 1033)	3
Adv. Web Design and Development (CIT 2143)	3
Networking & Data Communications (CSE 2033)	3
Word I/ Windows (CIT 1652)	2
Intro to Spreadsheets (CIT 1202)	2
Intro to Database Management (CIT 1552)	2
Mobile/Web App Design & Dev. (CSE1033)	3
Basics of Python Programming (CSE1073)	3
HTML5 Game Play (CSE1023)	3
Personal Finance (BUS 1003)	3
Introduction to Accounting (ACC 1003)	3

\*\*See Program Advisor

**Course:**

**Term:**

## 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

Chart:

		2019-2020	2020-2021
<b>Number of Faculty:</b>			
	Full time	3	2
	Adjunct	0	0
<b>Enrollment &amp; Student credit hours by Faculty type:</b>			
	Full Time	91	27
	Adjunct	0	0
<b>Average Class size:</b>			
	Face-to-Face classes	11.5	4.1
	Online classes	13.25	1
	All courses	11.82	3.8
<b>Completion Rates:</b>			

**Course:**

**Term:**

	Face-to-Face classes	99.03%	96.55%
	Online classes	90.38%	100%
	All courses	97.30%	96.67%
<b>Pass ('D' or better) rates:</b>			
	Face-to-Face classes	90.73%	82.14%
	Online classes	82.98%	100%
	All courses	89.29%	82.76%
<b>Pass ('C' or better) rates:</b>			
	Face-to-Face classes	92.96%	82.14%
	Online classes	100%	100%
	All courses	93.06%	82.76%
<b>Number of Majors:</b>		13	15
<b>Degrees Awarded:</b>		4	2
<b>Retention within Program</b>		4	4

## 2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

### 2.1: Program Advisory Committee:

Narrative:

This is a transfer degree. No committee.

**Course:**

**Term:**

## 2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write “N/A.”

Narrative:

N/A

## 2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

The AS Computer Science degree program follows our KBOR articulation requirement for students transferring to any Kansas university. If this program is followed, students should be able to seamlessly transfer to any of the Kansas universities and many out-of-state colleges. All the core classes for the Computer Science degree have met the Kansas Core Outcomes approval as equal transfer class to all Kansas universities. Both facts show alignment with KBOR and HLC’s accreditation requirements. It is, as expected, heavy with general education requirements and a few elective classes from our computer areas.

The following are HLC (Higher Learning Commission) goals that are being addressed in this review:

### Core Components

3. A. The institution’s degree programs are appropriate to higher education.

Category 1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

- This program meets this core component by offering the first two years of a 4-year degree.

This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

- Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered

**Course:**

**Term:**

through assessment of student learning and making modifications as needed to continue improvement.

- Responsiveness: Addressed the changes for Computer Science by updating this program to meet the KBOR articulation agreement, which meets the program requirements for all the Kansas universities.
- Diversity/Enrichment: Students are exposed to international issues with Computer Science and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Computer Science is a degree that offers several possibilities for students entering many different computer related fields for transfer.

Earning an associate degree in computer science can prepare students for entry-level employment or further education. While students can learn the basics of computer languages, troubleshooting, programming, and design on their own, many employers prefer to interview and hire formally trained applicants.

Experts anticipate that employment opportunities for computer scientists will increase throughout the next decade. According to the Bureau of Labor Statistics, web development jobs will increase by 13% by 2028, adding 21,000 new positions to the economy. An associate degree is what all students will need for some jobs, and these programs prepare you to earn a bachelor's degree in the subject as well.

While students are pursuing their computer science associate degree, they will develop an understanding of the basic principles and practices needed to program and maintain computers and computer systems. Students will also complete many of the general education courses required by most four-year schools.

Computer science programs usually provide students with hands-on learning experiences, requiring them to complete an internship or demonstrate proficiency in lab work as a prerequisite for graduation.

This is the table from the Bureau of Labor Statistics for all the Computer Science and Information Technology Occupations:

<https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

Course:

Term:

Quick Facts: Computer and Information Research Scientists	
<u>2021 Median Pay</u>	\$131,490 per year \$63.22 per hour
<u>Typical Entry-Level Education</u>	Master's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2021</u>	33,500
<u>Job Outlook, 2021-31</u>	21% (Much faster than average)
<u>Employment Change, 2021-31</u>	7,100

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

The AS in Computer Science program outcomes focus on programming language electives, program electives and assignments for study readiness assessment for the next level. Each semester faculty reflects on assessment data for the semester and determines if there are high priority changes that need to be made or if changes will be implemented in the new semester.

Individual course outcome data can be found in Appendix A. Capstone projects and assignments for each of the program courses (not necessarily the general education courses) are used to determine overall success in the program when a student graduates. Below is a summary of findings at the program level. In the future faculty will be tying these capstone projects to Program Outcomes in Canvas so graphs and charts can be shared to provide an easy visual representation of student success at the program level.

The institution is currently revamping how General Education Data is collected and reported. In the past General Education Outcomes have been assessed via the Liberal Studies degree. In the future, the course assignments may be tied to General Education Outcomes in Canvas. That decision will be made in collaboration with faculty, VPAA, and the Assessment Committee.

**Course:**

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Program Level Outcomes:

1. Students will be able to analyze a variety of complex information systems.
  - a) Students taking courses within the Computer Science degree program have several classes to choose from for their 12 hours of electives. The measure for this outcome is that 70% of students will score 70% or better on the project for the course chosen. This outcome has been met in the last two years. Students have scored in the 80<sup>th</sup> percentile or higher on their projects.
2. The student will be able to apply and demonstrate power usage of computer science skills.
3. The student will be able to organize and prepare a system for solving problems.
4. The student will demonstrate effective collaboration and communication skills.

90% of our Computer Science students passed program specific courses (Web Design, Adv Web Design, Networking & Data Communications, Mobile/Web App, and HTML5) with a C, 70%, or better.

Reflection: Material currently covered, assignments, projects, exams are adequate for preparing students to move to the next level (transfer to 4-year university) or to obtain entry level employment as a computer network support technician, information technology specialist, or help desk technician.

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

The following is an example of the summary sheet for assessment data in our classes. The information shown shows how accurately the students completed outcomes, and what changes were made for the next semester. As you look through each outcome you will find that most of the assessment data shows that

**Course:**

**Term:**

only slight changes had to be made. This is a representative of assessment data. Each assessment report for the past two years is in the appendix.

**1. Produce a digital media presentation**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Select optimal digital media strategies for various delivery systems**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Examine digital media industry career opportunities**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



**Course:**

**Term:**

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

Assessment continues to be an important part of understanding student success. Starting with the Spring semester (2020) faculty include outcomes within all their courses in Canvas. Outcomes and measures are recorded and reported so faculty can reflect and make data driven decisions on improvements each semester or each year depending on course and need.

## 4.0 Curriculum Reflection

### 4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

Narrative:

The AS Computer Science degree program follows our KBOR articulation agreement for students transferring to any Kansas university. If this program is followed, students should be able to seamlessly transfer to any of the Kansas universities and many out-of-state colleges. All the core classes for the Computer Science degree have met the Kansas Core Outcomes approval as equal transfer class to all Kansas universities. Both facts show alignment with KBOR and HLC's

**Course:**

**Term:**

accreditation requirements. It is, as expected, heavy with general education requirements and a few elective classes from our computer areas.

With the exit of the previous full-time faculty member in charge of the Computer Science Program and no current plan to hire a new person, existing Business and Technology faculty (who are qualified to teach) will be revamping the program and curriculum during the 23-24 academic year.

#### 4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

These programs are typically male dominated, however there has been a concentrated effort to encourage females to enter the stemtech world. The past four summers a grant was provided by Verizon and ICC Fab Lab where we hosted a STEM camp for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade girls. The camp was held for three weeks each July on ICC campus where the girls learned design thinking and a variety of technology in order to help solve a problem they come up with themselves or in a group.

Students are exposed to international issues with Computer Science and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance

#### 4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

Narrative:

The Computer Science program aligns with the ICC mission and ICC Strategic Plan by providing academic excellence. Cultural enrichment is circumstantial with interaction between students with diverse backgrounds and discussions of international web and network use in the computer science field.

This program meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

**Course:**

**Term:**

- Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.
- Responsiveness: Addressed the changes for Computer Science by updating this program to meet the KBOR articulation agreement, which meets the program requirements for all the Kansas universities.
- Diversity/Enrichment: Students are exposed to international issues with Computer Science and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

The following are HLC goals that are being addressed in this review:

Core Components

3. A. The institution's degree programs are appropriate to higher education.

Category 1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

- This program meets this core component by offering the first two years of a 4-year degree.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Computer Science is a degree that offers several possibilities for students entering many different computer related fields for transfer.

Earning an associate degree in computer science can prepare students for entry-level employment or further education. While students can learn the basics of computer languages, troubleshooting, programming, and design on their own, many employers prefer to interview and hire formally trained applicants.

## 5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

**Course:**

**Term:**

Narrative:

Professor Blaes has been working with the Verizon Innovative Learn Science, Technology, Education & Math (VIL STEM) Camp for the past 3 years providing innovative ways of teaching design thinking to 6<sup>th</sup>, 7<sup>th</sup> & 7<sup>th</sup> grade girls from all around. They have been using creative ideas to solve problems in their lives and their communities. This learning continues year-round as monthly workshops provide a space where the girls come together at the Fab Lab or another location and learn something new, they can use to help them continue to grow and experiment. Professor Blaes attended a STEM conference/learning institute spring 2020 to learn more skills and ideas to bring back the STEM leadership team.

Professor Blaes is also on the Cherryvale High School Alumni Board where she serves as Scholarship Committee Chair. Her role as chair of the scholarship committee means organizing the yearly group with dates for the scholarship review, interviews, placement of students to scholarships, board approval meeting and Senior Night where Cherryvale High School student are presented the scholarships. In addition to these duties, she also collects all the scholarship applications and acquires copies to be hand delivered to all the committee members prior to the interviews. It is very gratifying to meet each of the scholarship applicants and to hear their stories. Then to be a part of helping them with their post high school education. Many make their way to ICC, through concurrent classes and/or full-time attendance.

Course:

Term:

## 6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

**Potential Enhancement Opportunities:** Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

**Maintain Current Levels of Support/Continuous Improvement:** Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

**Revitalization Opportunities or Needs:** At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

**Phase Out:** A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

*(See Section 6.1 in the Program Review Handbook for more information.)*

### 6.1 Academic Program Vitality Reflection

Narrative:

**Please highlight the cell in the table below indicating the Vitality Indicator for your Program.**

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	------------------------------------	------------------------------------	-----------

**Course:**

**Term:**

Explain why:

ICC has ramped up its recruitment opportunities, we are starting to see growth in the number of students enrolling in the Computer Science Program. Currently we have 6 declared majors.

This is the table from the Bureau of Labor Statistics for all the Computer Science and Information Technology Occupations:

<https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

<b>Quick Facts: Computer and Information Research Scientists</b>	
<b><u>2021 Median Pay</u></b>	\$131,490 per year \$63.22 per hour
<b><u>Typical Entry-Level Education</u></b>	Master's degree
<b><u>Work Experience in a Related Occupation</u></b>	None
<b><u>On-the-job Training</u></b>	None
<b><u>Number of Jobs, 2021</u></b>	33,500
<b><u>Job Outlook, 2021-31</u></b>	21% (Much faster than average)
<b><u>Employment Change, 2021-31</u></b>	7,100

Despite declining employment, about 9,600 openings for computer programmers are projected each year, on average, over the decade. All those openings are expected to result from replacing workers who transfer to other occupations or exit the labor force, such as retiring.

According to the U.S. Bureau of Labor Statistics, the average weekly income for a “computer occupations” worker in the United States is \$1,754, or \$91,208 per year.

\*Source: 2022 Salary Survey, Certification Magazine

**Course:**

**Term:**

## 6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (*See Section 6.2 in the Program Review Handbook for more information.*)

### Narrative:

1. Short term: Current faculty revamp and rework program to take to division and Academic Council. This action will improve student success in completing the program and finding employment. AY23-24
2. Short term: Evaluate current curriculum (textbooks & materials) for continuation or replacement. AY24-25
3. Long Term: Maintain or increase student engagement in program specific courses during the next 3-4 years (2023-2026) by increasing experiential learning opportunities for students. To help achieve this goal, program faculty should attend professional development opportunities specializing in this type of learning within Computer Science programs. Student engagement can/will be measured by student survey questions specific to engagement with material.
4. Long Term: Maintain or improve student academic performance in technical computer science skills during the next 3-4 years (2023-2026). The student performance will be evidenced by passing scores on final exams or final projects in programming and program elective courses. Accomplishing this goal will help ensure students are ready to work and/or ready for upper-level Computer Science course work.
5. Long Term: Student improvement of soft skills (critical thinking, problem solving, communication, leadership) during the next 3-4 years (2023-2026). The improvement will be evidenced by successful completion of class projects in programming and program elective courses. This goal will help prepare students for the workplace and/or ready for upper-level Computer Science course work.

**Course:**

**Term:**

## 7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

**Programs should not include salary or fringe benefits here**

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.



**Course:**

**Term:**

## 7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

### Immediate Budget Requests

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>
Travel/Conference	1-2-3	\$1570.00	12-1277-601-000
Materials and Supplies for hands-on-projects	1-2-3	\$2000	12-1277-700-000

### Long Term Requests/Needs

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>

### Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

Course:

Term:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Aq animal programs**)
- program-specific consumable materials (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens**,
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

**Course:**

**Term:**

## 8.0 Authorship and Oversight

### 8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This program review was written by Professor Jody Coy and Co-Author Professor Melissa Ashford.

The data for student information on enrollment and completion rates was provided by the Institutional Research office, Anita Chappuie.

### 8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

PRC Agrees with the review and assessment of the faculty members- Sarah Owen

Division Chair: I have read this review and agree with the program faculty's review of program assessment. – Heather Mydosh, Arts and Letters Division Chair

VPAA: I agree with the review and assessment. ICC should continue to maintain current levels of support for the computer science program. Taylor C. Crawshaw, VPAA

**Course:**

**Term:**

## 9.0 Appendices

Appendix A

### Assessment Report for JavaScript

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

Class Summary: There are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

JavaScript: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

#### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

#### **1. Develop, debug, and modify code to meet design specifications for website creation**

Any additional information that the programs would like to provide may be included in this section.

**Course:**

**Term:**

Chapter Case Studies

Online: 100%

On-ground: 85%

Final Project

Online: 100%

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

**2. Use operators, variables, arrays, loops, control structures, functions, and objects on web pages**

Chapter Case Studies

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

**3. Map HTML using the DOM – Document Object Model**

Chapter Case Studies

**Course:**

**Term:**

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

**4. Create dynamic styles and animation on web pages**

Chapter Case Studies

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

**5. Use regular expressions for form validation and cross-platform applications**

Chapter Case Studies

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

**Course:**

**Term:**

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

**6. Identify popular JavaScript and JQuery libraries and different media on web pages**

Chapter Case Studies

Online: 100%      On-ground: 100%

Final Project

Online: 100%      On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

**Course:**

**Term:**



# Assessment Report for JavaScript

Term: Fall 2021

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**JavaScript:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

### 1. Develop, debug, and modify code to meet design specifications for website creation.

Chapter Practice Coding

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### 2. Use operators, variables, arrays, loops, control structures, functions, and objects on web pages

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 85%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

Course:

Term:

### 3. Map HTML using the DOM – Document Object Model

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### 4. Create dynamic styles and animation on web pages

Chapter Practice Coding

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### 5. Use regular expressions for form validation and cross-platform applications

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### 6. Identify popular JavaScript and JQuery libraries and different media on web pages

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

## Assessment Report for Introduction to Digital Media

Term: Spring 2022, 1<sup>st</sup> Session On-ground

Prepared By: Tamara Blaes

Course:

Term:

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Introduction to Digital Media:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### **Learning Outcomes, Measures, and Data**

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

#### **2. Produce a digital media presentation**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

#### **2. Select optimal digital media strategies for various delivery systems**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

#### **3. Examine digital media industry career opportunities**

Chapter Projects  
On-ground: 100%

Course:
















Term:

Final Project  
On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

## INTRO TO DIGITAL MED > Grades

Course average ▾	1 / 1 	1 / 1 	1 / 1 
Students ⋮	1. Produce a ...	2. Select opti...	3. Examine di...
	1 / 1 	1 / 1 	1 / 1 
	1 / 1 	1 / 1 	1 / 1 
	1 / 1 	1 / 1 	1 / 1 
	1 / 1 	1 / 1 	1 / 1 

Spring 2022

## Assessment Report for Computer Concepts & Apps

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary: There** are 3 sections of this course, 1 Online section and 2 on-ground. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS (Associate of Applied Science) degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Course:

Term:

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

#### 1. Identify the specifications and configurations of computer hardware.

ODW Chapter 3 Matching

Online: 19-70%                      On-ground: 27-90%

0-0%                                      0-0%

1- DNA                                   8- DNA

ODW Chapter 3 Concept Exam

Online: 18-90%                      On-ground: 24-70%

0-0%                                      0-0%

2- DNA                                   11- DNA

**Outcome Result: *Met***

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

#### 2. Identify the role of an operating system.

ODW Chapter 4 Matching

Online: 18-100%                      On-ground: 29-80%

0-0%                                      0-0%

2- DNA                                   6- DNA

ODW Chapter 4 Concept Exam

Online: 19-80%                      On-ground: 28-80%

0-0%                                      1-50%

1- DNA                                   6- DNA

**Course:**

**Term:**

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 17-70%                      On-ground: 23-70%

0-0%                                      0-0%

2- DNA                                  12- DNA

ODW Chapter 2 Concept Exam

Online: 17-80%                      On-ground: 25-90%

1-30%                                  1-60%

2- DNA                                  9- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: 15-70%                      On-ground: 6-70%

2-50%                                  3-60%

3- DNA                                  26- DNA

Word S1-3 **Skills Check Exam**

Online: 12-90%                      On-ground: 12-70%

1-50%                                  0-0%

7- DNA                                  23- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**5. Create spreadsheets and charts for problem solving.**

Excel S13 **Project Exam**

Online: 6-70%                      On-ground: 4-80%

3-60%                                  4-50%

11- DNA                                27- DNA

Excel S1-3 **Skills Check Exam**

Online: 11-90%                      On-ground: 8-70%

**Course:**

**Term:**

1-60%

8- DNA

1-50%

26- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**6.Utilize a database. (ACCESS)**

Access S-1 **Project Exam**

Online: 12-80%

On-ground: 8-80%

1-30%

2-60%

7- DNA

25- DNA

Access S-1 **Skills Check Exam**

Online: 13-80%

On-ground: 7-80%

0-0%

1-50%

7- DNA

27- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint S-2 **Project Exam**

Online: 17-80%

On-ground: 25-90%

1-30%

1-60%

2- DNA

9- DNA

PowerPoint S-2 **Skills Check Exam**

Online: 10-90%

On-ground: 5-90%

0-0%

0-0%

10- DNA

30- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

**Course:****Term:**

Online: 18-100%	On-ground: 23-100%
1-20%	0-0%
1- DNA	12- DNA

ODW Chapter 7 Concept Exam

Online: 18-80%	On-ground: 23-70%
1-20%	0-0%
1- DNA	12- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: 18-80%	On-ground: 24-80%
0-0%	0-0%
2- DNA	11- DNA

ODW Chapter 8 Concept Exam

Online: 18-80%	On-ground: 24-80%
1-60%	0-0%
1- DNA	11- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

Overall reflection:

Students that attempted the assignments did meet the outcomes. There were several students that did not attempt assignments that were selected to test outcomes being met. These assignments were assigned as homework assignments and hold the same point values as assignments not selected to test outcomes. In the future, I will test the order of homework assignments and if I continue to see outcome selected assignments, not being attempted, I will test changing point values on outcome selected assignments.

## Assessment Report for: Networking and Data Communications

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2022 semester made up of a student population of 4 students, 2 non-traditional Computer Information Technology majors, 1 traditional student a CIT major and 1 traditional student is a CSE major.



Course:

Term:

## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Demonstrate the capabilities and function of TFTP/FTP in the network

Module 2 Quiz on capabilities and function of TFTP/FTP in the network 2.1.10

Online: N/A

On-ground: 100%

Outcome Result: 75% (3) of students achieved at least 1000% on the assignment. 25% (1) of students scored 70%

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation on capabilities and function of TFTP/FTP in the network 3.27

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Apply knowledge to configure network devices for remote access using SSH.

Module 2 Quiz on configure network devices for remote access using SSH 2.2.7

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Quiz on configure network devices for remote access using SSH 3.1.8

Online: N/A

On-ground: 90%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

**Course:**

**Term:**

Demonstrate the role of DHCP and DNS (Domain Name System) within the network  
Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.10

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Demonstrate switching concepts

Module 3 Lab Simulation on switching concepts 3.4.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation on switching concepts 5.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

**Course:**

**Term:**

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 14 Lab Simulation on switching concepts 14.3.6

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Apply knowledge to configure and verify IPv4 and IPv6 static routing.

Module 5 Quiz to configure and verify IPv4 and IPv6 static routing. 5.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Module 6 Lab Simulation to configure and verify IPv4 and IPv6 static routing. 6.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Demonstrate the characteristics of network topology architectures.

Module 10 Quiz on characteristics of network topology architectures 10.1.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 10 Lab Simulation on characteristics of network topology architectures 10.4.4

Online: N/A                      On-ground: 100%

**Course:**

**Term:**

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Module 2 Quiz on characteristics of network topology architectures 2.5.9

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## Assessment Report for CompTIA A+ PC Repair and Maintenance

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2022 semester made up of a student population of 2 non-traditional, both in the AAS/Computer Information degree program and 2 traditional, one is a CIT major and the other is an AGS International student.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Perform troubleshooting techniques, disassemble, and reassemble a working computer and printer.

Module 1 Lab Simulation for Trouble Shooting Techniques 1.2.7

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

**Course:****Term:**

## Module 1 Lab Simulation for Trouble Shooting Techniques 3.5.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Evaluate a non-working computer system, suggest repairs or upgrades, and make those repairs safely.

## Module 3 Lab Simulation for Suggesting repairs and upgrades 3.6.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## Module 12 Lab Simulation for Suggesting repairs and upgrades 12.1.4

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

3. Identify hardware in a computer system. Configure software, including but not limited to utility software

## Module 6 Lab Simulation for Hardware in a computer system and hardware 6.9.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

**Course:**

**Term:**

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Lab Simulation for Hardware in a computer system and hardware 12.10.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

4. Summarize FAT, NTFS filing systems and the security issues associated with them.

Module 11 Lab Simulation for Filing System and Security issues 11.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 11 Lab Simulation for Filing System and Security issues 11.3.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Demonstrate control access to a computer and the files that may be shared and establish a local network.

Module 12 Demonstrate control access to a computer and the files 12.1.13

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

**Course:****Term:**

Module 12 Demonstrate control access to a computer and the files 12.6.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

6. Evaluate and repair infections of malware on a computer and other physical security issues of computers.

Module 13 Repair infections of malware on a computer 13.2.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 13 Repair infections of malware on a computer 13.3.8

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

The AGS International student took the course as an elective of interest only, with no intention of becoming certified in PC Repair and Maintenance. Attached is her take on the course and one of my non-traditional students.

International Student:

Before starting this class, I didn't know much about computers and the different programs, especially how to fix a computer when it stops working. For this A+PC Repair and Maintenance class I learned a lot of different things, one of my favorites was the System components and which taught me how to install certain things like a power supply, motherboard, Troubleshoots System Power, processor, memory etc... I like this subject because it is so important and simple. What I mean by this is because when you learn these steps it makes a significant difference in figuring it out and doing it by yourself if you need to. I also liked the Security subject and how we can make our devices safe and protected from virus and hackers, even if it was really hard for me to

**Course:**

**Term:**

follow every step and understand what the lab was asking me to do, after a while It got easier and then I was able to not just follow the steps but understand them and since then when they asked me to do something I already know how to do it. The one thing I disliked was the amount of work assigned, but I understand there was a lot of material to cover. Also, at the beginning I was really struggling to identify where the cables went on the motherboard, I know that if it were an in-person class it would make it easier to find the right connector and everything but it's something that was really stressing me. One specific thing I disliked was the capstone exercises, it was difficult to understand exactly what they were asking for. To end, this course changed my point of view towards technology. In an effective way and in a bad way. The effective way is that now I have more knowledge and I can use it in my future. The bad thing is that the fact that there were a lot of things to learn and how complicated the steps are, made me not want to learn more.

**Non-Traditional Student:**

As for this A+ class, there wasn't too much I already didn't know. I have previously worked in IT (Information Technology), and I have read the CompTIA A+ certification book for the 220-901 and 220-902 exams (which I still have at home), but I just never followed through with it. Taking an actual college class has an accountability to it that motivates me to keep going. One of the more foreign subjects to me was everything pertaining to Active Directory and Group Policy Settings as I have never dealt with those before. One thing I liked was the simulated Windows Server Desktop environments. I never knew that there was so much to that version of Windows. The one thing I disliked the most is how interacting with RAM is in the lab sims. In one lab in particular, we were to determine which module fit into the slot on the motherboard based only on sight. I still don't entirely know how the correct answer is the correct answer. How am I to know if the left side of the module lines up with the bottom side of the board slot or the top? Not being able to position the RAM stick next to the slot to see if it fits makes it more difficult than it has to be. A hands on exercise with real computer components would have spared me needless frustration. This course really hasn't changed how I view technology, only solidified in my mind how much administrators and repair technicians know and learn about those who use computers. A frightening amount of information is easily accessible to those who have the tools and knowledge to view it. I guess it's one of those "great power, great responsibility" type of careers.

One more thing I would like to add is that the Windows lab sim desktop environment is outdated. It is based on version 1709 of Windows 10 when currently they are up to 21H2, and I know that TestOut is responsible for changing that. Being tasked to find some setting in the Win 10 Settings menu in the lab sim isn't the same as the current release of Win 10. Placement of menu items has changed, either by items being added, removed, or outright newly placed. Also, some items are no longer in the Control Panel as they were in Win 10's early days. Seems disingenuous to teach Windows 10 when what you're teaching isn't represented in the real world. Again, this is TestOut's responsibility, not yours Mrs. Coy.

## Assessment Report for Identity Pro

**Term: Spring 2022**

**Prepared By: Jody Coy**



Course:

Term:

**Class Summary: Class Summary:** This course was offered in the Spring 2022 semester made up of a student population of 2 traditional students, one is a Computer Information Technology major, and one is a Computer Science major.

## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Install and Configure Active Directory Domain Services (AD DS)

Module 1 quiz to test knowledge of ability to Install and Configure Active Directory Domain Services (AD DS)

1.1.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Quiz to test knowledge of ability to Install and Configure Active Directory Domain Services (AD DS)

1.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Manage and Maintain AD DS

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**Course:****Term:**

Module 3 Lab Simulation to show ability to Manage and Maintain AD DS  
3.3.10

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Quiz to test knowledge and ability to Manage and Maintain AD DS  
4.2.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

1. Create and Manage Group Policy

Module 5 Lab Simulation to show ability to Create and Manage Group Policy 5.2.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to show ability to Create and Manage Group Policy 5.5.4

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

Implement Active Directory Certificate Services (AD CS)

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**Course:**

**Term:**

Module 6 Lab Simulation to demonstrate ability to Implement Active Directory Certificate Services (AD CS) 6.4.6

Online: N/A            On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation to demonstrate ability to Implement Active Directory Certificate Services (AD CS) 7.3.5

Online: N/A            On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

Implement Identity Federation and Access Solutions

Module 8 Lab Simulation for Demonstrating ability to Implement Identity Federation and Access Solutions 8.2.5

Online: N/A            On-ground: 100%

Outcome Result: Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

Module 8 Lab Simulation for Demonstrating ability to Implement Identity Federation and Access Solutions 8.3.4

Online: N/A            On-ground: 100%

Outcome Result: Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

Course:

Term:

## Assessment Report for Ethical Hacker

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2022 semester made up of a student population of 1 non-traditional, 4 traditional students. One student is a double major with the second major in Computer Information Technology and one traditional student is CIT, 2 students are Computer Science, and one student is AGS.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Identify Reconnaissance phase by exploiting system vulnerabilities.

Module 3 Lab Simulation for reconnaissance phase by exploiting system vulnerabilities 3.1.10

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student completed the assignment with a 75%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation for reconnaissance phase by exploiting system vulnerabilities 4.1.7

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student completed the assignment with a 50%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

**Course:**

**Term:**

1. Define Scanning Phase.

Module 5 Lab Simulation for scanning phase 5.1.5

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation for scanning phase 7.4.5

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 80% on the assignment. One student completed the assignment with a 50%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation for scanning phase 7.4.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Apply hacking knowledge by gaining access and taking control of various systems.

Module 7 Lab Simulation for hacking knowledge by gaining access and taking control of various systems 7.4.8

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

**Course:**

**Term:**

Module 8 Lab Simulation for hacking knowledge by gaining access and taking control of various systems 8.3.4

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

3. Demonstrate ability to maintain access by launching attacks on the network.

Module 11 Demonstrate ability to avoid maintain access by launching attacks on the network 11.3.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

Module 12 Demonstrate ability to avoid maintain access by launching attacks on the network 12.1.8

Online: N/A                      On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

4. Demonstrate ability to avoid being detected by security personnel.

Module 10 Lab Simulation for Demonstrating ability to avoid being detected by security personnel 10.2.11

Online: N/A                      On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

Course:

Term:

Module 11 for Demonstrating ability to avoid being detected by security personnel 11.1.10

Online: N/A      On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

## Assessment Report for Adobe InDesign

Term: Spring 2022 On-ground

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Adobe InDesign:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Create a variety of desktop publishing documents that exhibit the full feature set of InDesign skills from the beginning to the end of the document.

**Course:**

**Term:**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

1. Create a variety of desktop publishing documents that exhibit the full feature set of InDesign skills from the beginning to the end of the document.

**2. Complete a professional InDesign document from the skills presented in the course.**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

2. Complete a professional InDesign document from the skills presented in the course.

**3. Design a multi-document workflow project for print.**

**Chapter** Projects  
On-ground: 100%

Final Project  
On-ground: 100%


**Outcome Result: *Met***



Course:

Term:

**Summary Reflection:** No plans to change currently.

1 / 1 

3. Design a multi-document workflow project for print.

**4. Formulate, apply, and integrate assets in a workflow project for PDF, screen or web using InDesign and Adobe Creative Suite software.**

Chapter Projects

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

4. Formulate, apply, and integrate assets in a workflow project for PDF, screen or web using InDesign a...

**5. Develop a collaborative workflow project, share files, manage developmental versions, and set up review cycles.**

Chapter Projects

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

5. Develop a collaborative workflow project, share files, manage developmental versions, and set up review cycles.

Course:

Term:

## Assessment Report for Adobe Photoshop

Term: Spring 2022 On-ground

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Adobe Photoshop:** Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Demonstrate proficiency with basic photo correction concepts including importing, resolution, image size, cropping, tonal and color correction, use of filters.**

Chapter Projects

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

Course:

Term:



## 2. Explain the relationship between screen size, document size and print size

Chapter Projects

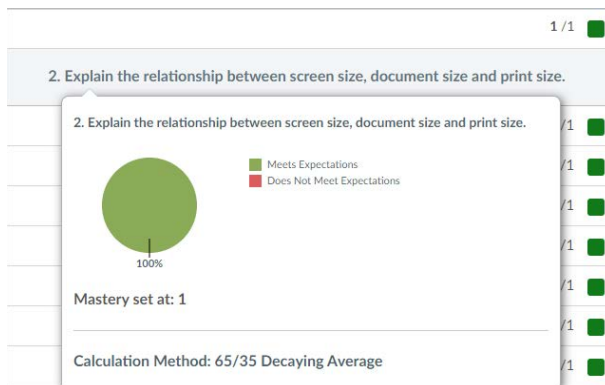
On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



## 3. Demonstrate the ability to make selections with a variety of tools including the lasso, magnetic lasso, magic wand, marquee tools and quick mask mode.

Chapter Projects

On-ground: 100%

Final Project

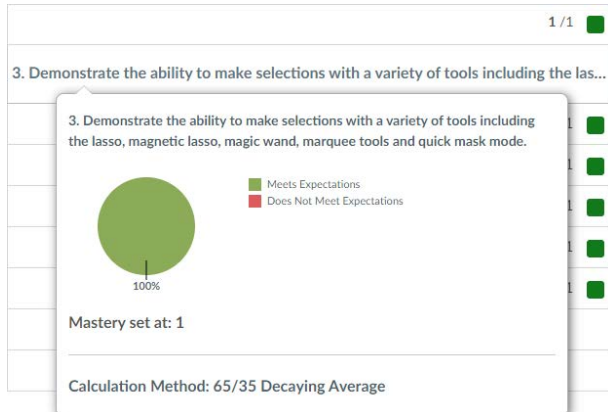
On-ground: 100%

**Outcome Result: *Met***

Course:

Term:

**Summary Reflection:** No plans to change currently.



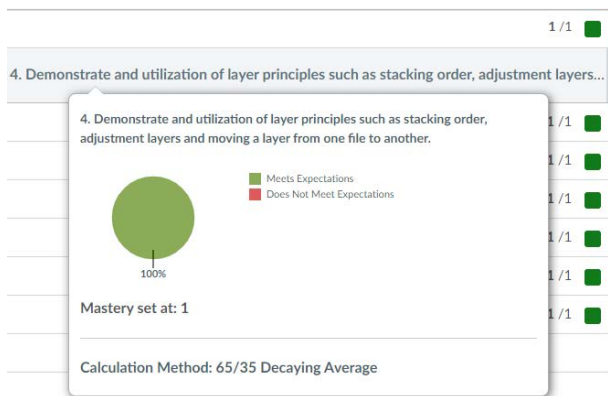
**4. Demonstrate and utilization of layer principles such as stacking order, adjustment layers and moving a layer from one file to another.**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



**5. Organize selected images into a final artistic creation in conjunction with a reflective critique process in which the student is able to synthesize his/her conceptual idea, decision-making and final output.**

Chapter Projects  
On-ground: 100%

Final Project

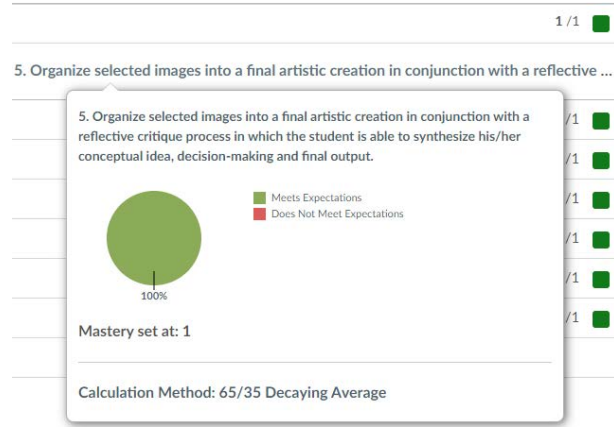
Course:

Term:

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



## 6. Demonstrate proficiency with and command of Photoshop using image compositing and manipulation.

Chapter Projects

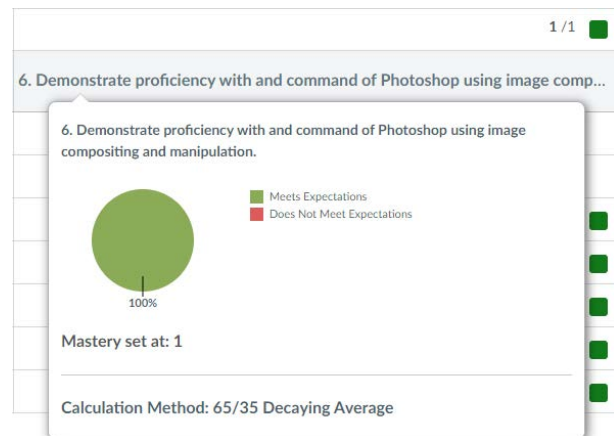
On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



Fall 2021

Course:

Term:

## Assessment Report for Computer Concepts & Apps

Term: Fall 2021 - Prepared By: Jody Coy & Tamara Blaes

**Class Summary:** There are 3 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

#### 1. Identify the specifications and configurations of computer hardware.

ODW Word Puzzle

Online: 100%

On-ground: 89%

**Outcome Result: Met** Overall 89 % of students doing the assignment achieved at least 100% on the assignment. Six students, 11 % did not attempt.

**Summary Reflection: Students met or acceded to expectations, due to the assignment's nature, they could share their work easily.** Students would pass their puzzle sheets or take pictures of their completed puzzle to share with other students. We will be going back to a simulated program in Spring 2022

#### 2. Identify the role of an operating system.

ODW Research the use of charts and tables in Excel

Online: 93%

On-ground: 100%

**Course:**

**Term:**

**Outcome Result: *Partially Met*** Overall 54 % of students doing the assignment achieved at least 80% on the assignment. 13 students 22 % did not attempt.

**Summary Reflection: Students** completing the assignment met or acceded expectation, this was an essay type assignment, students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022

### **3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 100%

On-ground: 100%

**Outcome Result: *Partially Met*** Overall 67 % of students doing the assignment achieved at least 100% on the assignment. 19 students 33 % did not attempt.

**Summary Reflection: Students** completing the assignment met or acceded expectation, this was an essay type assignment, students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022

### **4. Use word processing software to create, edit, and produce professional documents.**

Flyer for a Business or Product

Online: 100%

On-ground: 100%

**Outcome Result: *Met*** Overall 93% of students doing the assignment achieved at least 100% on the assignment. 4 students .06 % did not attempt.

**Summary Reflection: Students** met or acceded to expectations, this was a PowerPoint assignment, students did well on this assignment.

### **5. Create spreadsheets and charts for problem solving.**

Create an Inventory sheet for a business

Online: 91%

On-ground: 100%

**Outcome Result: *Met*** Overall 92% of students doing the assignment achieved at least 100% on the assignment. 5 students .07 % did not attempt.

### **6. Utilize a database. (ACCESS)**

Database Your Friends and Family

Online: 10%

On-ground: 91.5%

**Outcome Result: *Met*** Overall 90% of students doing the assignment achieved at least 100% on the assignment. 7 students .09 % did not attempt.

**Course:**

**Term:**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes. Students did well in this assignment; it is likely I will use this in the simulation course for this section.

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint **Final**

Online: 100%                      On-ground: 82%

**Outcome Result: Met**

**Summary Reflection: Students** met or acceded to expectations, this was a PowerPoint assignment, students did well on this assignment. We will return to a simulated program in Spring 2022; this assignment is similar in both teaching methods.

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Online Ethics Discovery Questions Responses

Online: 100%                      On-ground: 100%

**Outcome Result: Not Met** Overall, 58 % of students doing the assignment achieved at least 100% on the assignment. 33 students 42 % did not attempt.

**Summary Reflection: Students** who completed the assignment met or acceded expectations, this was an essay type assignment, 42 % of students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022 in place of essay type questions.

**9. Identify security threats and solutions**

ODW Identify Security Threats and Solutions GAME picture

Online: 100%                      On-ground: 100%

**Outcome Result: Not Met** Overall, 63 % of students doing the assignment achieved at least 100% on the assignment. 21 students 37 % did not attempt.

**Summary Reflection: Students** who completed the assignment met or acceded expectations, this was a video game assignment, of which 37% and did not attempt. We will be going back to a simulated program in Spring 2022 in place of a gaming assignment.

## Assessment Report for Animation & Multimedia



Course:

Term:

Term: Fall 2021

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Animation & Multimedia:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### **Learning Outcomes, Measures, and Data**

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Identify, design, and develop appropriate assets for the creation of a functional user interface using an appropriate navigational structure.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Implement a range of special effects which are commonly required for interactive design in multimedia applications (animation, visual and audio feedback, etc.).**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

Course:

Term:

**3. Design/Develop a functional interactive project given a specific brief using a graphical authoring environment.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Identify and apply the formal processes needed for preparing and documenting the design specification and prototype development stages of a multimedia application.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**5. Identify and interpret the nature of technical issues that are encountered during the development and testing of a multimedia application.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

## Assessment Report for Web Design & Development

Term: Fall 2021

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Web Design and Development:** Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

Course:

Term:

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Define and describe in detail the six steps in developing a solid Web Site design plan.**

Chapter Case Studies

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites**

Chapter Case Studies

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.**

Chapter Case Studies

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.**

**Course:**

**Term:**

Chapter Case Studies

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**5. Demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.**

Chapter Case Studies

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**6. Identify ways to promote a published Web Site.**

Chapter Case Studies

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

Spring 2021

## Assessment Report for: Networking and Data Communications

Term: Spring 2021

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2021 semester made up of a student population of 1 non-traditional, one in the AAS/Computer Information degree program. 1 CSE Major

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can**

Course:

Term:

**be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Demonstrate the capabilities and function of TFTP/FTP in the network

Module 2 Quiz on capabilities and function of TFTP/FTP in the network 2.1.10

Online: N/A

On-ground: 85%

Outcome Result: 100% of students achieved at least 85% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation on capabilities and function of TFTP/FTP in the network 3.27

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Apply knowledge to configure network devices for remote access using SSH.

Module 2 Quiz on configure network devices for remote access using SSH 2.2.7

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Quiz on configure network devices for remote access using SSH 3.1.8

Online: N/A

On-ground: 90%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Demonstrate the role of DHCP and DNS within the network

Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.5

Online: N/A

On-ground: 100%

**Course:**

**Term:**

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.10

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Demonstrate switching concepts

Module 3 Lab Simulation on switching concepts 3.4.3

Online: N/A                      On-ground: 82%

Outcome Result: 100% of students achieved at least 82% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation on switching concepts 5.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 14 Lab Simulation on switching concepts 14.3.6

**Course:****Term:**

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Apply knowledge to configure and verify IPv4 and IPv6 static routing.

Module 5 Quiz to configure and verify IPv4 and IPv6 static routing. 5.2.5

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 6 Lab Simulation to configure and verify IPv4 and IPv6 static routing. 6.2.5

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Demonstrate the characteristics of network topology architectures.

Module 10 Quiz on characteristics of network topology architectures 10.1.5

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 10 Lab Simulation on characteristics of network topology architectures 10.4.4

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 2 Quiz on characteristics of network topology architectures 2.5.9

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Course:

Term:

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## Assessment Report for CompTIA A+ PC Repair and Maintenance

Term: Spring 2021

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2021 semester made up of a student population of 3 non-traditional, one in the AAS/Computer Information degree program and one traditional, in the AS/Computer Science degree program and one high school student.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Perform troubleshooting techniques, disassemble, and reassemble a working computer and printer.

#### Module 1 Lab Simulation for Trouble Shooting Techniques 1.2.7

Online: **N/A**      On-ground: 100%

**Outcome Result:** 100% of students achieved at least 100% on the assignment.

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

#### Module 1 Lab Simulation for Trouble Shooting Techniques 3.5.7

Online: **N/A**      On-ground: 100%

**Outcome Result:** 100% of students achieved at least 100% on the assignment.

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.



**Course:**

**Term:**

2. Evaluate a non-working computer system, suggest repairs or upgrades, and make those repairs safely.

Module 3 Lab Simulation for Suggesting repairs and upgrades 3.6.3  
Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 12 Lab Simulation for Suggesting repairs and upgrades 12.1.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

3. Identify hardware in a computer system. Configure software, including but not limited to utility software

Module 6 Lab Simulation for Hardware in a computer system and hardware 3.9.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 12 Lab Simulation for Hardware in a computer system and hardware 12.10.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

**Course:**

**Term:**

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

4. Summarize FAT, NTFS filing systems and the security issues associated with them.

Module 11 Lab Simulation for Filing System and Security issues 11.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 11 Lab Simulation for Filing System and Security issues 11.3.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

5. Demonstrate control access to a computer and the files that may be shared and establish a local network.

Module 12 Demonstrate control access to a computer and the files 12.1.13

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 12 Demonstrate control access to a computer and the files 12.6.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Course:

Term:

- Evaluate and repair infections of malware on a computer and other physical security issues of computers.

Module 13 Repair infections of malware on a computer 13.2.4

Online: N/A      On-ground: 93%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 13 Repair infections of malware on a computer 13.3.8

Online: N/A      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

## Assessment Report for: Advanced Server Administration

Term: Spring 2021

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2021 semester made up of a student population of 1 non-traditional, one in the AAS/Computer Information degree program.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Implement Domain Name Systems

Module 1 Lab Simulation to Implement Domain Name Systems 1.1.5

**Course:**

**Term:**

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Lab Simulation to Implement Domain Name Systems 1.2.7

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Lab Simulation to Implement Domain Name Systems 1.4.6

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Implement network connectivity and remote access solutions.

Module 3 Lab Simulation to Implement network connectivity and remote access solutions 3.7.4

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation to Implement network connectivity and remote access solutions 3.9.6

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation to Implement network connectivity and remote access solutions 3.9.7

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

**Course:**

**Term:**

Implement core and distributed network solutions and advanced network infrastructure.  
Module 4 Lab Simulation for core and distributed network solutions and advanced network infrastructure 8.1.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Quiz for core and distributed network solutions and advanced network infrastructure 8.2.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Install and configure Active Directory Domain Services

Module 5 Lab Simulation to Install and configure Active Directory Domain Services 5.1.9

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to Install and configure Active Directory Domain Services 5.3.6

Online: N/A                      On-ground: 75%

Outcome Result: 100% of students achieved at least 75% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Create and manage group policies.

Module 5 Lab Simulation to create and manage group policies 7.4.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to create and manage group policies 7.4.4

Online: N/A                      On-ground: 86%

**Course:**

**Term:**

Outcome Result: 100% of students achieved at least 86% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Implement Active Director Certificate Services and Identity Federation and Access Solutions

Module 8 Quiz on Active Director Certificate Services and Identity Federation and Access Solutions 8.45

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 9 Quiz on Active Director Certificate Services and Identity Federation and Access Solutions 9.3.9

Online: N/A

On-ground: 80%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. I feel like the students might have been rushing to complete work towards the end of semester, though they still achieved above 70%, I will set a goal to be firm on due dates.

## Assessment Report for Computer Concepts & Apps

Term: Spring 2021 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There were 2 sections of this course, one online full 16 weeks and one 8-week second session. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can**

Course:

Term:

**be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**1. Identify the specifications and configurations of computer hardware.**

ODW Chapter 5 Matching

Online: 98%                      On-ground: 95%

ODW Chapter 5 Concept Exam

Online: 98%                      On-ground: 96%

**Outcome Result: *Met***

**2. Identify the role of an operating system.**

ODW Chapter 4 Matching

Online: 98%                      On-ground: 93%

ODW Chapter 4 Concept Exam

Online: 97%                      On-ground: 89%

**Outcome Result: *Met***

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 98%                      On-ground: 96%

ODW Chapter 2 Concept Exam

Online: 97%                      On-ground: 96%

**Outcome Result: *Met***

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: 100%                      On-ground: 100%

Word S1-3 **Skills Check Exam**

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**5. Create spreadsheets and charts for problem solving.**

Excel S13 **Project Exam**

Online: 99%                      On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: 98%                      On-ground: 100%

**Outcome Result: *Met***

**6. Utilize a database. (ACCESS)**

**Course:**

**Term:**

Access S-1 **Project Exam**

Online: 100%      On-ground: 97%

Access S-1 **Skills Check Exam**

Online: 100%      On-ground: 96%

**Outcome Result: Met**

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint S-2 **Project Exam**

Online: 100%      On-ground: 93%

PowerPoint S-2 **Skills Check Exam**

Online: 100%      On-ground: 92%

**Outcome Result: Met**

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

Online: 98%      On-ground: 96%

ODW Chapter 7 Concept Exam

Online: 99%      On-ground: 96%

**Outcome Result: Met**

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: 97%      On-ground: 97%

ODW Chapter 8 Concept Exam

Online: 95%      On-ground: 98%

**Outcome Result: Met**

**Summary Reflection:** Due to survey and student verbal input, changes are going to be made on a trial basis to enhance our student learning engagement. The intent is to create projects that are student specific. For example, learning Microsoft Word and writing a letter to someone who means something to the student.

**COMPLETE 5/11/21**

**Assessment Report for Systems Analysis & Design CIT2063**

**Term: SPRING 21**

**Prepared By: Melissa Ashford**

**Class Summary:** This report is based on data from an 8-week online course. This course was provided to students who needed it for graduation purposes. Two students enrolled. One completed to the end, the other withdrew halfway through the course.

**Learning Outcomes, Measures, and Data**

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Course:

Term:

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Overall Course Reflection:** This course is a capstone course taken by computer science or computer information technology majors. It is expected that students taking this course will have a well-rounded view of the computer science industry. The course is made up of a series of projects where students can show their overall understanding and application of knowledge. This semester was no exception. The book does need to be updated the next time the course is taught; however, the project seems to be an effective way for students to exhibit this knowledge.

1. **Discuss the role of the information technology department and the systems analysts who work there.**

#1.1Project: Chapter 1 project component

Online: **100%**                      On-ground: **N/A**

#1.2Project: Chapter 2 project component

Online: **100%**                      On-ground: **N/A**

#1.3Project: Chapter 3 project component

Online: **100%**                      On-ground: **N/A**

**Outcome Result: *Met***

**Summary Reflection: Other** than updating textbook no action planned.

2. **Describe various scheduling tools, including Gantt charts and PERT/CPM charts.**

#2.1Project: Chapter 1 project component

Online: 100%                      On-ground: **N/A**

#2.2Project: Chapter 2 project component

Online: 100%                      On-ground: **N/A**

**Course:**

**Term:**

#2.3: Chapter 3 project component

Online: 100%.

On-ground: **N/A**

**Outcome Result: *Met***

**Summary Reflection** Other than updating textbook no action planned.

**3. Develop effective documentation methods to use during systems development.**

#3.4Project: Chapter 4 project component

Online: 100%.

On-ground: **N/A**

#3.5Project: Chapter 5 project component

Online: **100%**

**On-ground: N/A**

**Outcome Result: *Met***

**Summary Reflection:** Other than updating textbook no action planned.

**Course:**

**Term:**

4. Explain **the transition from systems analysis to systems design.**

#4.7Project: Chapter 7 project component

Online: **No assignment turned in**

On-ground: **N/A**

#4.8Project: Chapter 8 project component

Online: **60%**

On-ground: **N/A**

**Outcome Result: *Not Met***

**Summary Reflection:** This was a fast paced 8-week course and I suspect the student was overwhelmed by the amount of work in the course. Chapter 7 was not completed, and Chapter 8 component was not complete. It was missing the story board requirement which pulled the grade just below the 70% requirement for met.

5. **Compare in-house e-commerce development with packaged solutions and service providers.**

#5.6Project: Chapter 6 project component

Online: **100%**

On-ground: **N/A**

#5.7Project: Chapter 7 project component

Online: **No assignment turned in**

On-ground: **100%**

**Outcome Result: *Partially Met***

**Summary Reflection:** Chapter 7 was not turned in at all. The quality of Chapter 6 work was fine. Other than updating the textbook, no action planned.

Course:

Term:

6. Develop a strategic plan for career advancement and strong IT credentials.

#6.9Project: Chapter 9 project component

Online: **100%**      On-ground: **N/A**

#6.10Project: Chapter 10 project component

Online: **100%**      On-ground: **N/A**

**Outcome Result: *Met***

**Summary Reflection:** Other than updating textbook no action planned.

Fall 2020

## Assessment Report for Computer Concepts & Apps

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary: There** are 2 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Course:**

**Term:**

**1. Identify the specifications and configurations of computer hardware.**

ODW Chapter 5 Matching

Online: 98%                      On-ground: 95%

ODW Chapter 5 Concept Exam

Online: 98%                      On-ground: 96%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Identify the role of an operating system.**

ODW Chapter 4 Matching

Online: 98%                      On-ground: 93%

ODW Chapter 4 Concept Exam

Online: 97%                      On-ground: 89%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 98%                      On-ground: 96%

ODW Chapter 2 Concept Exam

Online: 97%                      On-ground: 96%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: 100%                      On-ground: 100%

Word S1-3 **Skills Check Exam**

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**5. Create spreadsheets and charts for problem solving.**

**Course:**

**Term:**

Excel S13 **Project Exam**

Online: 99%                      On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: 98%                      On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**6.Utilize a database. (ACCESS)**

Access S-1 **Project Exam**

Online: 100%                      On-ground: 97%

Access S-1 **Skills Check Exam**

Online: 100%                      On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint S-2 **Project Exam**

Online: 100%                      On-ground: 93%

PowerPoint S-2 **Skills Check Exam**

Online: 100%                      On-ground: 92%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

Online: 98%                      On-ground: 96%

ODW Chapter 7 Concept Exam

Online: 99%                      On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: 97%                      On-ground: 97%

ODW Chapter 8 Concept Exam

Online: 95%                      On-ground: 98%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

Course:

Term:

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

## Assessment Report for Computer Concepts & Apps

Term: Fall 2020

Prepared By: Jody Coy

**Class Summary:** There are 2 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

#### 1. Identify the specifications and configurations of computer hardware.

ODW Chapter 5 Matching

Online: NA On-ground: 96%

ODW Chapter 5 Concept Exam

Online: NA On-ground: 92%

**Outcome Result: Met**

**Summary Reflection:** No plans to change at this time.

#### 2. Identify the role of an operating system.

ODW Chapter 4 Matching

Online: NA On-ground: 71%

ODW Chapter 4 Concept Exam

Online: NA On-ground: 72%

**Course:**

**Term:**

**Outcome Result: *Met***

**Summary Reflection:** No plans to change at this time.

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: **NA** On-ground: 96.5%

ODW Chapter 2 Concept Exam

Online: NA On-ground: 96%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change at this time.

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: NA On-ground: 100%

Word S1-3 **Skills Check Exam**

Online: NA On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**5. Create spreadsheets and charts for problem solving.**

Excel S13 **Project Exam**

Online: NA On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: NA On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**6. Utilize a database. (ACCESS)**

Access S-1 **Project Exam**

Online: NA On-ground: 91.5%

Access S-1 **Skills Check Exam**

Online: NA On-ground: 83%

**Outcome Result: *Met***



**Course:**

**Term:**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint S-2 **Project Exam**

Online: NA            On-ground: 89%

PowerPoint S-2 **Skills Check Exam**

Online: NA            On-ground: 89%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

Online: **NA**            On-ground: 96%

ODW Chapter 7 Concept Exam

Online: NA            On-ground: 72.5%

**Outcome Result: Met**

**Summary Reflection:** No plans to change at this time.

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: **NA**            On-ground: 96%

ODW Chapter 8 Concept Exam

Online: NA            On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** No plans to change at this time.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

## Assessment Report for Introduction to Electronic Commerce

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Introduction to Electronic Commerce: Students will show the ability to apply theories and methods to solve common problems related to computer literacy.**

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Course:

Term:

## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

### Explain the elements of the digital world and Electronic Commerce Business Models

Chapter Case Studies

Online: 100%

On-ground: 85%

Final Project

Online: 100%

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### 2. Describe and apply B2C, B2B, and C2C strategic issues

Chapter Case Studies

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### 3. Examine and compare social networking and Web 2.0 Entertainment

Chapter Case Studies

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### 4. Assess and critique a variety of m-commerce applications

Chapter Case Studies

Online: 78%

On-ground: 85%

Final Project

Course:

Term:

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### 5. Discuss how online payments are evolving and assess alternatives

Chapter Case Studies

Online: 88%                      On-ground: 85%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### 6. Apply ethical and secure strategies regarding Electronic Commerce

Chapter Case Studies

Online: 88%                      On-ground: 85%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

## Assessment Report for IT Fundamentals CIT 1013

Term: Fall 2020

Prepared By: Jody Coy

**Class Summary:** This course offered in the Fall 2020 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information degree program.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Course:**

**Term:**

1. Identify and explain computer components.

Assignment 1.3.9

Online: **N/A**      On-ground: 100%

Assignment 1.4.10

Online: **N/A**      On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection: Students met or acceded to expectations, no plans to change methods.**

2. Set up a workstation, including software installations.

Assignment 1.7.14

Online: **N/A**      On-ground: 100%

Assignment 3.2.11

Online: **N/A**      On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection: Students met or acceded to expectations, no plans to change methods.**

3. Compare and contrast physical security controls.

Assignment 1.5.11

Online: **N/A**      On-ground: 100%

Assignment 1.5.13

Online: **N/A**      On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection: Students met or acceded to expectations, no plans to change methods.**

4. Analyze and use a variety of search engine techniques to build a support knowledge base.

Assignment 4.3.8

Online: **N/A**      On-ground: **100%**

Assignment 4.5.14

Online: **N/A**      On-ground: **100%**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection: Students met or acceded to expectations, no plans to change methods.**

5. Practice the basics of customer service and professional presence required by IT professionals.

Assignment 4.3.8

Online: **N/A**      On-ground: **100%**

Assignment 4.6.12

Online: **N/A**      On-ground: **100%**

Course:

Term:

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

6. Apply working knowledge of various Microsoft Application Software.

Assignment 1.6.7

Online: **N/A**

On-ground: **100%**

Assignment 1.6.9

Online: **N/A**

On-ground: **100%**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

## Assessment Report for Server Administrator CIT 2031

Term: Fall 2020

Prepared By: Jody Coy

**Class Summary:** This course offered in the Fall 2020 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information degree program, and one traditional student non-major.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Install Windows Servers in host and computer environments.

Assignment 1.1.3

Online: **N/A**

On-ground: 100%

Assignment 1.3.3

Online: **N/A**

On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

2. Implement storage solutions, Hyper-V, and Windows containers.

Assignment 2.1.4

Course:

Term:

Online: **N/A**            On-ground: 100%  
Assignment 5.3.7  
Online: **N/A**            On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

3. Maintain and monitor server environments.  
Assignment 13.1.5  
Online: **N/A**            On-ground: 100%  
Assignment 13.1.6  
Online: **N/A**            On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

## Assessment Report for Web Design & Development

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Web Design and Development:** Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Define and describe in detail the six steps in developing a solid Web Site design plan.

Chapter Case Studies

Online: 78%            On-ground: 85%

**Course:**

**Term:**

Final Project

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites**

Chapter Case Studies

Online: 78%                      On-ground: 85%

Final Project

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.**

Chapter Case Studies

Online: 100%                      On-ground: 100%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.**

Chapter Case Studies

Online: 78%                      On-ground: 85%

Final Project

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**5. Demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.**

Chapter Case Studies

Online: 100%                      On-ground: 100%

Final Project

**Course:**

**Term:**

Online: 100%

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**6. Identify ways to promote a published Web Site.**

Chapter Case Studies

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.



Comprehensive  
Program  
Of  
Computer  
Information  
Technology  
For

2022-2023

February 2, 2023

Prepared by

Jody coy

Co-Authors

Melissa Ashford



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

#### Narrative:

Computer Information Technology (CIT)

Degree: Associate of Applied Science      Degree: Technical Certificate

The Computer Information Technology Associate of Applied exposes students to IT (Information Technology) fundamentals, networking, systems administration, server set up and management, information security, project management, end-user customer support techniques, problem solving and listening skills. It is designed for students seeking the skills set needed to be successful in an entry level IT field, as well as providing an opportunity to transfer and work towards a Bachelor of Science in Technology Management.

Computer Information Technology graduates can find employment in the following professions: Computer Specialist, Computer Support Specialist, Cyber-Security Specialist, Computer Technician, Desktop Support Technician, Help Desk Analyst, Help Desk Technician, Information Technology Specialist (IT Specialist), Network Technician, Support Specialist, or Technical Support.

The Computer Information Technology Technical Certificate exposes students to IT fundamentals, networking, systems administration, server set up and management, information security, project management, end-user customer support techniques, problem solving and listening skills. It is designed for students seeking the skills set needed to be successful in an entry level It field.

\*\*See current catalog for suggested semester plans

## 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

Chart:

		2019-2020	2020-2021
<b>Number of Faculty:</b>			
	Full time	1	3
	Adjunct	0	0
<b>Enrollment &amp; Student credit hours by Faculty type:</b>			
	Full Time	24	27
	Adjunct	0	0
<b>Average Class size:</b>			
	Face-to-Face classes	3.7	11
	Online classes	3	6
	All courses	3.6%	2.42%
<b>Completion Rates:</b>			
	Face-to-Face classes	86.2%	10
	Online classes	100%	6
	All courses	96.6%	94.1%
<b>Pass ('D' or better) rates:</b>			

	Face-to-Face classes	88%	10
	Online classes	66.7%	5
	All courses	85.7%	93.8%
<b>Pass ('C' or better) rates:</b>			
	Face-to-Face classes	80%	10
	Online classes	33.3%	5
	All courses	75%	93.8%
<b>Number of Majors:</b>		3	1
<b>Degrees Awarded:</b>		0	0
<b>Retention within Program</b>		2	1

## 2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

### 2.1: Program Advisory Committee:

#### Narrative:

Below are the Members of the CIT Advisory Committee and the minutes from the last meeting. The Program Faculty Lead finds these respected experts' opinions valuable in making decisions to keep up with industry trends.

\*Jody Coy – CIT Program Faculty Lead, Brett Bertie – Systems Administrator/Help Desk, Erin Tuttle – Application Support Analyst – Corporation, Gene Ewert – IT Director – Mid-Size Business  
Lon Elliot – Departmental Help Desk/Network Administrator – Corporation

The one committee member that responded to the meeting request was unable to attend in person, we had a phone conversation discussing the needs they felt, needed met. They reintegrated previous request for the need to have more focus on the Tech 1 items more than the help desk

“Are student being prepared for the future job market?”

This depends on the student. What I see many times is an individual attends some level of college and are working in a roll that is not meeting their needs and wants to get into technology type rolls and they might be good with computers, helping family members, helping at their current work environments or church. So, they want to make a shift to some kind of technology but don't know how to get there. I think students need to be prepared to learn and adjust to whatever their role or involvement might be.

“What should the training include?” This kind of depends on a student's skillset and on what track they want to go down.

- Basic computer skills to get started.
- Cloud computing (AWS, O365 and other software as a service is the way to go)
- Networking Basics to get started, then get into more advanced networking learning and skillsets. (Cisco knowledge, firewall, security, to configuring network switches and routers)
- Web Development
- Software development
- Project Management

- Database administration
- Management skills (people and technical knowledge)
- Operational skills (help desk skills to keeping the lights on)

“Is curriculum adequately addressing industry needs?”

- I think this area needs to evolve, so kind of depends on the industry that someone will be working for. As I said before, focusing on Cloud computing is the route that a lot of companies are headed towards.

“Do course and program competencies and performance levels meet industry standards?”

- In some cases, they do, like project management or basic computer skills, or if someone has the skillset for software development. The tools that are now available for software development really help drive someone’s advancement in this area. One big area is young students coming out of college sometime don’t have the drive that to make a difference in what they are doing, seems to be the way of these younger graduates coming out of college.

“What industry validated credentials (includes certificates or licenses) are available within the cluster/pathway?”

- I am not big on someone having to have credentials, a lot of time I see someone says they have been certified in some technology, mostly book smart type learning but when it comes to real world involvement within the workplace then those skills are lacking. They really need real work experience which then gives them the skills that I would be looking for.

## 2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact, Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirms accreditation status.
- If this does not apply to your program, write “N/A.”

Narrative:

No required specialized accreditation for this program

## 2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*



Narrative:

This program meets HLC (Higher Learning Commission) Criterion 3: Teaching and Learning: quality, Resources, and support by ensuring that the students are able to successfully complete all core components of the program through various modalities of delivery equally. The curriculum addresses current industry standards and needs within the field of study, preparing students for the workforce in IT. The faculty members teaching in this area are appropriately qualified and participate in continuing education opportunities each year to ensure standards are either maintained or exceed the expectations of the institution.

This program meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

**Excellence:** Academic excellence of this program has been evaluated through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.

**Responsiveness:** Program faculty assessed the need and continually worked update this program to meet the KBOR guidelines, which meets the program requirements for the K-State 2+2 articulation agreement.

**Diversity/Enrichment:** Students are exposed to global issues and policies. Students completing this program have the opportunity to hear from a diverse population of IT professionals.

**Category 2: Maintain current levels of support/continuous improvements.** This program should be continued as presented. Computer Information Technology (CIT) is a degree that offers several possibilities for students entering many different computer related fields for work or transfer. Currently, one faculty instructor teaches all the core CIT classes for this program and some of those same classes are optional electives in several other degrees.

This program is currently on the Governor's list as a highly in need field that is a direct career pathway for today's high school students. Every effort has been made by the faculty in charge of this program to use simulated labs which can allow students at our area high schools to take the courses in the program online and/or by appointment. Faculty also offer the courses in the program during the morning hours to accommodate students at the area high schools who wish to come to campus to take an on-ground version of the course.

Being on the Governor's list also means that Adult Basic Education and GED students who declare this program as their primary field of study are eligible to receive funds through the AOK program to help defray costs of tuition and fees while completing their GED or obtaining Adult Basic skills through ICC's ABE/GED program. The program faculty is working with the Fab Lab staff and the ABE/GED staff to teach some of the courses concurrently throughout the ABE/GED day. Plans should be finalized during the spring of 2019.

While this is a two-year terminal certificate and degree program, this programs seamlessly transfers to the K-State Polytechnic Technology Management BS degree. Faculty will help any student wishing to transfer make the transition. There are two stand-alone certificates embedded into this program which can help students get a job while finishing the degree. These two courses are A+ PC Repair and Maintenance and CompTIA Networking +.

Note: The K-State 2 + 2 is attached in the appendices.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

#### Narrative:

The program focuses on training entry-level help desk support and Tech 1 support technicians. Currently we use a variety of hands on and online simulators for training.

Students gain employability skills by meeting outcomes designed for student success in the courses outlined for Computer Information Technology certificate and Associates of Applied Science degree. Each semester, faculty reflects on assessment data for the semester and determines if changes are needed or if they will be implemented in the new semester. Individual course outcome data can be found in Appendix B.

#### Program Level Outcomes:

1. The student will be able to analyze a variety of complex information systems.
2. The student will be able to apply and demonstrate power usage of computer science skills.
3. The student will be able to organize and prepare a system for solving problems
4. The student will be able to demonstrate effective collaboration and communication skills.

Reflection: Material currently covered, assignments, project, exams are adequate for preparing students to move to the next level or to obtain employment in the Computer Information field.

All students successfully completed at least 75% of their knowledge base project.  
80% of students will achieve 80% or better on the entire exam. This goal is in line with the industry standard for this outcome.

There are two students currently enrolled in this section. Both students scored 100% on this exam. This measure has been fully met.

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

The following is an example of the summary sheet for assessment data in our classes. The information shown shows how accurately the students completed outcomes, and what changes were made for the next semester. As you look through each outcome you will find that most of the assessment data shows that only slight changes had to be made. This is a representative of assessment data. Each assessment report for the past two years is in Appendix B.

#### 2. Identify the role of an operating system.

##### ODW Chapter 4 Matching

Online: 18-100%	On-ground: 29-80%
0-0%	0-0%
2- DNA	6- DNA

##### ODW Chapter 4 Concept Exam

Online: 19-80%	On-ground: 28-80%
0-0%	1-50%
1- DNA	6- DNA

#### **Outcome Result: *Met***

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. There were no plans to change at this time. It was not discovered in the survey as to why students did not attempt assignments.

#### **Overall reflection:**

Students that attempted the assignments did meet the outcomes. There were several students that did not attempt assignments that were selected to test outcomes being met. These assignments were assigned as homework assignments and hold the same point values as assignments not selected to test outcomes. In the future, I will test the order of homework assignments and if I continue to see outcome selected assignments, not being attempted, I will test changing point values on outcome selected assignments.

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

#### Narrative:

Assessment continues to be an important part of understanding student success. Outcomes and measures are recorded and reported so faculty can make informed data driven decisions on improvements. Faculty reflect and make changes each semester or each year depending on course and need I choose to make changes throughout the semester as I see the need for student growth.

With the area scholarships available to our Adult Learner population The Neodesha Promise and Kansas Promise scholarship, the program has moved to an online environment to meet the needs of students. This move to an online environment has helped our current enrollment.

## 4.0 Curriculum Reflection

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

### 4.1 Reflection on Current Curriculum

#### Narrative:

Technology is a continuously changing field. The program faculty attempts to stay abreast of the latest changes in both hardware and software and adjusts the curriculum accordingly. This often means the curriculum changes each year. Currently the program relies very heavily on up-to-date simulators for virtual labs. This format allows the college to always have the most current curriculum available to students at minimal cost. The college does not continually purchase hardware or software that becomes outdated. Most of the courses in the program are scheduled to update in the 22-23 AY.

Students completing either the certificate, including the A+ and Networking + stand-alone certificates, or the degree are ready to apply for entry level IT work. These jobs can range from help desk to computer repair personnel.

Students also could transfer to a four-year institution and begin working on a BS. As stated, before the AAS (Associate of Applied Science) (Associate of Applied Science) in CIT will transfer seamlessly into K-State Polytechnic's Tech Management program where students will begin working on the management side and finish a few general education courses. They will enter with a junior status if completing the degree plan in the 21-22 catalog.

The CIT advisory committee is consulted on current trends and needs in the industry and encouraged to give suggestions for improving the curriculum. Our committee is made up of diverse people groups with various backgrounds and types of careers in the field. The lead program faculty invites members of the

committee to visit some of the courses and give a real-world view of the industry and what it is like to work in the field.

#### 4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

These programs are typically male dominated, however there has been a concentrated effort to encourage females to enter the stem Tech world. The past four summers a grant was provided by Verizon and ICC Fab Lab where we hosted a STEM camp for 6th, 7th, and 8th grade girls. The camp was held for three weeks each July on ICC campus where the girls learned design thinking and a variety of technology to help solve a problem, they produce themselves or in a group.

Student enrollment in Computer Information Technology courses make up comes from backgrounds that differ by age, gender, class, ethnicity, sexual orientation, disability, and faith.

#### 4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

Narrative:

The Computer Information Technology Program meets ICC mission and vision by promoting academic excellence and cultural enrichment, with opportunities of student interactions with diverse backgrounds and providing students with degree/certificate enhancing student skills and employment opportunities.

The Computer Information Technology Program aligns itself with the Higher Learning Commission's Criterion 3: Teaching and Learning: Quality, Resources, and Support.

3. A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and requires levels of performance by students appropriate to the degree or certificate awarded.

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

5. Instructors are accessible for student inquiry.

Criterion 4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support service, and it evaluates their effectiveness for student learning through process designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

3. The institution uses the information gained from assessment to improve student learning.

## 5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

Three students set for the TestOut certification exam two passed, two of the certification exams, receiving their TestOut Certificates.

## 6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

**Potential Enhancement Opportunities:** Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

**Maintain Current Levels of Support/Continuous Improvement:** Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

**Revitalization Opportunities or Needs:** At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

**Phase Out:** A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

*(See Section 6.1 in the Program Review Handbook for more information.)*



## 6.1 Academic Program Vitality Reflection

Narrative:

**Please highlight the cell in the table below indicating the Vitality Indicator for your Program.**

Potential Enhancement Opportunities	<b>Maintain Current Levels of Support</b>	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	---	------------------------------------	-----------

Explain why:

ICC has ramped up its recruitment opportunities, we are starting to see growth in the number of students enrolling in the Computer Information Technology courses. Program faculty will be reviewing and recommending changes to the program to satisfy industry needs.

2017 ---- The Occupational Outlook Handbook prepared by the Bureau of Labor stats web page describing wage and growth rates for this program. I have also included statistics for the state of Kansas in employment growth and wages. This field is growing faster than the average at 11% with a \$52,810 median pay in 2017. While advanced IT jobs may take a bachelor's degree, even Master's, many of the jobs are open to people with an Associates and vendor-neutral certifications are a benefit when looking for a job in this field.

2022---- The Occupational Outlook Handbook prepared by the Bureau of Labor stats web page describing wage and growth rates for this program. I have included statistics for the state of Kansas in employment growth and wages. This field has a growth average of 6% with a \$57,910 median pay in 2021.

### **Job Outlook**

Overall employment of computer support specialists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations.

About 75,000 openings for computer support specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

<https://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm>

## Computer Support Specialists

According to the U.S. Bureau of Labor Statistics, the average weekly income for a “computer occupations” worker in the United States is \$1,754, or \$91,208 per year.

<b>Quick Facts: Computer Support Specialists</b>	
<a href="#"><u>2021 Median Pay</u></a>	\$57,910 per year \$27.84 per hour
<a href="#"><u>Typical Entry-Level Education</u></a>	<a href="#"><u>See How to Become One</u></a>
<a href="#"><u>Work Experience in a Related Occupation</u></a>	None
<a href="#"><u>On-the-job Training</u></a>	Moderate-term on-the-job training
<a href="#"><u>Number of Jobs, 2021</u></a>	875,700
<a href="#"><u>Job Outlook, 2021-31</u></a>	6% (As fast as average)
<a href="#"><u>Employment Change, 2021-31</u></a>	56,400

\*Source: 2022 Salary Survey, Certification Magazine

## 6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

### Narrative:

Goal 1: Maintain or increase student engagement in program specific courses during the next 3-4 years (2023-2026) by increasing experiential learning opportunities for students. To help achieve this goal, program faculty should attend professional development opportunities specializing in this type of learning within Computer Information Technology programs. Student engagement can/will be measured by student survey questions specific to engagement with material.

Goal 2: Maintain or improve student academic performance in technical computer science skills during the next 3-4 years (2023-2026). The student performance will be evidenced by passing scores on final exams or final projects in programming and program elective courses. Accomplishing this goal will help ensure students are ready to work and/or ready for upper-level Computer Information Technology course work.

Goal 3: Student improvement of soft skills (critical thinking, problem solving, communication, leadership) during the next 3-4 years (2023-2026). The improvement will be evidenced by successful completion of class projects in programming and program elective courses. This goal will help prepare students for the workplace and/or ready for upper-level Computer Information Technology course work.

## 7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

**Programs should not include salary or fringe benefits here**

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### 7.1 Budget Requests/Adjustments

#### Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

## Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Travel/Conference	1,2,3	1570.00	12-1277-601-000
Materials and Supplies for hands-on-projects	1,2,3	2000.00	12-1277-700-000

1. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, \$30; ACTE Conferences \$565 plus travel and hotel, attendance centers vary, (however these at times land on or just before finals week in the fall); The Teaching Professor Annual Conference, \$699 plus travel and hotel.

2. Provide \$2,000 in instructional supplies to Computer Technology (previously Microcomputers). This can help defray costs associated with materials/supplies for the hands-on projects for classes.

### Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

## Extraordinary Costs Information

### EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Aq animal programs**)
- **program-specific consumable materials** (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL,**

**feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned)**

- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens**,
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

## 8.0 Authorship and Oversight

### 8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

This program review was written by Professor Jody Coy, Co-Author Professor Melissa Ashford.

The data for student information on enrollment and completion rates was provided by the Institutional Research office, Anita Chappuie.

### 8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

PRC: I have read this review and agree with the recommendation to maintain current levels of support.

AC

Division Chair: Maintaining the program at the current levels is appropriate. Brian Southworth, Division Chair of Math & Science.

VPAA: I have read this review and agree with the recommendation of maintaining current levels of support. However, program faculty should further review the program to look for opportunities to continue to meet industry stakeholder needs.

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Skills covered: Desktop Support	Skills covered: Desktop and Device Cloud Mgmt., Data and Applications Mgmt., Network or Server Administration	Skills covered: Data Platform, Business Intelligence	Skills covered: Web Application Development	Skills covered: Windows Store Apps using HTML5	Skills covered: Windows Store Apps using C#	Skills covered: Application Lifecycle Management
<b>MCSA</b> Windows 8	<b>MCSE</b> Expert Training and Certification	<b>MCSE</b> Expert Training and Certification	<b>MCSA</b> Web Applications	<b>MCSA</b> Windows Store Apps using HTML5	<b>MCSA</b> Windows Store Apps using C#	<b>MCSA</b> Application Lifecycle Management
487: Configuring Windows 8 488: Managing and Maintaining Windows 8	<b>MCSA</b> Windows Server 2012	<b>MCSA</b> SQL Server 2012	489: Programming in HTML5 with JavaScript and CSS3 486: Developing ASP.NET MVC 4 Web Applications 487: Developing Windows Azure and Web Services	489: Programming in HTML5 with JavaScript and CSS3 481: Essentials of Developing Windows Store Apps using HTML5 and JavaScript 482: Advanced Windows Store App Development using HTML5 and JavaScript	489: Programming in C# 484: Essentials of Developing Windows Store Apps using C# 485: Advanced Windows Store App Development using C#	486: Administering Microsoft Visual Studio Team Foundation Server 2012 487: Software Testing with Visual Studio 2012 488: Delivering Continuous Value with Visual Studio 2012 Application Lifecycle Management
<b>MTA</b> Fundamental Track for Infrastructure	<b>MTA</b> Fundamental Track for Infrastructure	<b>MTA</b> Fundamental Track for Database	<b>MTA</b> Fundamental Track for Web Apps	<b>MTA</b> Fundamental Track for Windows Store Applications using HTML5	<b>MTA</b> Fundamental Track for Windows Store Applications using C#	<b>MTA</b> Fundamental Track for Application Lifecycle Management
348: Windows Operating System 346: Networking 347: Security	345: Windows Server Admin 346: Networking 347: Security	344: Database MOS: Microsoft Office Excel 2013	342: Software Development 343: Web Development 376: HTML5 App Development	342: Software Development I 376: HTML5 App Development	342: Software Development 372: Microsoft .Net	342: Software Development 379: Software Testing

### Microsoft Technology Associate (MTA)

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Appendix B

Spring 2022

# Assessment Report for Computer Concepts & Apps

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** There are 3 sections of this course, 1 Online section and 2 on-ground. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

### 1. Identify the specifications and configurations of computer hardware.

ODW Chapter 3 Matching

Online: 19-70%	On-ground: 27-90%
0-0%	0-0%
1- DNA	8- DNA

ODW Chapter 3 Concept Exam

Online: 18-90%	On-ground: 24-70%
0-0%	0-0%
2- DNA	11- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**2. Identify the role of an operating system.**

ODW Chapter 4 Matching

Online: 18-100%	On-ground: 29-80%
0-0%	0-0%
2- DNA	6- DNA

ODW Chapter 4 Concept Exam

Online: 19-80%	On-ground: 28-80%
0-0%	1-50%
1- DNA	6- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 17-70%	On-ground: 23-70%
0-0%	0-0%
2- DNA	12- DNA

ODW Chapter 2 Concept Exam

Online: 17-80%	On-ground: 25-90%
1-30%	1-60%
2- DNA	9- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: 15-70%	On-ground: 6-70%
2-50%	3-60%
3- DNA	26- DNA

Word S1-3 **Skills Check Exam**

Online: 12-90%	On-ground: 12-70%
1-50%	0-0%
7- DNA	23- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey

to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

### 5. Create spreadsheets and charts for problem solving.

#### Excel S13 **Project Exam**

Online: 6-70%	On-ground: 4-80%
3-60%	4-50%
11- DNA	27- DNA

#### Excel S1-3 **Skills Check Exam**

Online: 11-90%	On-ground: 8-70%
1-60%	1-50%
8- DNA	26- DNA

#### **Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

### 6. Utilize a database. (ACCESS)

#### Access S-1 **Project Exam**

Online: 12-80%	On-ground: 8-80%
1-30%	2-60%
7- DNA	25- DNA

#### Access S-1 **Skills Check Exam**

Online: 13-80%	On-ground: 7-80%
0-0%	1-50%
7- DNA	27- DNA

#### **Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

### 7. Use presentation software to create, edit, and produce professional presentations.

#### PowerPoint S-2 **Project Exam**

Online: 17-80%	On-ground: 25-90%
1-30%	1-60%
2- DNA	9- DNA

#### PowerPoint S-2 **Skills Check Exam**

Online: 10-90%	On-ground: 5-90%
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0-0%  
10- DNA

0-0%  
30- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

Online: 18-100%	On-ground: 23-100%
1-20%	0-0%
1- DNA	12- DNA

ODW Chapter 7 Concept Exam

Online: 18-80%	On-ground: 23-70%
1-20%	0-0%
1- DNA	12- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: 18-80%	On-ground: 24-80%
0-0%	0-0%
2- DNA	11- DNA

ODW Chapter 8 Concept Exam

Online: 18-80%	On-ground: 24-80%
1-60%	0-0%
1- DNA	11- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

Overall reflection:

Students that attempted the assignments did meet the outcomes. There were several students that did not attempt assignments that were selected to test outcomes being met. These assignments were assigned as homework assignments and hold the same point values as assignments not selected to test outcomes. In the future, I will test the order of homework assignments and if I continue to see outcome

selected assignments, not being attempted, I will test changing point values on outcome selected assignments.

## Assessment Report for: Networking and Data Communications

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2022 semester made up of a student population of 4 students, 2 non-traditional Computer Information Technology majors, 1 traditional student a CIT major and 1 traditional student is a CSE (Computer Science) major.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Demonstrate the capabilities and function of TFTP/FTP in the network  
Module 2 Quiz on capabilities and function of TFTP/FTP in the network 2.1.10

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) of students achieved at least 1000% on the assignment. 25% (1) of students scored 70%

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation on capabilities and function of TFTP/FTP in the network 3.27

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Apply knowledge to configure network devices for remote access using SSH.  
Module 2 Quiz on configure network devices for remote access using SSH 2.2.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Quiz on configure network devices for remote access using SSH 3.1.8

Online: N/A                      On-ground: 90%

Outcome Result: 100% of students achieved at least 90% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

3. Demonstrate the role of DHCP and DNS (Domain Name System) within the network  
Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.10

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

4. Demonstrate switching concepts



Module 3 Lab Simulation on switching concepts 3.4.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation on switching concepts 5.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 14 Lab Simulation on switching concepts 14.3.6

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Apply knowledge to configure and verify IPv4 and IPv6 static routing.

Module 5 Quiz to configure and verify IPv4 and IPv6 static routing. 5.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Module 6 Lab Simulation to configure and verify IPv4 and IPv6 static routing. 6.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

6. Demonstrate the characteristics of network topology architectures.



## Module 10 Quiz on characteristics of network topology architectures 10.1.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## Module 10 Lab Simulation on characteristics of network topology architectures 10.4.4

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

## Module 2 Quiz on characteristics of network topology architectures 2.5.9

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

# Assessment Report for CompTIA A+ PC Repair and Maintenance

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2022 semester made up of a student population of 2 non-traditional, both in the AAS/Computer Information degree program and 2 traditional, one is a CIT major and the other is an AGS International student.

## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Perform troubleshooting techniques, disassemble, and reassemble a working computer and printer.

Module 1 Lab Simulation for Trouble Shooting Techniques 1.2.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Lab Simulation for Trouble Shooting Techniques 3.5.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Evaluate a non-working computer system, suggest repairs or upgrades, and make those repairs safely.

Module 3 Lab Simulation for Suggesting repairs and upgrades 3.6.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Lab Simulation for Suggesting repairs and upgrades 12.1.4

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

3. Identify hardware in a computer system. Configure software, including but not limited to utility software

Module 6 Lab Simulation for Hardware in a computer system and hardware 6.9.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Lab Simulation for Hardware in a computer system and hardware 12.10.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

4. Summarize FAT, NTFS filing systems and the security issues associated with them.

Module 11 Lab Simulation for Filing System and Security issues 11.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 11 Lab Simulation for Filing System and Security issues 11.3.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Demonstrate control access to a computer and the files that may be shared and establish a local network.

Module 12 Demonstrate control access to a computer and the files 12.1.13

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Demonstrate control access to a computer and the files 12.6.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

6. Evaluate and repair infections of malware on a computer and other physical security issues of computers.

Module 13 Repair infections of malware on a computer 13.2.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 13 Repair infections of malware on a computer 13.3.8

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

The AGS International student took the course as an elective of interest only, with no intention of becoming certified in PC Repair and Maintenance. Attached is her take on the course and one of my non-traditional students.

International Student:

Before starting this class, I didn't know much about computers and the different programs, especially how to fix a computer when it stops working. For this A+PC Repair and Maintenance class I learned a lot of different things, one of my favorites was the System components and which taught me how to install certain things like a power supply, motherboard, Troubleshoots System Power, processor, memory etc... I like this subject because it is so important and simple. What I mean by this is because when you learn these steps it makes a big difference in figuring it out and doing it by yourself if you need to. I also liked the Security subject and how we can make our devices safe and protected from virus and hackers, even if it was really hard for me to follow every step and understand what the lab was asking me to do, after a while It got easier and then I was able to not just follow the steps but understand them and since then when they asked me to do something I already know how to do it. The one thing I disliked was the amount of work assigned, but I understand there was a lot of material to cover. Also, at the beginning I was really struggling to identify where the cables went on the motherboard, I know that if it were an in-person class it would make it easier to find the right connector and everything but it's something that was really stressing me. One specific thing I disliked was the capstone exercises, it was difficult to understand exactly what they were asking for. To end, this course changed my point of view towards technology. In a good way and in a bad way. The good way is that now I have more knowledge and I can use it in my future. The bad thing is that the fact that there were a lot of things to learn and how complicated the steps are, made me not want to learn more.

#### Non-Traditional Student:

As for this A+ class, there wasn't too much I already didn't know. I have previously worked in IT, and I have read the CompTIA A+ certification book for the 220-901 and 220-902 exams (which I still have at home), but I just never followed through with it. Taking an actual college class has an accountability to it that motivates me to keep going. One of the more foreign subjects to me was everything pertaining to Active Directory and Group Policy Settings as I have never dealt with those before. One thing I liked was the simulated Windows Server Desktop environments. I never knew that there was so much to that version of Windows. The one thing I disliked the most is how interacting with RAM is in the lab sims. In one lab in particular, we were to determine which module fit into the slot on the motherboard based only on sight. I still don't entirely know how the correct answer is the correct answer. How am I to know if the left side of the module lines up with the bottom side of the board slot or the top? Not being able to position the RAM stick next to the slot to see if it fits makes it more difficult than it has to be. A hands on exercise with real computer components would have spared me needless frustration. This course really hasn't changed how I view technology, only solidified in my mind how much administrators and repair technicians know and learn about those who use computers. A frightening amount of information is easily accessible to those who have the tools and knowledge to view it. I guess it's one of those "great power, great responsibility" type of careers.

One more thing I would like to add is that the Windows lab sim desktop environment is outdated. It is based on version 1709 of Windows 10 when currently they are up to 21H2, and I know that TestOut is responsible for changing that. Being tasked to find some setting in the Win 10 Settings menu in the lab sim isn't the same as the current release of Win 10. Placement of menu items has changed, either by items being added, removed, or outright newly placed. Also,

some items are no longer in the Control Panel as they were in Win 10's early days. Seems disingenuous to teach Windows 10 when what you're teaching isn't represented in the real world. Again, this is TestOut's responsibility, not yours Mrs. Coy.

## Assessment Report for Identity Pro

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary: Class Summary:** This course was offered in the Spring 2022 semester made up of a student population of 2 traditional students, one is a Computer Information Technology major, and one is a Computer Science major.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

#### 1. Install and Configure Active Directory Domain Services (AD DS)

Module 1 quiz to test knowledge of ability to Install and Configure Active Directory Domain Services (AD DS)

1.1.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Quiz to test knowledge of ability to Install and Configure Active Directory Domain Services (AD DS)

1.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## 2. Manage and Maintain AD DS

Module 3 Lab Simulation to show ability to Manage and Maintain AD DS

3.3.10

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Quiz to test knowledge and ability to Manage and Maintain AD DS

4.2.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## 3. Create and Manage Group Policy

Module 5 Lab Simulation to show ability to Create and Manage Group Policy 5.2.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to show ability to Create and Manage Group Policy 5.5.4

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

#### 4. Implement Active Directory Certificate Services (AD CS)

Module 6 Lab Simulation to demonstrate ability to Implement Active Directory Certificate Services (AD CS) 6.4.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation to demonstrate ability to Implement Active Directory Certificate Services (AD CS) 7.3.5

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

#### 5. Implement Identity Federation and Access Solutions

Module 8 Lab Simulation for Demonstrating ability to Implement Identity Federation and Access Solutions 8.2.5

Online: N/A                      On-ground: 100%

Outcome Result: Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

Module 8 Lab Simulation for Demonstrating ability to Implement Identity Federation and Access Solutions 8.3.4

Online: N/A                      On-ground: 100%

Outcome Result: Outcome Result: 100% of students achieved at least 100% on the assignment.



Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

## Assessment Report for Ethical Hacker

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2022 semester made up of a student population of 1 non-traditional, 4 traditional students. One student is a double major with the second major in Computer Information Technology and one traditional student is CIT, 2 students are Computer Science, and one student is AGS.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Identify Reconnaissance phase by exploiting system vulnerabilities.

Module 3 Lab Simulation for reconnaissance phase by exploiting system vulnerabilities 3.1.10

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student completed the assignment with a 75%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation for reconnaissance phase by exploiting system vulnerabilities 4.1.7

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student completed the assignment with a 50%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## 2. Define Scanning Phase.

Module 5 Lab Simulation for scanning phase 5.1.5

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation for scanning phase 7.4.5

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 80% on the assignment. One student completed the assignment with a 50%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation for scanning phase 7.4.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## 3. Apply hacking knowledge by gaining access and taking control of various systems.

Module 7 Lab Simulation for hacking knowledge by gaining access and taking control of various systems 7.4.8

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 8 Lab Simulation for hacking knowledge by gaining access and taking control of various systems 8.3.4

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

4. Demonstrate ability to maintain access by launching attacks on the network.

Module 11 Demonstrate ability to avoid maintain access by launching attacks on the network 11.3.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

Module 12 Demonstrate ability to avoid maintain access by launching attacks on the network 12.1.8

Online: N/A                      On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

5. Demonstrate ability to avoid being detected by security personnel.

Module 10 Lab Simulation for Demonstrating ability to avoid being detected by security personnel 10.2.11

Online: N/A                      On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

Module 11 for Demonstrating ability to avoid being detected by security personnel 11.1.10

Online: N/A                      On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

## Assessment Report for Adobe InDesign

Term: Spring 2022 On-ground

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Adobe InDesign:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure**

**are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

- 1. Create a variety of desktop publishing documents that exhibit the full feature set of InDesign skills from the beginning to the end of the document.**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

1. Create a variety of desktop publishing documents that exhibit the full feature set of InDesign skills from the beginning to the end of the document.

- 2. Complete a professional InDesign document from the skills presented in the course.**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

2. Complete a professional InDesign document from the skills presented in the course.


- 3. Design a multi-document workflow project for print.**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

3. Design a multi-document workflow project for print.

**4. Formulate, apply, and integrate assets in a workflow project for PDF, screen or web using InDesign and Adobe Creative Suite software.**

Chapter Projects

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

4. Formulate, apply, and integrate assets in a workflow project for PDF, screen or web using InDesign a...

**5. Develop a collaborative workflow project, share files, manage developmental versions, and set up review cycles.**

Chapter Projects

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

5. Develop a collaborative workflow project, share files, manage developmental versions, and set up review cycles.

# Assessment Report for Adobe Photoshop

Term: Spring 2022 On-ground

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Adobe Photoshop:** Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Demonstrate proficiency with basic photo correction concepts including importing, resolution, image size, cropping, tonal and color correction, use of filters.

Chapter Projects

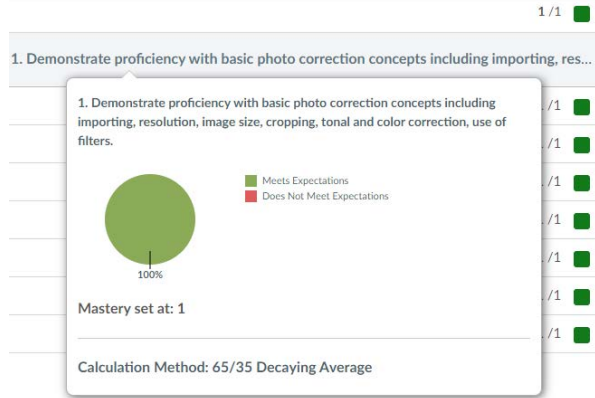
On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



## 2. Explain the relationship between screen size, document size and print size

### Chapter Projects

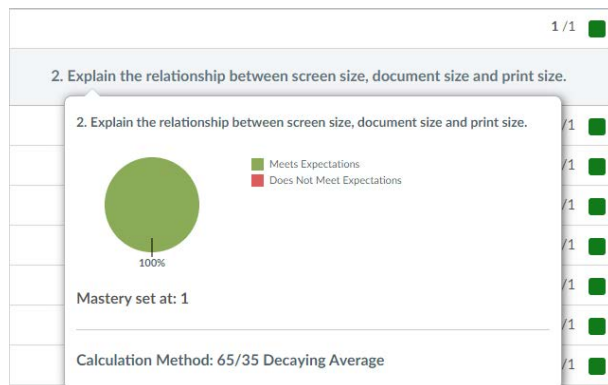
On-ground: 100%

### Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



## 3. Demonstrate the ability to make selections with a variety of tools including the lasso, magnetic lasso, magic wand, marquee tools and quick mask mode.

### Chapter Projects

On-ground: 100%

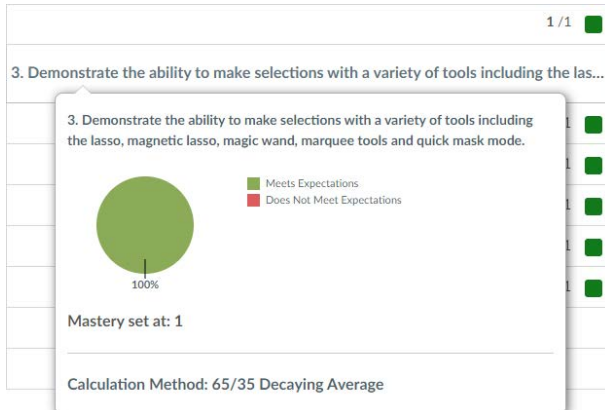
### Final Project

On-ground: 100%

**Outcome Result: *Met***



**Summary Reflection:** No plans to change currently.



**4. Demonstrate and utilization of layer principles such as stacking order, adjustment layers and moving a layer from one file to another.**

Chapter Projects

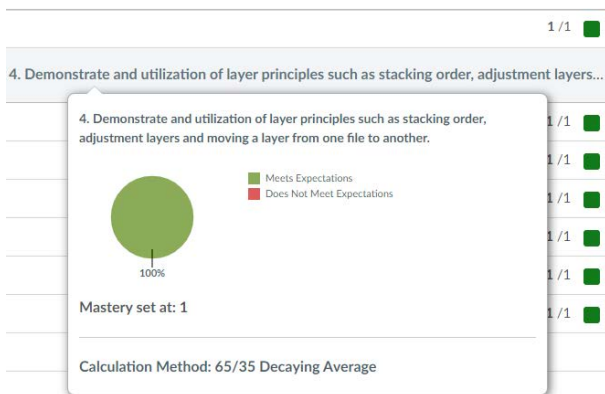
On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



**5. Organize selected images into a final artistic creation in conjunction with a reflective critique process in which the student is able to synthesize his/her conceptual idea, decision-making and final output.**

Chapter Projects

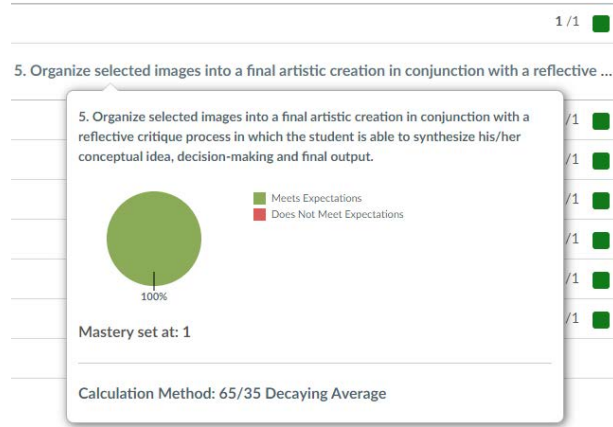
On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



## 6. Demonstrate proficiency with and command of Photoshop using image compositing and manipulation.

Chapter Projects

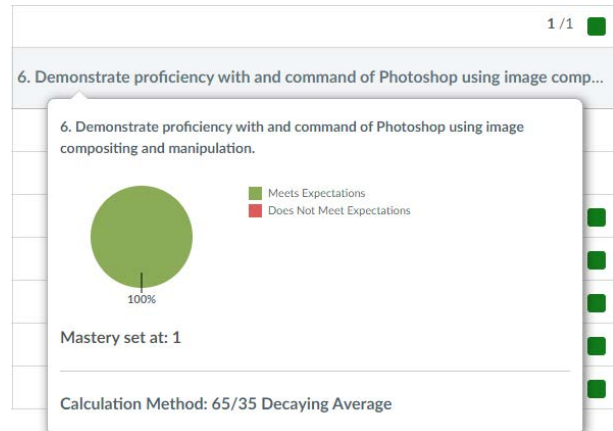
On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



Fall 2021

# Assessment Report for Computer Concepts & Apps

Term: Fall 2021 - Prepared By: Jody Coy & Tamara Blaes

**Class Summary:** There are 3 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

### 1. Identify the specifications and configurations of computer hardware.

ODW Word Puzzle

Online: 100%

On-ground: 89%

**Outcome Result: Met** Overall 89 % of students doing the assignment achieved at least 100% on the assignment. Six students, 11 % did not attempt.

**Summary Reflection: Students met or acceded to expectations, due to the assignment's nature, they could share their work easily.** Students would pass their puzzle sheets or take pictures of their completed puzzle to share with other students. We will be going back to a simulated program in Spring 2022

### 2. Identify the role of an operating system.

ODW Research the use of charts and tables in Excel

Online: 93%

On-ground: 100%

**Outcome Result: *Partially Met*** Overall 54 % of students doing the assignment achieved at least 80% on the assignment. 13 students 22 % did not attempt.

**Summary Reflection: Students** completing the assignment met or acceded expectation, this was an essay type assignment, students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022

### **3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 100%                      On-ground: 100%

**Outcome Result: *Partially Met*** Overall 67 % of students doing the assignment achieved at least 100% on the assignment. 19 students 33 % did not attempt.

**Summary Reflection: Students** completing the assignment met or acceded expectation, this was an essay type assignment, students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022

### **4. Use word processing software to create, edit, and produce professional documents.**

Flyer for a Business or Product

Online: 100%                      On-ground: 100%

**Outcome Result: *Met*** Overall 93% of students doing the assignment achieved at least 100% on the assignment. 4 students .06 % did not attempt.

**Summary Reflection: Students** met or acceded to expectations, this was a PowerPoint assignment, students did well on this assignment.

### **5. Create spreadsheets and charts for problem solving.**

Create an Inventory sheet for a business

Online: 91%                      On-ground: 100%

**Outcome Result: *Met*** Overall 92% of students doing the assignment achieved at least 100% on the assignment. 5 students .07 % did not attempt.

### **6. Utilize a database. (ACCESS)**

Database Your Friends and Family

Online: 10%                      On-ground: 91.5%

**Outcome Result: *Met*** Overall 90% of students doing the assignment achieved at least 100% on the assignment. 7 students .09 % did not attempt.

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes. Students did well in this assignment; it is likely I will use this in the simulation course for this section.

## 7. Use presentation software to create, edit, and produce professional presentations.

PowerPoint **Final**

Online: 100%                      On-ground: 82%

### **Outcome Result: Met**

**Summary Reflection: Students** met or acceded to expectations, this was a PowerPoint assignment, students did well on this assignment. We will return to a simulated program in Spring 2022; this assignment is similar in both teaching methods.

## 8. Identify the ethical and social standards of conduct regarding the use of information and technology.

ODW Online Ethics Discovery Questions Responses

Online: 100%                      On-ground: 100%

**Outcome Result: Not Met** Overall, 58 % of students doing the assignment achieved at least 100% on the assignment. 33 students 42 % did not attempt.

**Summary Reflection: Students** who completed the assignment met or acceded expectations, this was an essay type assignment, 42 % of students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022 in place of essay type questions.

## 9. Identify security threats and solutions

ODW Identify Security Threats and Solutions GAME picture

Online: 100%                      On-ground: 100%

**Outcome Result: Not Met** Overall, 63 % of students doing the assignment achieved at least 100% on the assignment. 21 students 37 % did not attempt.

**Summary Reflection: Students** who completed the assignment met or acceded expectations, this was a video game assignment, of which 37% and did not attempt. We will be going back to a simulated program in Spring 2022 in place of a gaming assignment.

# Assessment Report for Animation & Multimedia

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Animation & Multimedia:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### **Learning Outcomes, Measures, and Data**

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

- 1. Identify, design, and develop appropriate assets for the creation of a functional user interface using an appropriate navigational structure.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

- 2. Implement a range of special effects which are commonly required for interactive design in multimedia applications (animation, visual and audio feedback, etc.).**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Design/Develop a functional interactive project given a specific brief using a graphical authoring environment.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Identify and apply the formal processes needed for preparing and documenting the design specification and prototype development stages of a multimedia application.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**5. Identify and interpret the nature of technical issues that are encountered during the development and testing of a multimedia application.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

## Assessment Report for Web Design & Development

Term: Fall 2021

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Web Design and Development:** Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**1. Define and describe in detail the six steps in developing a solid Web Site design plan.**

Chapter Case Studies

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites**

Chapter Case Studies

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.**

Chapter Case Studies

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.**



Chapter Case Studies

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**5. Demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.**

Chapter Case Studies

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**6. Identify ways to promote a published Web Site.**

Chapter Case Studies

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

Spring 2021

## Assessment Report for: Networking and Data Communications

Term: Spring 2021

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2021 semester made up of a student population of 1 non-traditional, one in the AAS/Computer Information degree program. 1 CSE Major

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can**

**be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

4. Demonstrate the capabilities and function of TFTP/FTP in the network  
Module 2 Quiz on capabilities and function of TFTP/FTP in the network 2.1.10

Online: N/A                      On-ground: 85%

Outcome Result: 100% of students achieved at least 85% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation on capabilities and function of TFTP/FTP in the network 3.27

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Apply knowledge to configure network devices for remote access using SSH.  
Module 2 Quiz on configure network devices for remote access using SSH 2.2.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Quiz on configure network devices for remote access using SSH 3.1.8

Online: N/A                      On-ground: 90%

Outcome Result: 100% of students achieved at least 90% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

6. Demonstrate the role of DHCP and DNS within the network  
Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.10

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## 7. Demonstrate switching concepts

Module 3 Lab Simulation on switching concepts 3.4.3

Online: N/A                      On-ground: 82%

Outcome Result: 100% of students achieved at least 82% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation on switching concepts 5.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 14 Lab Simulation on switching concepts 14.3.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

8. Apply knowledge to configure and verify IPv4 and IPv6 static routing.

Module 5 Quiz to configure and verify IPv4 and IPv6 static routing. 5.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 6 Lab Simulation to configure and verify IPv4 and IPv6 static routing. 6.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

9. Demonstrate the characteristics of network topology architectures.

Module 10 Quiz on characteristics of network topology architectures 10.1.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 10 Lab Simulation on characteristics of network topology architectures 10.4.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 2 Quiz on characteristics of network topology architectures 2.5.9

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## Assessment Report for CompTIA A+ PC Repair and Maintenance

Term: Spring 2021

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2021 semester made up of a student population of 3 non-traditional, one in the AAS/Computer Information degree program and one traditional, in the AS/Computer Science degree program and one high school student.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Perform troubleshooting techniques, disassemble, and reassemble a working computer and printer.

Module 1 Lab Simulation for Trouble Shooting Techniques 1.2.7

Online: **N/A**      On-ground: 100%

**Outcome Result:** 100% of students achieved at least 100% on the assignment.

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 1 Lab Simulation for Trouble Shooting Techniques 3.5.7

Online: **N/A**      On-ground: 100%

**Outcome Result:** 100% of students achieved at least 100% on the assignment.

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

- Evaluate a non-working computer system, suggest repairs or upgrades, and make those repairs safely.

Module 3 Lab Simulation for Suggesting repairs and upgrades 3.6.3  
Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 12 Lab Simulation for Suggesting repairs and upgrades 12.1.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

- Identify hardware in a computer system. Configure software, including but not limited to utility software

Module 6 Lab Simulation for Hardware in a computer system and hardware 3.9.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 12 Lab Simulation for Hardware in a computer system and hardware 12.10.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

4. Summarize FAT, NTFS filing systems and the security issues associated with them.

Module 11 Lab Simulation for Filing System and Security issues 11.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 11 Lab Simulation for Filing System and Security issues 11.3.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

5. Demonstrate control access to a computer and the files that may be shared and establish a local network.

Module 12 Demonstrate control access to a computer and the files 12.1.13

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 12 Demonstrate control access to a computer and the files 12.6.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

- Evaluate and repair infections of malware on a computer and other physical security issues of computers.

#### Module 13 Repair infections of malware on a computer 13.2.4

Online: N/A      On-ground: 93%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

#### Module 13 Repair infections of malware on a computer 13.3.8

Online: N/A      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

## Assessment Report for: Advanced Server Administration

Term: Spring 2021

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2021 semester made up of a student population of 1 non-traditional, one in the AAS/Computer Information degree program.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

- Implement Domain Name Systems

#### Module 1 Lab Simulation to Implement Domain Name Systems 1.1.5



Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Lab Simulation to Implement Domain Name Systems    1.2.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Lab Simulation to Implement Domain Name Systems    1.4.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## 2. Implement network connectivity and remote access solutions.

Module 3 Lab Simulation to Implement network connectivity and remote access solutions 3.7.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation to Implement network connectivity and remote access solutions 3.9.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation to Implement network connectivity and remote access solutions 3.9.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

3. Implement core and distributed network solutions and advanced network infrastructure.  
Module 4 Lab Simulation for core and distributed network solutions and advanced network infrastructure 8.1.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Quiz for core and distributed network solutions and advanced network infrastructure 8.2.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

4. Install and configure Active Directory Domain Services

Module 5 Lab Simulation to Install and configure Active Directory Domain Services 5.1.9

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to Install and configure Active Directory Domain Services 5.3.6

Online: N/A                      On-ground: 75%

Outcome Result: 100% of students achieved at least 75% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Create and manage group policies.

Module 5 Lab Simulation to create and manage group policies 7.4.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to create and manage group policies 7.4.4

Online: N/A                      On-ground: 86%

Outcome Result: 100% of students achieved at least 86% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

#### 6. Implement Active Director Certificate Services and Identity Federation and Access Solutions

Module 8 Quiz on Active Director Certificate Services and Identity Federation and Access Solutions 8.45

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 9 Quiz on Active Director Certificate Services and Identity Federation and Access Solutions 9.3.9

Online: N/A                      On-ground: 80%

Outcome Result: 100% of students achieved at least 80% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods. I feel like the students might have been rushing to complete work towards the end of semester, though they still achieved above 70%, I will set a goal to be firm on due dates.

## Assessment Report for Computer Concepts & Apps

Term: Spring 2021 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There were 2 sections of this course, one online full 16 weeks and one 8-week second session. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet**

**the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**1. Identify the specifications and configurations of computer hardware.**

ODW Chapter 5 Matching

Online: 98%                      On-ground: 95%

ODW Chapter 5 Concept Exam

Online: 98%                      On-ground: 96%

**Outcome Result: *Met***

**2. Identify the role of an operating system.**

ODW Chapter 4 Matching

Online: 98%                      On-ground: 93%

ODW Chapter 4 Concept Exam

Online: 97%                      On-ground: 89%

**Outcome Result: *Met***

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 98%                      On-ground: 96%

ODW Chapter 2 Concept Exam

Online: 97%                      On-ground: 96%

**Outcome Result: *Met***

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: 100%                      On-ground: 100%

Word S1-3 **Skills Check Exam**

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**5. Create spreadsheets and charts for problem solving.**

Excel S13 **Project Exam**

Online: 99%                      On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: 98%                      On-ground: 100%

**Outcome Result: *Met***

## 6. Utilize a database. (ACCESS)

### Access S-1 Project Exam

Online: 100%      On-ground: 97%

### Access S-1 Skills Check Exam

Online: 100%      On-ground: 96%

**Outcome Result: *Met***

## 7. Use presentation software to create, edit, and produce professional presentations.

### PowerPoint S-2 Project Exam

Online: 100%      On-ground: 93%

### PowerPoint S-2 Skills Check Exam

Online: 100%      On-ground: 92%

**Outcome Result: *Met***

## 8. Identify the ethical and social standards of conduct regarding the use of information and technology.

### ODW Chapter 7 Matching

Online: 98%      On-ground: 96%

### ODW Chapter 7 Concept Exam

Online: 99%      On-ground: 96%

**Outcome Result: *Met***

## 9. Identify security threats and solutions

### ODW Chapter 8 Matching

Online: 97%      On-ground: 97%

### ODW Chapter 8 Concept Exam

Online: 95%      On-ground: 98%

**Outcome Result: *Met***

**Summary Reflection:** Due to survey and student verbal input, changes are going to be made on a trial basis to enhance our student learning engagement. The intent is to create projects that are student specific. For example, learning Microsoft Word and writing a letter to someone who means something to the student.

**COMPLETE 5/11/21**

## Assessment Report for Systems Analysis & Design CIT2063

Term: SPRING 21

Prepared By: Melissa Ashford

**Class Summary:** This report is based on data from an 8-week online course. This course was provided to students who needed it for graduation purposes. Two students enrolled. One completed to the end, the other withdrew halfway through the course.

## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Overall Course Reflection:** This course is a capstone course taken by computer science or computer information technology majors. It is expected that students taking this course will have a well-rounded view of the computer science industry. The course is made up of a series of projects where students can show their overall understanding and application of knowledge. This semester was no exception. The book does need to be updated the next time the course is taught; however, the project is an effective way for students to exhibit this knowledge.

### 1. **Discuss the role of the information technology department and the systems analysts who work there.**

#1.1Project: Chapter 1 project component

Online: **100%**                      On-ground: **N/A**

#1.2Project: Chapter 2 project component

Online: **100%**                      On-ground: **N/A**

#1.3Project: Chapter 3 project component

Online: **100%**                      On-ground: **N/A**

**Outcome Result: *Met***

**Summary Reflection: Other** than updating textbook no action planned.

### 2. **Describe various scheduling tools, including Gantt charts and PERT/CPM charts.**

#2.1Project: Chapter 1 project component

Online: **100%**                      On-ground: **N/A**

#2.2Project: Chapter 2 project component

Online: **100%**                      On-ground: **N/A**

#2.3: Chapter 3 project component

Online: 100%.                      On-ground: **N/A**

**Outcome Result: *Met***

**Summary Reflection** Other than updating textbook no action planned.

### **3.    Develop effective documentation methods to use during systems development.**

#3.4Project: Chapter 4 project component

Online: 100%.                      On-ground: **N/A**

#3.5Project: Chapter 5 project component

Online: **100%**                      On-ground: **N/A**

**Outcome Result: *Met***

**Summary Reflection:** Other than updating textbook no action planned.

4. Explain **the transition from systems analysis to systems design.**

#4.7Project: Chapter 7 project component

Online: **No assignment turned in**

On-ground: **N/A**

#4.8Project: Chapter 8 project component

Online: **60%**

On-ground: **N/A**

**Outcome Result: *Not Met***

**Summary Reflection:** This was a fast paced 8-week course and I suspect the student was overwhelmed by the amount of work in the course. Chapter 7 was not completed, and Chapter 8 component was not complete. It was missing the story board requirement which pulled the grade just below the 70% requirement for met.

5. **Compare in-house e-commerce development with packaged solutions and service providers.**

#5.6Project: Chapter 6 project component

Online: **100%**

On-ground: **N/A**

#5.7Project: Chapter 7 project component

Online: **No assignment turned in**

On-ground: **100%**

**Outcome Result: *Partially Met***

**Summary Reflection:** Chapter 7 was not turned in at all. The quality of Chapter 6 work was fine. Other than updating the textbook, no action planned.



6. Develop a strategic plan for career advancement and strong IT credentials.

#6.9Project: Chapter 9 project component

Online: **100%**            On-ground: **N/A**

#6.10Project: Chapter 10 project component

Online: **100%**            On-ground: **N/A**

**Outcome Result: *Met***

**Summary Reflection:** Other than updating textbook no action planned.

Fall 2020

## Assessment Report for Computer Concepts & Apps

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There are 2 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**1. Identify the specifications and configurations of computer hardware.**

ODW Chapter 5 Matching

Online: 98%                      On-ground: 95%

ODW Chapter 5 Concept Exam

Online: 98%                      On-ground: 96%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Identify the role of an operating system.**

ODW Chapter 4 Matching

Online: 98%                      On-ground: 93%

ODW Chapter 4 Concept Exam

Online: 97%                      On-ground: 89%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 98%                      On-ground: 96%

ODW Chapter 2 Concept Exam

Online: 97%                      On-ground: 96%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: 100%                      On-ground: 100%

Word S1-3 **Skills Check Exam**

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**5. Create spreadsheets and charts for problem solving.**

Excel S13 **Project Exam**

Online: 99%                      On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: 98%                      On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**6.Utilize a database. (ACCESS)**

Access S-1 **Project Exam**

Online: 100%                      On-ground: 97%

Access S-1 **Skills Check Exam**

Online: 100%                      On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint S-2 **Project Exam**

Online: 100%                      On-ground: 93%

PowerPoint S-2 **Skills Check Exam**

Online: 100%                      On-ground: 92%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

Online: 98%                      On-ground: 96%

ODW Chapter 7 Concept Exam

Online: 99%                      On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: 97%                      On-ground: 97%

ODW Chapter 8 Concept Exam

Online: 95%                      On-ground: 98%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

## Assessment Report for Computer Concepts & Apps

Term: Fall 2020

Prepared By: Jody Coy

**Class Summary:** There are 2 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

#### 1. Identify the specifications and configurations of computer hardware.

ODW Chapter 5 Matching

Online: **NA** On-ground: 96%

ODW Chapter 5 Concept Exam

Online: NA On-ground: 92%

**Outcome Result: Met**

**Summary Reflection:** No plans to change at this time.

#### 2. Identify the role of an operating system.

ODW Chapter 4 Matching

Online: **NA** On-ground: 71%

ODW Chapter 4 Concept Exam

Online: NA On-ground: 72%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change at this time.

### **3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: **NA**                      On-ground: 96.5%

ODW Chapter 2 Concept Exam

Online: NA                      On-ground: 96%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change at this time.

### **4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: NA                      On-ground: 100%

Word S1-3 **Skills Check Exam**

Online: NA                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

### **5. Create spreadsheets and charts for problem solving.**

Excel S13 **Project Exam**

Online: NA                      On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: NA                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

### **6. Utilize a database. (ACCESS)**

Access S-1 **Project Exam**

Online: NA                      On-ground: 91.5%

Access S-1 **Skills Check Exam**

Online: NA                      On-ground: 83%

**Outcome Result: *Met***

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint S-2 **Project Exam**

Online: NA      On-ground: 89%

PowerPoint S-2 **Skills Check Exam**

Online: NA      On-ground: 89%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

Online: **NA**      On-ground: 96%

ODW Chapter 7 Concept Exam

Online: NA      On-ground: 72.5%

**Outcome Result: Met**

**Summary Reflection:** No plans to change at this time.

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: **NA**      On-ground: 96%

ODW Chapter 8 Concept Exam

Online: NA      On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** No plans to change at this time.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

## Assessment Report for Introduction to Electronic Commerce

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Introduction to Electronic Commerce: Students will show the ability to apply theories and methods to solve common problems related to computer literacy.**

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## Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

### 1. Explain the elements of the digital world and Electronic Commerce Business Models

Chapter Case Studies

Online: 100%                      On-ground: 85%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

### 2. Describe and apply B2C, B2B, and C2C strategic issues

Chapter Case Studies

Online: 100%                      On-ground: 100%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

### 3. Examine and compare social networking and Web 2.0 Entertainment

Chapter Case Studies

Online: 100%                      On-ground: 100%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

### 4. Assess and critique a variety of m-commerce applications

Chapter Case Studies

Online: 78%                      On-ground: 85%

Final Project

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

#### **5. Discuss how online payments are evolving and assess alternatives**

Chapter Case Studies

Online: 88%                      On-ground: 85%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

#### **6. Apply ethical and secure strategies regarding Electronic Commerce**

Chapter Case Studies

Online: 88%                      On-ground: 85%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

## Assessment Report for IT Fundamentals CIT 1013

Term: Fall 2020

Prepared By: Jody Coy

**Class Summary:** This course offered in the Fall 2020 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information degree program.

### **Learning Outcomes, Measures, and Data**

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**



1. Identify and explain computer components.

Assignment 1.3.9

Online: **N/A**            On-ground: 100%

Assignment 1.4.10

Online: **N/A**            On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

2. Set up a workstation, including software installations.

Assignment 1.7.14

Online: **N/A**            On-ground: 100%

Assignment 3.2.11

Online: **N/A**            On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

3. Compare and contrast physical security controls.

Assignment 1.5.11

Online: **N/A**            On-ground: 100%

Assignment 1.5.13

Online: **N/A**            On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

4. Analyze and use a variety of search engine techniques to build a support knowledge base.

Assignment 4.3.8

Online: **N/A**            On-ground: **100%**

Assignment 4.5.14

Online: **N/A**            On-ground: **100%**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

5. Practice the basics of customer service and professional presence required by IT professionals.

Assignment 4.3.8

Online: **N/A**            On-ground: **100%**

Assignment 4.6.12

Online: **N/A**            On-ground: **100%**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

6. Apply working knowledge of various Microsoft Application Software.

Assignment 1.6.7

Online: **N/A**                      On-ground: **100%**

Assignment 1.6.9

Online: **N/A**                      On-ground: **100%**

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

## Assessment Report for Server Administrator CIT 2031

Term: Fall 2020

Prepared By: Jody Coy

**Class Summary:** This course offered in the Fall 2020 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information degree program, and one traditional student non-major.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Install Windows Servers in host and computer environments.

Assignment 1.1.3

Online: **N/A**                      On-ground: 100%

Assignment 1.3.3

Online: **N/A**                      On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

2. Implement storage solutions, Hyper-V, and Windows containers.

Assignment 2.1.4

Online: **N/A**                      On-ground: 100%  
Assignment 5.3.7  
Online: **N/A**                      On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

3. Maintain and monitor server environments.  
Assignment 13.1.5  
Online: **N/A**                      On-ground: 100%  
Assignment 13.1.6  
Online: **N/A**                      On-ground: 100%

**Outcome Result:** 70% of students who take the Project achieve at least 70% on the assignment  
**Summary Reflection:** Students met or acceded to expectations, no plans to change methods.

## Assessment Report for Web Design & Development

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Web Design and Development:** Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Define and describe in detail the six steps in developing a solid Web Site design plan.

Chapter Case Studies

Online: 78%                      On-ground: 85%

Final Project

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites**

Chapter Case Studies

Online: 78%                      On-ground: 85%

Final Project

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.**

Chapter Case Studies

Online: 100%                      On-ground: 100%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.**

Chapter Case Studies

Online: 78%                      On-ground: 85%

Final Project

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**5. Demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.**

Chapter Case Studies

Online: 100%                      On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

## **6. Identify ways to promote a published Web Site.**

Chapter Case Studies

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

Comprehensive  
Program  
Of  
Early Childhood  
Education  
For  
2022-2023

Prepared by

Heather Mydosh

Co-Author

Malinda McGowan

March 2023



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

#### Narrative:

The Associate of Applied Science (AAS) in Early Childhood Education at Independence Community College is a vocational program that prepares students for such careers as early childhood center administrators, preschool lead or assistant teachers, after school program coordinators, family home childcare providers, and professional nannies. This program is laid out in the Course Catalog as a four-semester plan with a total of 60 credit hours.

There is also the Certificate Program for Early Childhood Education designed to be achievable in a single year with a total of 30 credit hours.

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

Chart:

		2020-2021	2021-2022
<b>Number of Faculty:</b>			
	Full time	0	0
	Adjunct	1	1
<b>Enrollment &amp; Student credit hours by Faculty type:</b>			
	Full Time	0	0
	Adjunct	3 credit hrs 3 Students enrolled	6 credit hrs 4 Students enrolled
<b>Average Class size:</b>			
	Face-to-Face classes	3	0
	Online classes	0	2
	All courses	3	2
<b>Completion Rates:</b>			
	Face-to-Face classes	100%	0
	Online classes	0	100%
	All courses	100%	100%
<b>Pass ('D' or better) rates:</b>			
	Face-to-Face classes	100%	0
	Online classes	0	100%
	All courses	100%	100%
<b>Pass ('C' or better) rates:</b>			
	Face-to-Face classes	100%	0
	Online classes	0	100%
	All courses	100%	100%
<b>Number of Majors:</b>		0	1
<b>Degrees Awarded:</b>		0	0
<b>Retention within Program</b>			1

Narrative:

Early Childhood Education courses at Independence Community College are experiencing a kind of renaissance. There is now an established, consistent adjunct who is willing to regularly offer courses in the medium most accessible to the population interested in this degree. This is the beginning of growth for this area as students will gravitate towards these courses and program as it reestablishes itself. While classes are still admittedly small, we believe that they will slowly grow over time. Word of mouth remains one of our most powerful recruitment tools, and once word spreads that this program has reestablished itself and classes are being offered consistently, the course numbers will grow in kind.

## 2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

### 2.1: Program Advisory Committee:

#### Narrative:

As per the last cumulative program review:

Pam Busch, FACS Instructor, Neodesha High School, signed 9/16/2018

Layne Webster, 1<sup>st</sup> Grade Teacher, Eisenhower Elementary/USD446, signed 9/10/2018

Marla Sterling, Family and Consumer Sciences Teacher (FACS), Cherryvale Middle/High School, signed 9/7/2018

Melissa Johnson, Youth Program Director, Southeast KANSASWORKS, signed 9/18/2018

Mandy Smith, Program Director, Kids CREW/USD446, signed 9/17/2018

Tricia Couch, FACS Teacher, Fredonia Jr Sr High School, signed 9/10/2018

Tamisha Sewell, Director/Owner, The Treehouse of Early Learning, signed 9/28/2018

Stacy Near, Title One Reading Teacher, Eisenhower Elementary/USD446, signed 9/27/2018

It is unclear from the found documents (hardcopy only in a slim blue binder given to me by Taylor Crawshaw just before her maternity leave in 2020, who said that she had received it from Jaicey Gillum, who had received it from Rebekah Pietz before her departure) the length of service for any of the aforementioned committee members or if indeed the committee ever met as there are no minutes contained in the record. VPAA Taylor Crawshaw reached out to these persons in Fall 2022 to promote the scheduled courses offered that semester, but the author of this review is unaware of any meaningful conversation that was resultant of this effort.

## 2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write “N/A.”

### Narrative:

None currently, though I believe there could be mutually beneficial agreements with various local and regional entities that would both improve this program and fill sections for enrollment.

## 2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

### Narrative:

The Advisory Committee should be reinvigorated and new members sought as this is not the program it was when the committee last met. See later sections for further thoughts on this recommendation.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

### Narrative:

Adjunct McGinn provided high-quality assessment narratives for three courses taught in Fall 2022 that are stored as PDFs in the Faculty Assessment Folder in OneDrive. This is a massive improvement, and this adjunct should be retained.

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

##### Learning Outcomes for Introduction to Early Childhood Education (ECE1143):

Upon completion of this course, students will be able to do the following:

1. Outline the growth and development of the early childhood profession.
2. Compare the different types of early childhood education theories and practice.
3. Identify developmentally appropriate curriculum methods and materials.
4. Present the current perspectives and trends in the early childhood education profession.
5. Describe the various influences in an early childhood education setting that affect the child's growth and development.

##### Learning Outcomes for Early Childhood Administration (ECE1093):

Upon completion of this course, students will be able to do the following:

1. Analyze various types of early childhood programs and ascertain the goals and objectives of each
2. Assess the various budgetary needs of an early childhood program and potential funding sources including grants
3. Describe licensing requirements specific to the state of Kansas, the preparations and process associated with program rating assessment, and program accreditation options
4. Ascertain staff selection, supervision, and performance assessment processes (includes professional needs and motivational assessments)
5. Analyze various leadership styles and strategies, problem solving techniques, and positive communication techniques
6. Recognize the importance of parent education and family involvement and present various methods of communication
7. Assess the need for and the methods of constructing policies and procedures for early childhood programs
8. Assess community needs regarding early childhood facilities, methods of program outcomes evaluation, and public relations procedures, and the creation and utilization of advisory board committees

##### Learning Outcomes for Parenting:

Upon completion of this course, students will be able to do the following:

1. Describe age appropriate development to others.
2. Present and compare historical and theoretical approaches to parenting.
3. Identify family systems and lifestyles and the relationship to parenting.

4. Demonstrate awareness of how cultural factors affect the social context of the parents/guardians and their child.
5. Describe and use effective methods of communication with children and families.
6. Interpret the purposes of children's appropriate and inappropriate behavior with the family dynamic.
7. Identify and demonstrate effective parenting strategies that focus upon feelings, behavior, and developmental needs.
8. Outline and explain the causes, prevention, and treatment for child abuse and neglect.
9. Demonstrate knowledge of agencies and other support entities in the local area and nationally that would be of benefit to the families of children.

All five outcomes for ECE1143 were fully met according to the assessment narrative. Reflective points captured in the narrative are insights such as "The concept of a philosophy of guidance was difficult for one student, but after showing an example, she was able to satisfactorily complete the assignment," and "A solid understanding of developmentally appropriate curriculum is essential, and the basis of this class. Students demonstrated a very good understanding of how to create developmentally appropriate activities for young children."

Of the eight outcomes for ECE1093, all were fully met except for Outcome One which was partially met. In exploring the partially met outcome, the instructor recorded in the reflection, "Both students live in areas with limited child care programming, so there was not a lot of variation in the types of centers. One student submitted an assignment for a different class, and chose not to resubmit the correct assignment, therefore the outcome was only partially met... Though one student did not complete the correct assignment, she demonstrated a thorough grasp of the types of child development centers throughout other assignments." It should also be noted that because there were only two students in this section, having one miss the target makes for a 50% success rate and dramatically swings the measure.

All eight outcomes for ECE2023 were fully met, with a summary of future planned action noting, "I will include additional resources to clarify what a philosophy of guidance is." This is elaborated on further in the commentary on the specific outcome (Outcome Two). The instructor also left an explanatory note regarding the size and reality of this specific section of this course: "Note of clarification- This course had only one student, who has academic accommodations. Throughout the course we met weekly via Zoom to go over expectations for each module. Often we would email and text as well. I modified some of my expectations so that she could be successful, as she was better able to display her understanding of the concepts orally rather than in written assignments. I did attempt to coach her through how to write more clearly, and encouraged her to make use of the tutors available, however her written communication skills are lacking." This additional context is key when reading further into the assessment narrative as a point of reference for future semesters. It is also evidence of this adjunct's sensitivity to the needs of our students and their flexibility and creativity coupled with frank practicality.

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

#### Narrative:

The gathered assessment narrative are infinitely more than anything I've had to go on in the three years that I have been writing these Program Reviews. Adjunct McGinn is a phenomenal teacher and an asset to the college as much as to her students. These assessment narratives contain appropriate reflection and detail so as to be useful for this level of reporting out, and it is the opinion of the author of this report that McGinn's work here is proof that we can and should expect this level of assessment from all of our on-ground and online adjuncts.

## 4.0 Curriculum Reflection

### 4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

#### Narrative:

The only KBOR aligned course within the ECE offerings currently is ECE1143 Introduction to Early Childhood Education. I would like to see more courses go through the process of alignment for the purposes of ease of transfer and the expertise gathered by the Core Outcomes Group Project. As this is neither my field nor my forte, I cannot say which of our other courses would be best suited to this. I am not a content expert in Early Childhood Education and would not presume to know what appropriate revisions to specific courses would entail.

The AAS of Early Childhood Education contains all of the ECE courses required for the Certificate in addition to several general education courses (composition sequence, college math, etc.). It also includes a sequence of three Practicum courses that have not been offered since Fall 2019 (ECE2101 Early Childhood Practicum I) and Fall 2018 (EVE2102 Early Childhood Practicum II and ECE2103 Early Childhood Practicum III). If this program is to continue to grow and produce graduates with the AAS and not just the Certificate, these practicum courses will have to be offered.

According to the US Bureau of Labor and Statistics, Childcare Workers had a median pay in 2021 of \$27, 490 per year, but the field is growing at around 6% which is roughly average, with 61,600 positions predicted to be added between 2021 and 2031.

(<https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm>) Preschool Teachers had a median pay of \$30,210 per year with the typical entry-level education requirement listed as an Associate's degree. This field is growing at a rate of 15%, much faster than average. An



expected 72,900 positions are expected to be created before 2031.  
(<https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm>)

ECE courses do not currently satisfy a General Education requirement for any other degree but can be counted as a college-level elective.

#### 4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

##### Narrative:

By offering ECE courses in an online format, they are automatically more accessible to a wider population than an traditional, on-ground course. Online allows for post-traditional students, parents of young children, caregivers with other employment or requirements for childcare to complete these courses in the hours available to them.

Textbooks are being updated to include more inclusive language and contemporary viewpoints as they pertain to the field and specific courses. This is an ongoing process.

#### 4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

##### Narrative:

The Mission Statement of Independence Community College is “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.” Early Childhood Education supports this in very real ways by providing the highest quality instruction in ways that are accessible to the widest population possible as part of a pathway to economic opportunity in their communities.

## 5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

There are no dedicated full-time faculty within the Early Childhood Education program.

## 6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

**Potential Enhancement Opportunities:** Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

**Maintain Current Levels of Support/Continuous Improvement:** Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

**Revitalization Opportunities or Needs:** At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

**Phase Out:** A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

*(See Section 6.1 in the Program Review Handbook for more information.)*

### 6.1 Academic Program Vitality Reflection

Narrative:

**Please highlight the cell in the table below indicating the Vitality Indicator for your Program.**

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	------------------------------------	------------------------------------	-----------

Explain why:

With the addition of a coordinator and/or adjunct instructor to develop the Practicum sequence and make the arrangements for student placements locally and in the students' immediate communities, this program will be fully reinstated.

## 6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (*See Section 6.2 in the Program Review Handbook for more information.*)

Narrative:

Goal One: Reinvigorate the ECE Advisory Board with new members and a renewed sense of purpose in Fall 2023.

Goal Two: Offer ECE2101 Early Childhood Practicum I in Spring 2024.

Goal Three: Offer ECE2102 Early Childhood Practicum II in Fall 2024.

Goal Four: Offer both ECE2101 Early Childhood Practicum I and ECE2103 Early Childhood Practicum III in Spring 2025 and on a rotating basis as program need dictates.

## 7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

**Programs should not include salary or fringe benefits here**

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

## 7.1 Budget Requests/Adjustments

### Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

### Immediate Budget Requests

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>
Adjunct for ECE2101 / ECE2102 / ECE2103	Practicum courses needed to fully complete ECE degree program	Adjunct \$625/credit hour, \$3750 at most per academic year	12-1274-522-000

### Long Term Requests/Needs

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>
N/A			

### Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (i.e., an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Aq animal programs**)
- program-specific consumable materials (i.e., the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens**,
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year
N/A		

## 8.0 Authorship and Oversight

### 8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

I, Heather Mydosh, have written this cumulative program review with the aid of assessment narratives gathered from adjunct instructors by VPAA Taylor Crawshaw, institutional data provided by Anita Chappuie, JD, Director of Institutional Research, and the data was entered into this review by Associate Professor Melinda McGowan.

### 8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

PRC member has reviewed the recommendations and has no further comments.

Division Chair: I have read this review and agree with program faculty's analysis. Melissa Ashford, Business and Technology Division Chair

VPAA: I agree with the results of this review. The potential enhancement opportunity to add a coordinator to this program would aid in recruitment and the management of adjuncts.



## 9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Comprehensive  
Program  
Of  
Web Design &  
Development  
Associate of Applied  
Science and  
Certificate

For

AY 2022-2023

Prepared by

Jody Coy

Co-Arthur Melissa Ashford



**Independence**  
COMMUNITY COLLEGE

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# 1.0 Program Data and Resource Repository

## 1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

### Narrative:

#### Web Design and Development

Degree: Associate of Applied Science or Technical Certificate

Students who elect to pursue an AAS (Associate of Applied Science) degree in Web Design and Development will prepare themselves for entry-level work in the design, creation, and maintenance of websites. Web Design students will obtain both creative and technical skill sets in Web Design, HTML, CSS, and JavaScript alongside structural knowledge of web marketing, web animation, e-Commerce, the social and mobile web. Students may also elect to continue with their bachelor's degree where we have several 2+2 programs in place at area universities.

Web Design artists find varied careers in the design, creation, and maintenance of websites in the promotion, film, broadcast, visual effects, mobile, and Internet industries. Job titles may include Web Designer, Web Project Manager, Media Designer, Web Developer, Content Developer, Front-End Developer, Social Media Strategist, UI Designer, Interaction Designer, Art Director, UX Designer, Web Master, SEO Specialist, Digital Marketing Manager, Content Manager, Web Manager, Web Strategist, Web Marketing Director, Web Animator.

Students who elect to pursue a Technical Certificate in Web Design and Development will prepare themselves with the knowledge they need to design and implement effective, dynamic websites. Web Design and Development

#### **Degree: Associate of Applied Science**

#### Suggested Four-Semester Plan

#### First Semester:

#### Course Title Credit Hours

Intro to Electronic Commerce (CIT 2073) 3

Animation & Multimedia (CIT 1043) 3

Small Business Web (MDM 2133) 3

Computer Concepts & Apps (CIT 1003) 3

English Composition I (ENG 1003) 3

Term Total 15

Second Semester:

Course Title Credit Hours

Adobe Illustrator (CIT 1053) 3

Intro to Video Game Design (GME 1003) 3

HTML/HTML5 (CSE 1063)/ (CSE 1023) 3

Microeconomics (BUS 2023) 3

Public Speaking (COM 1203) 3

Term Total 15

Third Semester:

Course Title Credit Hours

Web Design & Development (CIT 2013) 3

Adobe Photoshop (CIT 1423) 3

JavaScript (CSE (Computer Science) 1153) 3

English Composition II (ENG 1013) 3

Design I (AED 1003) 3

Term Total 15

Fourth Semester:

Course Title Credit Hours

Adv Web Design & Development (CIT 2143) 3

Adobe InDesign (CIT 1052) 3

Mobile/Web App Design (CSE 1033) 3

Internship Web Design (CSE 2133) 3

Macroeconomics (BUS 2033) 3

Term Total 15

TOTAL 60

## **Web Design and Development**

### **Degree: Technical Certificate**

Suggested Two-Semester Plan

First Semester:

Course Title Credit Hours

Intro to Electronic Commerce (CIT 2073) 3

Animation & Multimedia (CIT 1043) 3

Small Business Web (MDM 2133) 3

Adobe Photoshop (CIT 1423) 3

Web Design & Development (CIT 2013) 3

JavaScript (CSE 1153) 3

Computer Concepts & Apps (CIT 1003) 3

Term Total 21

Second Semester:

Course Title Credit Hours

Adobe Illustrator (CIT 1053) 3

Intro to Video Game Design (GME 1003) 3

HTML/HTML5 (CSE 1063)/ (CSE 1023) 3

Adv Web Design & Dev (CIT 2143) 3

Adobe InDesign (CIT 1052) 3

Mobile/Web App Design (CSE 1033) 3

Internship/Seminar (CSE 2133) 3

Term Total 21

TOTAL 39

## 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

Chart:

Narrative:

		2020-2021	2021-2022
<b>Number of Faculty:</b>			
	Full time	1	1
	Adjunct	0	0
<b>Enrollment &amp; Student credit hours by Faculty type:</b>			
	Full Time	15	21
	Adjunct	0	0
<b>Average Class size:</b>			



	Face-to-Face classes	2.8	5.7
	Online classes	1	0
	All courses	2.4	5.7
<b>Completion Rates:</b>			
	Face-to-Face classes	100%	97.50%
	Online classes	0	0
	All courses	91.67%	97.50%
<b>Pass ('D' or better) rates:</b>			
	Face-to-Face classes	72.72%	76.92%
	Online classes	0	0
	All courses	72.72%	76.92%
<b>Pass ('C' or better) rates:</b>			
	Face-to-Face classes	72.72%	76.92%
	Online classes	0	0
	All courses	72.72%	76.92%
<b>Number of Majors:</b>			
<b>Degrees Awarded:</b>			
<b>Retention within Program</b>			
		2	1
		0	1
		1	1

## 2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

### 2.1: Program Advisory Committee:

#### Narrative:

No record of meetings with the Advisory Board for this program could be found from the previous Instructor.

### 2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write “N/A.”

#### Narrative:

These programs do not require specialized accreditation; however, it is a KBOR technical approved program and WIOA approved for Kansas Works, Workforce Development.

### 2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

#### Narrative:

The AAS Web Design and Development degree program follows our 2+2 articulation agreement for students transferring to Kansas State university. If this program is followed, students should be able to seamlessly transfer to the Kansas State Polytechnic Technology Management. All the core classes for the Web Design and Development degree and Technical Certificate have met KBOR requirement for alignment. Both facts show alignment with KBOR and HLC’s accreditation requirements. This is a degree in which students can choose to go directly into the work force or transfer to a university. If they decide to transfer, they will have to do a few extra

general education courses. The following are HLC (Higher Learning Commission) goals that are being addressed in this review: Core Components

3. A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

· This program meets this core component by offering the first two years of a 4-year degree to K-State Polytechnic 2+2 program.

This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

· Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.

· Responsiveness: Addressed the changes for Web Design and Development by updating this program to meet the KBOR guidelines, which meets the program requirements for the K-State 2+2 articulation agreement.

· Diversity/Enrichment: Students are exposed to international issues with Web Design and Development and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Web Design and Development is a degree that offers several possibilities for students entering many different computer related fields for work or transfer. Currently, one faculty instructor teaches all the core Web Design classes for this program and some of those same classes are requirements in several other degrees. This keeps the cost of all the programs at a minimum. I worked closely with ICC Now to develop programs (WDD AAS & Technical Certificate) geared toward the area of high school students. These programs have also been set up online for students unable to utilize the on-campus offerings. Other ICC students can take advantage of this course design as well.

ICC has a 2+2 Web Design & Development agreement with K-State. We would like to create this type of 2+2 with other universities.

The classes are very heavily technical based and only those courses required for transfer and AAS graduation requirements. The Web Design & Development transfers to KSU's 2+2 Polytech program seamlessly.

Other jobs students could pursue with an Associates of Web Design and Development: Graphic Designers, Multimedia Artists & Animators, Assistant Designer, Layout Artist, Assistant Art Director, Production Artist, Digital Media, Programming, Website Design, and Desktop Publishing.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

Program Level Outcomes:

1. Students will be able to apply critical thinking and problem-solving skills required to successfully design and implement a web site.
2. Students will be able to demonstrate the ability to analyze, identify and define the technology required to build and implement a web site.
3. Students will be able to demonstrate knowledge of artistic and design components that are used in the creation of a web site.
4. Students will be able to utilize and apply the technical, ethical, and interpersonal skills needed to function in a cooperative environment.

99% of our Web Design students passed program specific courses (Web Design, Adobe Photoshop, Animation & Multimedia, Small Business Web, Intro to E-Commerce, JavaScript, Computer Concepts & Applications, Intro to Video Game Design, Adobe Illustrator, Adv Web Design, Adobe InDesign, Mobile/Web App Design, and HTML or HTML5) with a C, 70%, or better.

Reflection: Material currently covered, assignments, project, exams are adequate for preparing student to move to the next level or to obtain entry level employment as a web designer, entry level graphic designer, start their own web/graphic design business, or web developer.

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

The following is an example of the summary sheet for assessment data in our classes. The information shown shows how accurately the students completed outcomes, and what changes if any were made for the next semester. As you look through each outcome, you will find that most of the assessment data shows outcomes to be met, and the instructor recommended that no changes be needed. This is a representative of assessment data. Each assessment report for the past two years is in the appendix.

#### **Select optimal digital media strategies for various delivery systems**

#### **3. Examine digital media industry career opportunities**

Chapter Projects

Chapter Projects

On-ground: 100%

On-ground: 100%

Final Project

Final Project

On-ground: 100%

On-ground: 100%

Outcome Result: *Met*

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

Summary Reflection: No plans to change currently.

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

#### Narrative:

Assessment continues to be an important part of understanding student success.

Outcomes and measures are recorded and reported so faculty can make good decisions on improvements. Faculty reflect and make changes each semester or each year depending on course and need. [OOB]

## 4.0 Curriculum Reflection

### 4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

#### Narrative:

With the exit of the previous full-time faculty member in charge of the Web Design Program and no current plan to hire a new person, existing Business and Technology faculty (who are qualified to teach) will be revamping the program and curriculum during the 23-24 academic year.

## 4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

### Narrative:

These programs are typically male dominated, however there has been a concentrated effort to encourage females to enter the stemtech world. The past four summers a grant was provided by Verizon and ICC Fab Lab where we hosted a STEM camp for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade girls. The camp was held for three weeks each July on ICC campus where the girls learned design thinking and a variety of technology in order to help solve a problem they come up with themselves or in a group.

Students are exposed to international issues with Computer Science and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance

## 4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

### Narrative:

The Web Design program aligns with the ICC mission and ICC Strategic Plan by providing academic excellence. Cultural enrichment is circumstantial with interaction between students with diverse backgrounds and discussions of international web and network use in the web design/computer science field.

This program meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

- Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.
- Responsiveness: Addressed the changes for Web Design by updating this program to meet the KBOR articulation agreement, which meets the program requirements for Perkins funding, SB155, WIOA, and Workforce Development.

· Diversity/Enrichment: Students are exposed to international issues with Web Design and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

The following are HLC goals that are being addressed in this review: Core Components

3. A. The institution's degree programs are appropriate to higher education.

Category 1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

· This program meets this core component by offering a certificate in one year or an AAS degree in 2 years. Students may choose to continue their education or enter the work force.

Category 2: Maintain current levels of support/continuous improvements. This program

should be continued as presented. Web Design is a degree that offers several possibilities for students entering many different related fields for work or transfer.

Earning an AAS degree in Web Design can prepare students for entry-level employment or further education. While students can learn the basics of web design, jobs they could be looking for include web designer, web developer, game developer, multimedia specialist, system analyst, software tester, and even starting their own business.

## 5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

Professor Blaes has been working with the Verizon Innovative Learn Science, Technology, Education & Math (VIL STEM) Camp for the past 3 years providing innovative ways of teaching design thinking to 6th, 7th & 7th grade girls from all around. They have been using creative ideas to solve problems in their lives and their communities. This learning continues year-round as monthly workshops provide a space where the girls come together at the Fab Lab or another location and learn something new, they can use to help them continue to grow and experiment. Professor Blaes attended a STEM conference/learning institute spring 2020 to learn more skills and ideas to bring back the STEM leadership team.



Professor Blaes is also on the Cherryvale High School Alumni Board where she serves as Scholarship Committee Chair. Her role as chair of the scholarship committee means organizing the yearly group with dates for the scholarship review, interviews, placement of students to scholarships, board approval meeting and Senior Night where Cherryvale High School student are presented the scholarships. In addition to these duties, she also collects all the scholarship applications and acquires copies to be hand delivered to all the committee members prior to the interviews. It is very gratifying to meet each of the scholarship applicants and to hear their stories. Then to be a part of helping them with their post high school education. Many make their way to ICC, through concurrent classes and/or full-time attendance.

## 6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

**Potential Enhancement Opportunities:** Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

**Maintain Current Levels of Support/Continuous Improvement:** Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

**Revitalization Opportunities or Needs:** At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

**Phase Out:** A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

*(See Section 6.1 in the Program Review Handbook for more information.)*

## 6.1 Academic Program Vitality Reflection

### Narrative:

**Please highlight the cell in the table below indicating the Vitality Indicator for your Program.**

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	------------------------------------	------------------------------------	-----------

Explain why:

ICC has ramped up its recruitment opportunities.

This is the table from the Bureau of Labor Statistics Web Developers and Digital Designers:

The median annual wage for web and digital interface designers was \$79,890 in May 2021.

The median annual wage for web developers was \$77,030 in May 2021.

Overall employment of web developers and digital designers is projected to grow 23 percent from 2021 to 2031, much faster than the average for all occupations.

About 21,800 openings for web developers and digital designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Vitality assessment falls under category 2: Maintain Current Levels of Support/Continuous Improvement

This assessment is based on the following information:

Courses are offered on a regular rotation to fulfill student needs in the AAS Web Design degree.

The student to teacher ratio remains manageable.

Students are completing the courses successfully and entering the workforce or transferring on to another degree program.

Costs for the Web Design program are kept low with only one full-time instructor and low-cost equipment and material needs.

This degree is still highly sought after, and web design majors are needed at various levels.

The program provides students with opportunities to grow academically. It aligns well with our goals to provide academic excellence and economic development.

Costs are low due to the fact many of the courses taught by the Web Design instructor are also taken by non-majors. There needs to be more marketing and institutional support specifically for the Web Design & Computer Science degree programs if there is a hope of retaining and increasing enrollment.

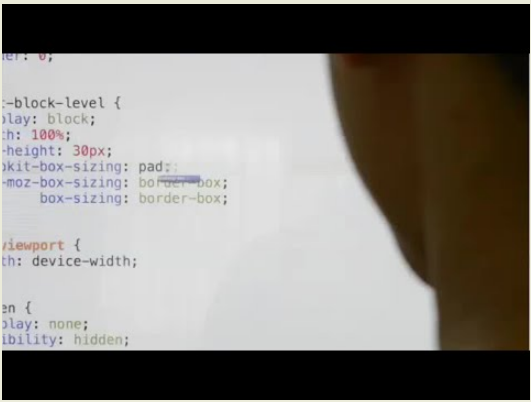
This program should be continued as presented. Web Design is a degree that opens several possibilities for students and there is always a strong demand for those entering the field. At the time only one instructor teaches all the core classes for this program and those same classes are requirements in several other degrees. This keeps the cost of the program at a minimum.

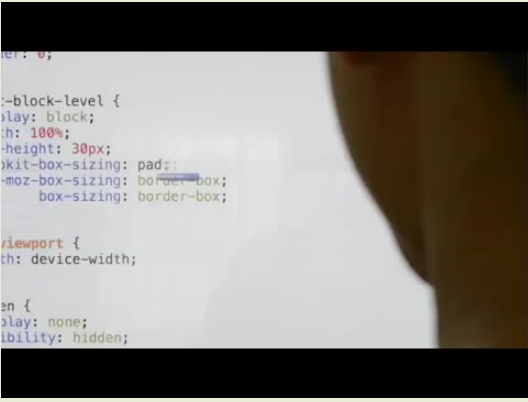
Note: Study in computer science leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the associate of applied degree, students will be prepared for entry-level positions within organizations, able to transfer to a baccalaureate program, or possess the rudimentary information necessary to start their own businesses.

In addition to those students who are pursuing degrees, many others enroll in computer science courses to master specific skills in order to improve employment opportunities.

<https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>

## Summary

	
<b>Web Developers and Digital Designers</b>	
<b><a href="#">2021 Median Pay</a></b>	\$78,300 per year \$37.65 per hour
<b><a href="#">Typical Entry-Level Education</a></b>	Bachelor's degree
<b><a href="#">Work Experience in a Related Occupation</a></b>	None
<b><a href="#">On-the-job Training</a></b>	None
<b><a href="#">Number of Jobs, 2021</a></b>	197,100

 <pre> -:block-level { display: block; width: 100%; height: 30px; -webkit-box-sizing: padding; -moz-box-sizing: border-box; box-sizing: border-box;  }  viewport { width: device-width;  }  display: none; visibility: hidden; </pre>	
<p><b>Web Developers and Digital Designers</b></p>	
<p><b><u>Job Outlook, 2021-31</u></b></p>	<p>23% (Much faster than average)</p>
<p><b><u>Employment Change, 2021-31</u></b></p>	<p>45,400</p>

## 6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

### Narrative:

1. Short term: Current faculty revamp and rework program to take to division and Academic Council. This action will improve student success in completing the program and finding employment. AY23-24
2. Short term: Faculty take approved program changes to the KBoR level, complete all paperwork, and get the new program approved. This action will improve student success in completing and finding employment. AY23-24
3. Short term: Evaluate current curriculum (textbooks & materials) for continuation or replacement. IE: Adobe, Javascript, HTML, Web Design, etc. AY24-25
4. Short term: Faculty revamp what the advisory committee looks like. Consider having one large committee that meets regarding all things computer science. This action will allow us to see areas where the individual degrees crossover and differ. One meeting a year where a meal is provided. This allows for greater overall program success and better participation in the meeting from partners. AY25
5. Long term: Evaluate possibility of having a mobile Mac lab versus requiring a student who declares major to have their own specific laptop and software packages. These could

become part of a “kit” purchased through bookstore. This action provides students with an even playing field and the best possible experience in the program. AY26

## 7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

**Programs should not include salary or fringe benefits here**

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

## 7.1 Budget Requests/Adjustments

### Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

### Immediate Budget Requests

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>
Travel/Conference/Meal	3,4,5	\$1570.00	12-1277-601-000
Materials and Supplies for hands-on-projects	3,4,5	\$2000	12-1277-700-000

### Long Term Requests/Needs

<b>Budget Item</b>	<b>Justification (use assessment data and goals to justify)</b>	<b>Cost</b>	<b>Budget Line Number</b>

### Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Aq animal programs**)

- **program-specific consumable materials** (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens**,
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

<b>Item</b>	<b>Year</b>	<b>Year</b>



## 8.0 Authorship and Oversight

### 8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This program review was written by Jody Coy and Melissa Ashford. The data for student information on enrollment and completion rates was provided by the Institutional Research office, Anita Chappue.

### 8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

PRC Member: I have read and reviewed this report and agree with the findings. Brian Southworth.

Division Chair: I agree with the findings of this report. Brian Southworth, Division Chair of Math & Science.

VPAA: I agree with the recommendation of maintaining current levels of support for this program. I also recommend program faculty look at short-term certificates to aid in student completion. Taylor C. Crawshaw, VPAA

## 9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Assessment

Fall 2020

### **Assessment Report for JavaScript**

**Term: Fall 2020 Online & On-ground  
Blaes**

**Prepared By: Tamara**

**Class Summary: There are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.**

**JavaScript: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.**

#### Learning Outcomes, Measures, and Data

**This course is KBOR Aligned: NO**

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in

the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

**1. Develop, debug, and modify code to meet design specifications for website creation**

**Chapter Case Studies**

**Online: 100%**

**On-ground: 85%**

**Final Project**

**Online: 100%**

**On-ground: 100%**

Outcome Result: *Met*

Summary Reflection: **No plans to change currently.**

**2. Use operators, variables, arrays, loops, control structures, functions, and objects on web pages**

**Chapter Case Studies**

**Online: 100%**

**On-ground: 100%**

**Final Project**

**Online: 100%**

**On-ground: 100%**

Outcome Result: *Met*

Summary Reflection: **No plans to change currently.**

### 3. Map HTML using the DOM – Document Object Model

#### Chapter Case Studies

Online: 100%

On-ground: 100%

#### Final Project

Online: 100%

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: **No plans to change currently.**

### 4. Create dynamic styles and animation on web pages

#### Chapter Case Studies

Online: 100%

On-ground: 100%

#### Final Project

Online: 100%

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: **No plans to change currently.**

### 5. Use regular expressions for form validation and cross-platform applications

**Chapter Case Studies**

**Online: 100%**

**On-ground: 100%**

**Final Project**

**Online: 100%**

**On-ground: 100%**

Outcome Result: *Met*

Summary Reflection: **No plans to change currently.**

**6. Identify popular JavaScript and JQuery libraries and different media on web pages**

**Chapter Case Studies**

**Online: 100%**

**On-ground: 100%**

**Final Project**

**Online: 100%**

**On-ground: 100%**

Outcome Result: *Met*

Summary Reflection: **No plans to change currently.**

**\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participatio**



## Assessment Report for JavaScript

Term: Fall 2021

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**JavaScript:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. **Develop, debug, and modify code to meet design specifications for website creation.**

Chapter Practice Coding

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

2. **Use operators, variables, arrays, loops, control structures, functions, and objects on web pages**

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 85%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### **3. Map HTML using the DOM – Document Object Model**

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### **4. Create dynamic styles and animation on web pages**

Chapter Practice Coding

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### **5. Use regular expressions for form validation and cross-platform applications**

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

### **6. Identify popular JavaScript and jQuery libraries and different media on web pages**

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



**Course:** CSE1043 Introduction to Digital Media

**Term:**  
**Spring**  
**2022**

## Assessment Report for Introduction to Digital Media

Term: Spring 2022, 1<sup>st</sup> Session On-ground

Prepared By: Tamara Blaes

Class Summary: All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Introduction to Digital Media: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

#### **1. Produce a digital media presentation**

Chapter Projects

**Course:** CSE1043 Introduction to Digital Media

**Term:**  
**Spring**  
**2022**

On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

**2. Select optimal digital media strategies for various delivery systems**

Chapter Projects

On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

**3. Examine digital media industry career opportunities**

Chapter Projects

Course: CSE1043 Introduction to Digital Media

Term:  
Spring  
2022

On-ground: 100%
















Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

## INTRO TO DIGITAL MED > Grades

Course average ▾	1 / 1 	1 / 1 	1 / 1 
Students ⋮	1. Produce a ...	2. Select opti...	3. Examine di...
	1 / 1 	1 / 1 	1 / 1 
	1 / 1 	1 / 1 	1 / 1 
	1 / 1 	1 / 1 	1 / 1 
	1 / 1 	1 / 1 	1 / 1 

Spring 2022

## Assessment Report for Computer Concepts & Apps

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** There are 3 sections of this course, 1 Online section and 2 on-ground. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

#### 1. Identify the specifications and configurations of computer hardware.

ODW Chapter 3 Matching

Online: 19-70%

On-ground: 27-90%

0-0%

0-0%

1- DNA

8- DNA

ODW Chapter 3 Concept Exam

Online: 18-90%

On-ground: 24-70%

0-0%

0-0%

2- DNA

11- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**2. Identify the role of an operating system.**

ODW Chapter 4 Matching

Online: 18-100%                      On-ground: 29-80%

0-0%                                      0-0%

2- DNA                                   6- DNA

ODW Chapter 4 Concept Exam

Online: 19-80%                      On-ground: 28-80%

0-0%                                      1-50%

1- DNA                                   6- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 17-70%                      On-ground: 23-70%

0-0%                                      0-0%

2- DNA                                   12- DNA

ODW Chapter 2 Concept Exam

Online: 17-80%                      On-ground: 25-90%

1-30%                                    1-60%

2- DNA                                   9- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: 15-70%                      On-ground: 6-70%

2-50%                                    3-60%

3- DNA                                   26- DNA

Word S1-3 **Skills Check Exam**

Online: 12-90%                      On-ground: 12-70%

1-50%                      0-0%  
7- DNA                      23- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**5.Create spreadsheets and charts for problem solving.**

Excel S13 **Project Exam**

Online: 6-70%                      On-ground: 4-80%  
3-60%                      4-50%  
11- DNA                      27- DNA

Excel S1-3 **Skills Check Exam**

Online: 11-90%                      On-ground: 8-70%  
1-60%                      1-50%  
8- DNA                      26- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**6.Utilize a database. (ACCESS)**

Access S-1 **Project Exam**

Online: 12-80%                      On-ground: 8-80%  
1-30%                      2-60%  
7- DNA                      25- DNA

Access S-1 **Skills Check Exam**

Online: 13-80%                      On-ground: 7-80%  
0-0%                      1-50%  
7- DNA                      27- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint S-2 **Project Exam**

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Online: 17-80%	On-ground: 25-90%
1-30%	1-60%
2- DNA	9- DNA

PowerPoint S-2 **Skills Check Exam**

Online: 10-90%	On-ground: 5-90%
0-0%	0-0%
10- DNA	30- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

Online: 18-100%	On-ground: 23-100%
1-20%	0-0%
1- DNA	12- DNA

ODW Chapter 7 Concept Exam

Online: 18-80%	On-ground: 23-70%
1-20%	0-0%
1- DNA	12- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: 18-80%	On-ground: 24-80%
0-0%	0-0%
2- DNA	11- DNA

ODW Chapter 8 Concept Exam

Online: 18-80%	On-ground: 24-80%
1-60%	0-0%
1- DNA	11- DNA

**Outcome Result: Met**

**Summary Reflection:** Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

Overall reflection:

Students that attempted the assignments did meet the outcomes. There were several students that did not attempt assignments that were selected to test outcomes being met. These assignments were assigned as homework assignments and hold the same point values as assignments not selected to test outcomes. In the future, I will test the order of homework assignments and if I continue to see outcome selected assignments, not being attempted, I will test changing point values on outcome selected assignments.

## Assessment Report for: Networking and Data Communications

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2022 semester made up of a student population of 4 students, 2 non-traditional Computer Information Technology majors, 1 traditional student a CIT major and 1 traditional student is a CSE major.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Demonstrate the capabilities and function of TFTP/FTP in the network  
Module 2 Quiz on capabilities and function of TFTP/FTP in the network 2.1.10

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) of students achieved at least 1000% on the assignment. 25% (1) of students scored 70%

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation on capabilities and function of TFTP/FTP in the network 3.27

Online: N/A                      On-ground: 100%



Outcome Result: 100% of students achieved at least 90% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Apply knowledge to configure network devices for remote access using SSH.  
Module 2 Quiz on configure network devices for remote access using SSH 2.2.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Quiz on configure network devices for remote access using SSH 3.1.8

Online: N/A                      On-ground: 90%

Outcome Result: 100% of students achieved at least 90% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Demonstrate the role of DHCP and DNS (Domain Name System) within the network  
Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.10

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Demonstrate switching concepts

Module 3 Lab Simulation on switching concepts 3.4.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation on switching concepts 5.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 14 Lab Simulation on switching concepts 14.3.6

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Apply knowledge to configure and verify IPv4 and IPv6 static routing.

Module 5 Quiz to configure and verify IPv4 and IPv6 static routing. 5.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Module 6 Lab Simulation to configure and verify IPv4 and IPv6 static routing. 6.2.5

**Course:** CSE1043 Introduction to Digital Media

**Term:**  
**Spring**  
**2022**

Online: N/A

On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Demonstrate the characteristics of network topology architectures.

Module 10 Quiz on characteristics of network topology architectures 10.1.5

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 10 Lab Simulation on characteristics of network topology architectures 10.4.4

Online: N/A

On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Module 2 Quiz on characteristics of network topology architectures 2.5.9

Online: N/A

On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.  
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## Assessment Report for CompTIA A+ PC Repair and Maintenance

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2022 semester made up of a student population of 2 non-traditional, both in the AAS/Computer Information degree program and 2 traditional, one is a CIT major and the other is an AGS International student.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1. Perform troubleshooting techniques, disassemble, and reassemble a working computer and printer.

Module 1 Lab Simulation for Trouble Shooting Techniques 1.2.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Lab Simulation for Trouble Shooting Techniques 3.5.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Evaluate a non-working computer system, suggest repairs or upgrades, and make those repairs safely.

Module 3 Lab Simulation for Suggesting repairs and upgrades 3.6.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Lab Simulation for Suggesting repairs and upgrades 12.1.4

Online: N/A                      On-ground: 100%

Outcome Result: 75% (3) of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

3. Identify hardware in a computer system. Configure software, including but not limited to utility software

Module 6 Lab Simulation for Hardware in a computer system and hardware 6.9.3

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Lab Simulation for Hardware in a computer system and hardware 12.10.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

4. Summarize FAT, NTFS filing systems and the security issues associated with them.

Module 11 Lab Simulation for Filing System and Security issues 11.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

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Module 11 Lab Simulation for Filing System and Security issues 11.3.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Demonstrate control access to a computer and the files that may be shared and establish a local network.

Module 12 Demonstrate control access to a computer and the files 12.1.13

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Demonstrate control access to a computer and the files 12.6.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

6. Evaluate and repair infections of malware on a computer and other physical security issues of computers.

Module 13 Repair infections of malware on a computer 13.2.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 13 Repair infections of malware on a computer 13.3.8

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or exceeded expectations, no plans to change methods.

The AGS International student took the course as an elective of interest only, with no intention of becoming certified in PC Repair and Maintenance. Attached is her take on the course and one of my non-traditional students.

**International Student:**

Before starting this class, I didn't know much about computers and the different programs, especially how to fix a computer when it stops working. For this A+PC Repair and Maintenance class I learned a lot of different things, one of my favorites was the System components and which taught me how to install certain things like a power supply, motherboard, Troubleshoots System Power, processor, memory etc... I like this subject because it is so important and simple. What I mean by this is because when you learn these steps it makes a significant difference in figuring it out and doing it by yourself if you need to. I also liked the Security subject and how we can make our devices safe and protected from virus and hackers, even if it was really hard for me to follow every step and understand what the lab was asking me to do, after a while It got easier and then I was able to not just follow the steps but understand them and since then when they asked me to do something I already know how to do it. The one thing I disliked was the amount of work assigned, but I understand there was a lot of material to cover. Also, at the beginning I was really struggling to identify where the cables went on the motherboard, I know that if it were an in-person class it would make it easier to find the right connector and everything but it's something that was really stressing me. One specific thing I disliked was the capstone exercises, it was difficult to understand exactly what they were asking for. To end, this course changed my point of view towards technology. In an effective way and in a bad way. The effective way is that now I have more knowledge and I can use it in my future. The bad thing is that the fact that there were a lot of things to learn and how complicated the steps are, made me not want to learn more.

**Non-Traditional Student:**

As for this A+ class, there was not too much I already didn't know. I have previously worked in IT (Information Technology), and I have read the CompTIA A+ certification book for the 220-901 and 220-902 exams (which I still have at home), but I just never followed through with it. Taking an actual college class has an accountability to it that motivates me to keep going. One of the more foreign subjects to me was everything pertaining to Active Directory and Group Policy Settings as I have never dealt with those before. One thing I liked was the simulated Windows Server Desktop environments. I never knew that there was so much to that version of Windows.

The one thing I disliked the most is how interacting with RAM is in the lab sims. In one lab, we determined which module fit into the slot on the motherboard based only on sight. I still don't entirely know how the correct answer is the correct answer. How am I to know if the left side of the module lines up with the bottom side of the board slot or the top? Not being able to position the RAM stick next to the slot to see if it fits makes it harder than it must be. A hands-on exercise with real computer components would have spared me needless frustration. This course really hasn't changed how I view technology, it only solidified in my mind how much administrators and repair technicians know and learn about those who use computers. A frightening amount of information is easily accessible to those who have the tools and knowledge to view it. I guess it's one of those "great power, great responsibility" type of careers.

One more thing I would like to add is that the Windows lab sim desktop environment is outdated. It is based on version 1709 of Windows 10 when currently they are up to 21H2, and I know that TestOut is responsible for changing that. Being tasked to find some setting in the Win 10 Settings menu in the lab sim isn't the same as the current release of Win 10. Placement of menu items has changed, either by items being added, removed, or outright newly placed. Also, some items are no longer in the Control Panel as they were in Win 10's early days. Seems disingenuous to teach Windows 10 when what you're teaching isn't represented in the real world. Again, this is TestOut's responsibility, not yours Mrs. Coy.

## Assessment Report for Identity Pro

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** **Class Summary:** This course was offered in the Spring 2022 semester made up of a student population of 2 traditional students, one is a Computer Information Technology major, and one is a Computer Science major.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Install and Configure Active Directory Domain Services (AD DS)

Module 1 quiz to test knowledge of ability to Install and Configure Active Directory Domain Services (AD DS)

1.1.3



**Course:** CSE1043 Introduction to Digital Media

**Term:**  
**Spring**  
**2022**

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Quiz to test knowledge of ability to Install and Configure Active Directory Domain Services (AD DS)

1.2.5

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Manage and Maintain AD DS

Module 3 Lab Simulation to show ability to Manage and Maintain AD DS

3.3.10

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Quiz to test knowledge and ability to Manage and Maintain AD DS

4.2.4

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

## 1. Create and Manage Group Policy

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Module 5 Lab Simulation to show ability to Create and Manage Group Policy 5.2.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to show ability to Create and Manage Group Policy 5.5.4

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

Implement Active Directory Certificate Services (AD CS)

Module 6 Lab Simulation to demonstrate ability to Implement Active Directory Certificate Services (AD CS) 6.4.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation to demonstrate ability to Implement Active Directory Certificate Services (AD CS) 7.3.5

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

**Course:** CSE1043 Introduction to Digital Media

**Term:**  
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**2022**

Implement Identity Federation and Access Solutions

Module 8 Lab Simulation for Demonstrating ability to Implement Identity Federation and Access Solutions 8.2.5

Online: N/A                      On-ground: 100%

Outcome Result: Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or exceeded expectations, no plans to change methods.

Module 8 Lab Simulation for Demonstrating ability to Implement Identity Federation and Access Solutions 8.3.4

Online: N/A                      On-ground: 100%

Outcome Result: Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or exceeded expectations, no plans to change methods.

## Assessment Report for Ethical Hacker

Term: Spring 2022

Prepared By: Jody Coy

**Class Summary:** This course offered in the Spring 2022 semester made up of a student population of 1 non-traditional, 4 traditional students. One student is a double major with the second major in Computer Information Technology and one traditional student is CIT, 2 students are Computer Science, and one student is AGS.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Identify Reconnaissance phase by exploiting system vulnerabilities.

Module 3 Lab Simulation for reconnaissance phase by exploiting system vulnerabilities 3.1.10

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student completed the assignment with a 75%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation for reconnaissance phase by exploiting system vulnerabilities 4.1.7

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student completed the assignment with a 50%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

1. Define Scanning Phase.

Module 5 Lab Simulation for scanning phase 5.1.5

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation for scanning phase 7.4.5

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 80% on the assignment. One student completed the assignment with a 50%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation for scanning phase 7.4.6

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Apply hacking knowledge by gaining access and taking control of various systems.

Module 7 Lab Simulation for hacking knowledge by gaining access and taking control of various systems 7.4.8

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 8 Lab Simulation for hacking knowledge by gaining access and taking control of various systems 8.3.4

Online: N/A                      On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

3. Demonstrate ability to maintain access by launching attacks on the network.

Module 11 Demonstrate ability to avoid maintain access by launching attacks on the network 11.3.7

Online: N/A                      On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

Module 12 Demonstrate ability to avoid maintain access by launching attacks on the network 12.1.8

Online: N/A                      On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

4. Demonstrate ability to avoid being detected by security personnel.

Module 10 Lab Simulation for Demonstrating ability to avoid being detected by security personnel 10.2.11

Online: N/A                      On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

Module 11 for Demonstrating ability to avoid being detected by security personnel 11.1.10

Online: N/A                      On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

## Assessment Report for Adobe InDesign

Term: Spring 2022 On-ground

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Adobe InDesign:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Create a variety of desktop publishing documents that exhibit the full feature set of InDesign skills from the beginning to the end of the document.**

Chapter Projects  
On-ground: 100%

Final Project  
On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1/1 

1. Create a variety of desktop publishing documents that exhibit the full feature set of InDesign skills from the beginning to the end of the document.

2. Complete a professional InDesign document from the skills presented in the course.

Chapter Projects

**Course:** CSE1043 Introduction to Digital Media

**Term:**  
**Spring**  
**2022**


On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

2. Complete a professional InDesign document from the skills presented in the course.

**3. Design a multi-document workflow project for print.**

**Chapter Projects**

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

1 / 1 

3. Design a multi-document workflow project for print.

**4. Formulate, apply, and integrate assets in a workflow project for PDF, screen or web using InDesign and Adobe Creative Suite software.**

**Chapter Projects**

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



4. Formulate, apply, and integrate assets in a workflow project for PDF, screen or web using InDesign a...

**5. Develop a collaborative workflow project, share files, manage developmental versions, and set up review cycles.**

Chapter Projects

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

5. Develop a collaborative workflow project, share files, manage developmental versions, and set up review cycles.

## Assessment Report for Adobe Photoshop

Term: Spring 2022 On-ground

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Adobe Photoshop:** Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure.**

**Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Demonstrate proficiency with basic photo correction concepts including importing, resolution, image size, cropping, tonal and color correction, use of filters.**

Chapter Projects

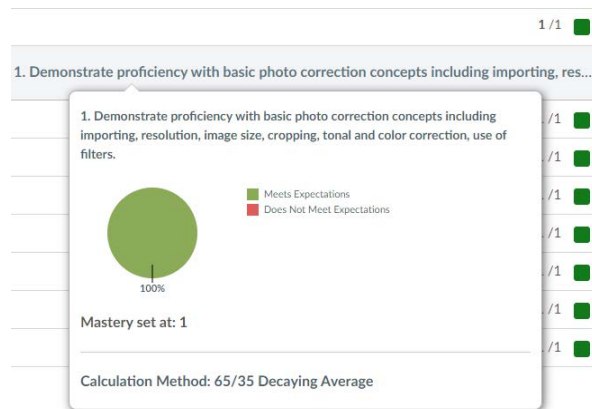
On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



**2. Explain the relationship between screen size, document size and print size**

Chapter Projects

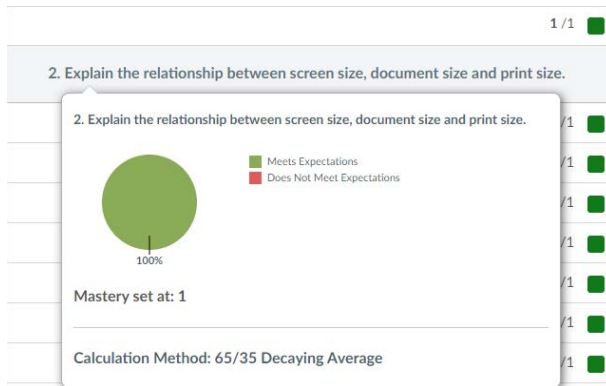
On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



**3. Demonstrate the ability to make selections with a variety of tools including the lasso, magnetic lasso, magic wand, marquee tools and quick mask mode.**

**Chapter Projects**

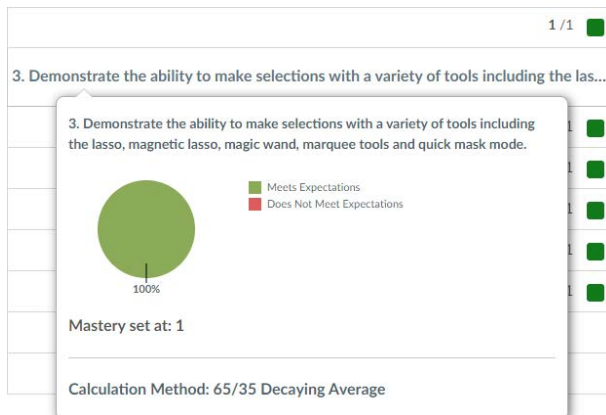
On-ground: 100%

**Final Project**

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.



**4. Demonstrate and utilization of layer principles such as stacking order, adjustment layers and moving a layer from one file to another.**

**Chapter Projects**

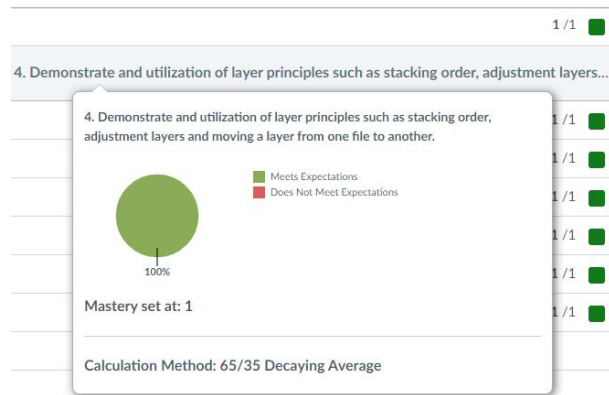
On-ground: 100%

**Final Project**

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection: No plans to change currently.**



**5. Organize selected images into a final artistic creation in conjunction with a reflective critique process in which the student is able to synthesize his/her conceptual idea, decision-making and final output.**

Chapter Projects

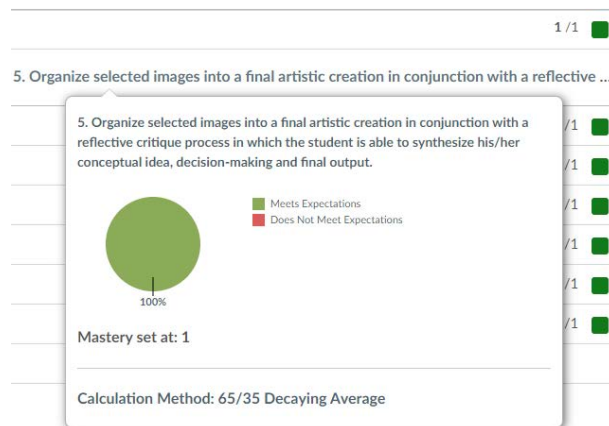
On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection: No plans to change currently.**



**6. Demonstrate proficiency with and command of Photoshop using image compositing and manipulation.**

Chapter Projects

Course: CSE1043 Introduction to Digital Media

Term:  
Spring  
2022

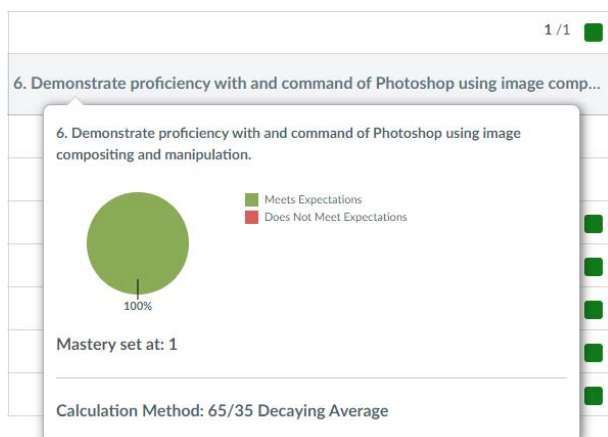
On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.



Fall 2021

## Assessment Report for Computer Concepts & Apps

Term: Fall 2021 - Prepared By: Jody Coy & Tamara Blaes

**Class Summary:** There are 3 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can**

**be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**1. Identify the specifications and configurations of computer hardware.**

ODW Word Puzzle

Online: 100%

On-ground: 89%

**Outcome Result: *Met*** Overall 89 % of students doing the assignment achieved at least 100% on the assignment. Six students, 11 % did not attempt.

**Summary Reflection: Students met or acceded to expectations, due to the assignment's nature, they could share their work easily.** Students would pass their puzzle sheets or take pictures of their completed puzzle to share with other students. We will be going back to a simulated program in Spring 2022

**2. Identify the role of an operating system.**

ODW Research the use of charts and tables in Excel

Online: 93%

On-ground: 100%

**Outcome Result: *Partially Met*** Overall 54 % of students doing the assignment achieved at least 80% on the assignment. 13 students 22 % did not attempt.

**Summary Reflection: Students** completing the assignment met or acceded expectation, this was an essay type assignment, students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 100%

On-ground: 100%

**Outcome Result: *Partially Met*** Overall 67 % of students doing the assignment achieved at least 100% on the assignment. 19 students 33 % did not attempt.

**Summary Reflection: Students** completing the assignment met or acceded expectation, this was an essay type assignment, students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022

**4. Use word processing software to create, edit, and produce professional documents.**

Flyer for a Business or Product

Online: 100%      On-ground: 100%

**Outcome Result: Met** Overall 93% of students doing the assignment achieved at least 100% on the assignment. 4 students .06 % did not attempt.

**Summary Reflection: Students** met or acceded to expectations, this was a PowerPoint assignment, students did well on this assignment.

### **5.Create spreadsheets and charts for problem solving.**

Create an Inventory sheet for a business

Online: 91%      On-ground: 100%

**Outcome Result: Met** Overall 92% of students doing the assignment achieved at least 100% on the assignment. 5 students .07 % did not attempt.

### **6.Utilize a database. (ACCESS)**

Database Your Friends and Family

Online: 10%      On-ground: 91.5%

**Outcome Result: Met** Overall 90% of students doing the assignment achieved at least 100% on the assignment. 7 students .09 % did not attempt.

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes. Students did well in this assignment; it is likely I will use this in the simulation course for this section.

### **7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint **Final**

Online: 100%      On-ground: 82%

**Outcome Result: Met**

**Summary Reflection: Students** met or acceded to expectations, this was a PowerPoint assignment, students did well on this assignment. We will return to a simulated program in Spring 2022; this assignment is similar in both teaching methods.

### **8.Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Online Ethics Discovery Questions Responses

Online: 100%

On-ground: 100%

**Outcome Result: Not Met** Overall, 58 % of students doing the assignment achieved at least 100% on the assignment. 33 students 42 % did not attempt.

**Summary Reflection: Students** who completed the assignment met or acceded expectations, this was an essay type assignment, 42 % of students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022 in place of essay type questions.

### 9. Identify security threats and solutions

ODW Identify Security Threats and Solutions GAME picture

Online: 100%

On-ground: 100%

**Outcome Result: Not Met** Overall, 63 % of students doing the assignment achieved at least 100% on the assignment. 21 students 37 % did not attempt.

**Summary Reflection: Students** who completed the assignment met or acceded expectations, this was a video game assignment, of which 37% and did not attempt. We will be going back to a simulated program in Spring 2022 in place of a gaming assignment.

## Assessment Report for Animation & Multimedia

Term: Fall 2021

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Animation & Multimedia:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure**



**are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Identify, design, and develop appropriate assets for the creation of a functional user interface using an appropriate navigational structure.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Implement a range of special effects which are commonly required for interactive design in multimedia applications (animation, visual and audio feedback, etc.).**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Design/Develop a functional interactive project given a specific brief using a graphical authoring environment.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Identify and apply the formal processes needed for preparing and documenting the design specification and prototype development stages of a multimedia application.**

Module Project

On-ground: 100%

Final Project

Course: CSE1043 Introduction to Digital Media

Term:  
Spring  
2022

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

**5. Identify and interpret the nature of technical issues that are encountered during the development and testing of a multimedia application.**

Module Project

On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

## Assessment Report for Web Design & Development

Term: Fall 2021

Prepared By: Tamara Blaes

**Class Summary:** All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Web Design and Development:** Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Define and describe in detail the six steps in developing a solid Web Site design plan.**

Chapter Case Studies

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**2. Demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites**

Chapter Case Studies

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.**

Chapter Case Studies

On-ground: 100%

Final Project

On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.**

Chapter Case Studies

On-ground: 85%

Final Project

On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**5. Demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.**

Chapter Case Studies

On-ground: 100%

Final Project

On-ground: 100%

Course: CSE1043 Introduction to Digital Media

Term:  
Spring  
2022

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

#### 6. Identify ways to promote a published Web Site.

Chapter Case Studies

On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

Spring 2021

## Assessment Report for Computer Concepts & Apps

Term: Spring 2021 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There were 2 sections of this course, one online full 16 weeks and one 8-week second session. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have**

**achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**1. Identify the specifications and configurations of computer hardware.**

ODW Chapter 5 Matching

Online: 98%                      On-ground: 95%

ODW Chapter 5 Concept Exam

Online: 98%                      On-ground: 96%

**Outcome Result: *Met***

**2. Identify the role of an operating system.**

ODW Chapter 4 Matching

Online: 98%                      On-ground: 93%

ODW Chapter 4 Concept Exam

Online: 97%                      On-ground: 89%

**Outcome Result: *Met***

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 98%                      On-ground: 96%

ODW Chapter 2 Concept Exam

Online: 97%                      On-ground: 96%

**Outcome Result: *Met***

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: 100%                      On-ground: 100%

Word S1-3 **Skills Check Exam**

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**5. Create spreadsheets and charts for problem solving.**

Excel S13 **Project Exam**

Online: 99%                      On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: 98%                      On-ground: 100%

**Outcome Result: *Met***

**6. Utilize a database. (ACCESS)**

**Course:** CSE1043 Introduction to Digital Media

**Term:**  
**Spring**  
**2022**

Access S-1 **Project Exam**

Online: 100%      On-ground: 97%

Access S-1 **Skills Check Exam**

Online: 100%      On-ground: 96%

**Outcome Result: Met**

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint S-2 **Project Exam**

Online: 100%      On-ground: 93%

PowerPoint S-2 **Skills Check Exam**

Online: 100%      On-ground: 92%

**Outcome Result: Met**

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

Online: 98%      On-ground: 96%

ODW Chapter 7 Concept Exam

Online: 99%      On-ground: 96%

**Outcome Result: Met**

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: 97%      On-ground: 97%

ODW Chapter 8 Concept Exam

Online: 95%      On-ground: 98%

**Outcome Result: Met**

**Summary Reflection:** Due to survey and student verbal input, changes are going to be made on a trial basis to enhance our student learning engagement. The intent is to create projects that are student specific. For example, learning Microsoft Word and writing a letter to someone who means something to the student.

Fall 2020

## Assessment Report for Computer Concepts & Apps

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There are 2 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen

studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

#### 1. Identify the specifications and configurations of computer hardware.

ODW Chapter 5 Matching

Online: 98%                      On-ground: 95%

ODW Chapter 5 Concept Exam

Online: 98%                      On-ground: 96%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

#### 2. Identify the role of an operating system.

ODW Chapter 4 Matching

Online: 98%                      On-ground: 93%

ODW Chapter 4 Concept Exam

Online: 97%                      On-ground: 89%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: 98%                      On-ground: 96%

ODW Chapter 2 Concept Exam

Online: 97%                      On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: 100%                      On-ground: 100%

Word S1-3 **Skills Check Exam**

Online: 100%                      On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**5. Create spreadsheets and charts for problem solving.**

Excel S13 **Project Exam**

Online: 99%                      On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: 98%                      On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**6. Utilize a database. (ACCESS)**

Access S-1 **Project Exam**

Online: 100%                      On-ground: 97%

Access S-1 **Skills Check Exam**

Online: 100%                      On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**7. Use presentation software to create, edit, and produce professional presentations.**

PowerPoint S-2 **Project Exam**

Online: 100%                      On-ground: 93%

PowerPoint S-2 **Skills Check Exam**

Online: 100%                      On-ground: 92%

**Outcome Result: Met**



**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

**8. Identify the ethical and social standards of conduct regarding the use of information and technology.**

ODW Chapter 7 Matching

Online: 98%                      On-ground: 96%

ODW Chapter 7 Concept Exam

Online: 99%                      On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

**9. Identify security threats and solutions**

ODW Chapter 8 Matching

Online: 97%                      On-ground: 97%

ODW Chapter 8 Concept Exam

Online: 95%                      On-ground: 98%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

## Assessment Report for Computer Concepts & Apps

Term: Fall 2020

Prepared By: Jody Coy

**Class Summary: There** are 2 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Computer Concepts and Applications:** Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can**

**be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**1. Identify the specifications and configurations of computer hardware.**

ODW Chapter 5 Matching

Online: **NA**                      On-ground: 96%

ODW Chapter 5 Concept Exam

Online: NA                      On-ground: 92%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change at this time.

**2. Identify the role of an operating system.**

ODW Chapter 4 Matching

Online: **NA**                      On-ground: 71%

ODW Chapter 4 Concept Exam

Online: NA                      On-ground: 72%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change at this time.

**3. Use the Internet to find information and determine its credibility.**

ODW Chapter 2 Matching

Online: **NA**                      On-ground: 96.5%

ODW Chapter 2 Concept Exam

Online: NA                      On-ground: 96%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change at this time.

**4. Use word processing software to create, edit, and produce professional documents.**

Word S1-3 **Project Exam**

Online: NA                      On-ground: 100%

Word S1-3 **Skills Check Exam**

Online: NA      On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

### 5. Create spreadsheets and charts for problem solving.

Excel S13 **Project Exam**

Online: NA      On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: NA      On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

### 6. Utilize a database. (ACCESS)

Access S-1 **Project Exam**

Online: NA      On-ground: 91.5%

Access S-1 **Skills Check Exam**

Online: NA      On-ground: 83%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

### 7. Use presentation software to create, edit, and produce professional presentations.

PowerPoint S-2 **Project Exam**

Online: NA      On-ground: 89%

PowerPoint S-2 **Skills Check Exam**

Online: NA      On-ground: 89%

**Outcome Result: Met**

**Summary Reflection:** We are looking into more project-based assignments for this section of the course outcomes.

### 8. Identify the ethical and social standards of conduct regarding the use of information and technology.

ODW Chapter 7 Matching

Online: **NA**      On-ground: 96%

ODW Chapter 7 Concept Exam

Online: NA      On-ground: 72.5%

**Outcome Result: Met**

**Summary Reflection:** No plans to change at this time.

### 9. Identify security threats and solutions

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**Course:** CSE1043 Introduction to Digital Media

**Term:**  
**Spring**  
**2022**

ODW Chapter 8 Matching

Online: **NA** On-ground: 96%

ODW Chapter 8 Concept Exam

Online: NA On-ground: 96%

**Outcome Result: Met**

**Summary Reflection:** No plans to change at this time.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

## Assessment Report for Introduction to Electronic Commerce

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary:** There are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Introduction to Electronic Commerce:** Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**Explain the elements of the digital world and Electronic Commerce Business Models**

Chapter Case Studies

Online: 100% On-ground: 85%

Final Project

Online: 100% On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

**2. Describe and apply B2C, B2B, and C2C strategic issues**

Chapter Case Studies

Online: 100% On-ground: 100%

Final Project

Online: 100% On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

**3. Examine and compare social networking and Web 2.0 Entertainment**

Chapter Case Studies

Online: 100% On-ground: 100%

Final Project

Online: 100% On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

**4. Assess and critique a variety of m-commerce applications**

Chapter Case Studies

Online: 78% On-ground: 85%

Final Project

Online: 85% On-ground: 75%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

**5. Discuss how online payments are evolving and assess alternatives**

Chapter Case Studies

Online: 88% On-ground: 85%

Final Project

Online: 100% On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

**6. Apply ethical and secure strategies regarding Electronic Commerce**

Chapter Case Studies

Online: 88% On-ground: 85%

Final Project

Online: 100% On-ground: 100%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.

## Assessment Report for Web Design & Development

Term: Fall 2020 Online & On-ground

Prepared By: Tamara Blaes

**Class Summary: There** are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

**Web Design and Development: Students will show the ability to apply theories and methods to solve common problems related to computer literacy.**

### Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

Define and describe in detail the six steps in developing a solid Web Site design plan.

Chapter Case Studies

Online: 78%

On-ground: 85%

Final Project

Online: 85%

On-ground: 75%

**Outcome Result: Met**

**Summary Reflection:** No plans to change currently.

2. **Demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites**

Chapter Case Studies

Online: 78%                      On-ground: 85%

Final Project

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**3. Implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.**

Chapter Case Studies

Online: 100%                      On-ground: 100%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**4. Demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.**

Chapter Case Studies

Online: 78%                      On-ground: 85%

Final Project

Online: 85%                      On-ground: 75%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**5. Demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.**

Chapter Case Studies

Online: 100%                      On-ground: 100%

Final Project

Online: 100%                      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

**6. Identify ways to promote a published Web Site.**

Chapter Case Studies

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**Course:** CSE1043 Introduction to Digital Media

**Term:**  
**Spring**  
**2022**

Online: 100%      On-ground: 100%  
Final Project

Online: 100%      On-ground: 100%

**Outcome Result: *Met***

**Summary Reflection:** No plans to change currently.

\*COVID-19 Impact Starts March 27<sup>th</sup> and continues to make an impact on both student focus and class participation.





Dr. Vincent Bowhay, President

**Ellis Honored with Employee Veteran Leadership Award**



ICC is delighted that Tommy Ellis, Director of Veteran Student Success, has been selected for the 2023 Employee Veteran Leadership Awards (EVLAs), announced by Military Friendly. This prestigious annual honor recognizes US military veterans who embody the best qualities of our nation’s military, such as leadership, teamwork, discipline, determination, adaptability, a strong work ethic, and a can-do attitude, as employees of an organization.

Out of numerous candidates, 26 EVLA honorees were selected for their positive impact on their organizations and the military and veteran community. These veteran employees are passionate about promoting the advancement of their fellow veterans, mentoring others, and bridging the gap between veteran and non-veteran employees. They also demonstrate their commitment by volunteering their time.

“Like most young draftees during the Vietnam days, I didn’t appreciate the true honor I was being given to serve my country,” explained Ellis. “Now, as Director of the Veteran Student Success Center, this time I do appreciate the special opportunity I have been given - to serve our veteran students. I’ve learned there is no expiration date for serving; keep serving till the last breath. To be recognized by Military Friendly with the EVLA simply reinforces the belief that being a veteran can have ongoing, life-long responsibilities, but also unexpected rewards,” said Ellis.

**Students Recognized at Student Leadership Awards**

ICC Student Affairs recognized 17 students during the 2023 Student Leadership Awards Ceremony on April 25. Students and awards are listed below.

**Student Veteran Leadership Award**

Maurice Henderson

**MLK Jr. Drum Major Award**

Logan Huser

**Kennedy Center American College Theatre Festival Awards**

Molly Gray - Stage Management | OUR TOWN  
 Artemus Montgomery - Stage Management | ART  
 Braelyn George - Technical Leadership | ART  
 Cast of OUR TOWN - Ensemble Performance

**Irene Ryan Nominations**

Corbin Thomsen - ART  
 Jackson Horning - OUR TOWN  
 Artemus Montgomery - OUR TOWN

**2023 Margaret Goheen Scholarship**

Artemus Montgomery

**Athletic MVP**

Greg Jones - Football  
 Kam Parker - Men’s Basketball  
 Valentina Ojeda - Women’s Basketball  
 Rani Tafoya - Volleyball  
 Graci Buckley - Softball  
 Kaya Tribitt - Cheer  
 Emma McCollam - Dance  
 Jackson Ashmore - Powerlifting  
 Gohan Mendez - E-Sports

**ICC Student Leader of the Year**

Brin Stark





### **Crawshaw Selected for Farm Talk's 40 Under 40**

ICC is pleased to announce Taylor and Alfred Crawshaw have been selected for Farm Talk's 40 under 40 list for their work with Crawshaw Family Farms. Taylor Crawshaw currently serves as the Vice President for Academic Affairs at ICC. This prestigious recognition celebrates the Crawshaws' dedication, leadership, and impact on the agricultural industry.

The Farm Talk's 40 under 40 program is an annual event that recognizes outstanding individuals under the age of 40 who have made a significant impact in their respective fields. The program received thousands of nominations from across the agricultural

sector, and Crawshaw's selection highlights the hard work and dedication that Crawshaw Family Farms has put into the industry.

"Alfred and I are honored to be named with our peers as part of Farm Talk's 40 under 40," said Taylor Crawshaw. "We work hard to advocate for agriculture and our rural communities. We are proud to call Southeast Kansas our home, and we look forward to continuing to grow our operation and helping people learn how important agriculture is to the economy."

The selection for Farm Talk's 40 under 40 is a testament to the innovative approach and commitment that the Crawshaws have made towards the agricultural sector, specifically crop and cattle production.



### **Arbor Day Foundation Honors ICC With 'Tree Campus Higher Education' Recognition**

ICC has been honored with a "2022 Tree Campus Higher Education" recognition by the Arbor Day Foundation. The Tree Campus Higher Education program honors colleges and universities for effective campus forest management and engaging staff and students in conservation goals.

ICC achieved the title by meeting Tree Campus Higher Education's five standards, including maintaining a tree advisory committee, a campus tree-care plan, dedicated annual expenditures for its campus tree program,

an Arbor Day observance, and a student service-learning project. Currently, there are 403 campuses across the United States with this recognition.

"Keeping this recognition is a result of collaborative work across disciplines that we value here at ICC. We have many tree-related projects in long-term planning," explains Bridget Carson Advisory Committee Co-Chair. "In addition to caring for the trees that are here and strategically adding trees to our campus for shade and beauty, we are also working toward removing invasive species like Callery and Bradford Pears."

"Our Arbor Day Campus status gives us access to tools to help us calculate and communicate the benefits to our campus in how trees provide reduced cooling costs and improve both water management and biodiversity on our campus," concluded Carson. "While many trees are labeled, most are not, so we will continue our tree inventory and work toward an interactive map of campus plantings. And on our beautiful campus, our trees especially provide us the opportunity for campus-as-classroom interdisciplinary creating opportunities for service learning projects in the works in both the Biology and the Business & Computing disciplines. ICC is both honored and excited to continue being an Arbor Day Campus."



## College Designated a Voter-Friendly Campus

ICC has been designated a voter-friendly campus for 2023-2024 by NASPA - Student Affairs Administrators in Higher Education and Fair Elections Center's Campus Vote Project.

This designation recognizes ICC among 258 colleges and universities across 38 states and Washington, D.C., committed to voter registration, education, and turnout as part of their institutional mission. ICC is one of three institutions in the state of Kansas with this recognition.

“Providing education to our students about voter engagement and overall democratic engagement is incredibly important,” said David Adams, Vice President for Student Affairs. “We are proud to be recognized with this distinction, again this year.”

The Voter Friendly Campus program is designed to help institutions address the many challenges preventing college students from participating in the political process and foster a culture of democratic engagement on their campuses, including in years without a national election.

Institutions were evaluated on their ability to complete a multi-step process, which included engaging students, faculty, staff, community organizations, and local election officials to develop a written plan for how the campus community would engage student voters in 2022, as well as facilitate voter education and engagement efforts on campus. The designation is valid through December 2024.



### ICC Spirit Brings Home Titles After Regional and National Championships

The ICC Spirit Squads made their way to Olathe, KS to take part in the 2023 Region 6 Cheer and Dance Competition. The Pirates showcased their talent by presenting a total of 8 routines, including a Pom routine, Jazz routine, Hip Hop routine, Advance Small Co-Ed performance routine, and a Spirit Rally routine, alongside three soloists, Menley Gill, Alexis Sprague, and Emma McCollam.

The squads received commendable placements, securing 3rd position in Hip Hop, 3rd in Advanced Small Co-Ed, and clinching the Conference Champion title in Spirit Rally. The Spirit Rally routine, which involves a sideline chant, a crowd-leading cheer, and a timeout routine, was a joint performance by the ICC cheerleaders and dancers, even though it is considered a “cheer” routine.

After their noteworthy performance at the Regional Championship, the team traveled to San Antonio to participate in the 2023 Sea World Cheer and Dance Nationals, where they emerged victorious as Division Champions. Coach Cope expressed her pride in the team, stating that “I am so proud of the team. We had some major changes in January, which meant a lot of unexpected adjustments to all of our routines, which is never easy, but the team kept an overall positive attitude and worked really hard, and all their effort paid off!”

**Independence**  
COMMUNITY COLLEGE

# Foster Family Open House

April 26th, 2023 | 4:30 - 6:30pm | ICC West

Learning about supports for foster care youth at Independence Community College.

Featured Topics:

- Financial Aid
- College Prep
- Independent Living Program
- Student Support Services

Guest Speaker: Heather Owens, DCF Foster Care Program Administrator

CE credits available | Guest Speaker @ 5:30pm

## College hosts Foster Family Open House

The college hosted the Foster Family Open House on April 26th. The event will featured topics such as financial aid, college preparation, The Independent Living Program, and Student Support Services.

“This event was a great opportunity for families to come and see all the various support options ICC offers to youth who have gone through foster care,” explained Chris Cameron, Senior Recruiter. “From The Casto Family Endowed Scholarship Fund through the ICC Foundation to our Independent Living Program, our main goal is to help students access the resources they need to thrive during their college experience.”

Heather Owens, DCF Foster Care Program Administrator, was the Guest Speaker at the event.

Heather Owens, DCF Foster Care Program Administrator, was the Guest

## PIRATE SIGHTINGS



## UPCOMING EVENTS

**May 29**  
Memorial Day  
Campus Closed

**June 12-16**  
Kids College

-END OF REPORT-